

How Good is our Care Play and Learning

Quality Indicator 1.1 – Nurture, Care and Support

Improvement Action Point: The provider, manager and staff should ensure that children are nurtured and supported throughout their daily experience in a way that is suitable to them as an individual.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: ‘My care and support meets my needs and is right for me’ (HSCS 1.19) and ‘As a child or young person I feel valued, loved and secure’ (HSCS 3.10).

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
Staff have better knowledge of all children not just their own key children.	<ul style="list-style-type: none"> Staff will be supported to develop relationships with children beyond their key children. Staff to record children’s interests as they are demonstrated in all learning areas to support staff to value children as individuals and extend their learning using areas of interest. 	Immediate	All Staff Time away from tasks
Staff respond to children’s own individual needs creating a more nurturing and settled environment.	<ul style="list-style-type: none"> Identify children daily who would benefit from using a quiet space e.g using the nurture room, cosy nook or outdoor den. Help all adults in the setting to have quality time to develop caring and loving relationships with learners that demonstrate understanding of the child as an individual and their needs. 	ongoing	All staff
Increased lunchtime interactions, more care shown to children and	<ul style="list-style-type: none"> Create a quiet area for lunch to improve lunchtime interactions with children 	immediate	All staff involved

<p>their individual needs. More 1-1 time given to children in a non task orientated way.</p>	<ul style="list-style-type: none"> • Create a home away from home feeling to offer children warm and welcoming interactions • Develop table talking points to remove the feeling of lunch being a task that needs to be completed and improve table conversation with children - this will also improve relationships 		
<p>All staff can be seen following the protocol and establishing the same secure routines for children</p> <p>Clean hands, less bugs/germs</p>	<ul style="list-style-type: none"> • Work as a team to create a lunch protocol that will give all children consistency in their routines • Children to be closely supported when hand washing • Look to extend learning opportunities by working with the health protection team to borrow the glitter bug hand washing lesson to support children in their learning 	<p>Immediate</p> <p>ongoing</p>	<p>All staff to follow</p> <p>A member of staff will be asked to support specifically with handwashing before and after meal times</p>

Improvement Action Point: The provider, manager and staff should ensure children's overall wellbeing is supported through effective use of personal planning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My needs as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23).

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
All Ante-pre children and new starts will have an extra page in their personal plans with their own voices.	<ul style="list-style-type: none"> Children are to be more involved in their own personal care plans Plans will have a child friendly page to collect children's views and this will be frequently reviewed with children 	1 month to create thereafter ongoing when a child starts the setting. Current ante-pre children to complete prior to new term in August.	Implement a child friendly page with relevant questions. MG and FPa to create and implement a template for all children to utilise. Including spaces for children to review.
Template has been adapted and ready for staff to complete	<ul style="list-style-type: none"> More relevant information to be included within the individual child overview Adapt current overview template to include dietary requirements which will free up 'other relevant information'. A box for reviewing has been added so staff are updating regularly. 	Completed on 2/5/23	
Staff and parent/carer signatures will be	<ul style="list-style-type: none"> Staff will have termly time out to ensure the children's personal plans are up to date with all 	ongoing	<ul style="list-style-type: none"> Required by all staff

<p>evident on personal plans to indicate review. SOFIE Observations carried out will show consistent approaches being used by staff in line with the personal plans.</p>	<p>relevant information and reviewed by parents/carers.</p> <ul style="list-style-type: none"> • Staff will ensure they are familiar with all children not key child specific personal plans through the overview • After time has been given to update plans further time will be timetabled to allow staff to read and understand updates to child plans. • Staff will sign an updates record sheet to confirm that they have read and understood updates. • SEYPs and management will carry out regular observations of individual children to ensure that interactions with staff reflect the child's personal plan. 		<ul style="list-style-type: none"> • Time to complete and action
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Improvement Action Point: 3. To ensure children's safety all staff should be aware of how to access medication in case of an emergency.

This is to ensure that the care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
<p>All staff will read, understand and follow protocol. Staff will sign protocol to ensure they</p>	<ul style="list-style-type: none"> • Update medical Protocol and share with all staff 	<p>2 weeks</p>	<p>All Staff</p> <p>Sara McGrevey/Rachel</p>

<p>have read it and understood.</p> <p>All staff involved in creating and implement protocol.</p>			<p>Clayton to create.</p> <p>Purchase Storage boxes for medication only - SEYP to arrange purchase.</p>
<p>Medication will be audited monthly by Sara McGrevey to ensure protocol is being understood and followed.</p> <p>If anything needs amended, keyworker will be informed.</p> <p>Liaise with all staff to ensure they are aware of medication monthly check sheet.</p>	<ul style="list-style-type: none"> • Monthly checks - one designated member of staff to check medication cabinet to ensure there is consistency and protocol is being adhered to. • 	<p>Ongoing</p>	<p>Sara McGrevey as medication coordinator</p> <p>Rachel Clayton to devise Medication Monthly Check sheet.</p>
<p>This will be included within medical protocol so all staff will be aware of how these</p>	<ul style="list-style-type: none"> • Create safe Storage for NON prescribed skincare - (lip balms, hand soap, moisturiser) 	<p>2 weeks</p>	<p>Sara McGrevey/Rachel Clayton</p>

products are stored correctly.			Purchase Storage box, safe space and name labels - SEYP to arrange purchase.
All staff have been shown how to use the padlock correctly and staff are aware where to find the code if it is ever forgotten.	<ul style="list-style-type: none"> • Padlock and code. Code is situated in quiet room on a pink post-it above Fiona Potts desk. • Staff to know how to use the padlock correctly (push padlock up so ensure the numbers turn) • Training for all staff and instructions are recorded as part of medical protocol so that it is understood by any members of staff who are new to the setting or covering in the setting 	Immediate	All Staff

Quality Indicator 1.3 – Play and Learning

Improvement Action Point: 4. The provider, manager and staff should ensure that children have fun and experience high quality play, learning and development opportunities.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I am supported to achieve my potential in my education and employment if this is right for me' (HSCS 1.27).

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
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Observations to contain evidence of schemas. Observe staff extending a child's individual schematic play	<ul style="list-style-type: none"> Staff to upskill themselves and their knowledge of schemas 	Immediate and ongoing	All staff to complete training and implement
Evidence by written developmental milestones.	<ul style="list-style-type: none"> Using the developmental milestones from Highland literacy 	Ante Pre school to complete and then ongoing from August starts. Review termly for each child	Staff members to key children
Planning boards will be up and used to follow on children's learning and development. Recorded on the planning sheet	<ul style="list-style-type: none"> Extend play opportunities by recording spontaneous learning in individual areas Create a space in each area for responsive planning ideas and examples Feed these ideas back into the whole setting planning sheets so that overarching themes take into account children's current interests 	ongoing	All staff
Staff will be confident in using these boards as a tool to enhance child led learning.	<ul style="list-style-type: none"> Communicate observations/interactions of children to all staff through use of area specific observation notice boards. This will allow current child led topic to be implemented and actioned by all staff in a timely manner. Whole staff input will enhance next steps 	Ongoing	Look at a budget for purchasing cork boards for each area of nursery which will be used for planning in the moment.

<p>A clear short term plan will be evident in the setting and shared with parents on a 2/3 weekly basis</p>	<ul style="list-style-type: none"> • Develop overarching planning sheets that set the direction for the whole nursery on a 2/3 weekly basis • Link these to the curriculum to have a literacy, numeracy and health and wellbeing focus for nursery with an overarching theme to tie all learning with. • Develop an area of this planning sheet that can be shared directly with parents to help them support children's learning at home • Continue to evolve this planning document over the course of the short term theme to be responsive to children's current interests. 	<p>June</p>	<p>Time to visit other settings to see planning in action that could be adapted to work at Forehill</p>
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How Good is Our Setting?

Improvement Action Point: 1. To ensure children experience quality facilities the provider, manager and staff should ensure that the indoor environment:

- is sensitively structured and considers all children's stages of development,
- reflects children's current interests,
- is well resourced with materials to support children's learning,
- has well maintained furniture and resources.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'The premises has been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18)

Measures of Success How will we know this has been achieved?	Actions Required What do we need to do?	Timescales	Resources Who and what is required?
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<i>What evidence will we have?</i>			(including cost/fund)
Children will choose to use the quiet area/cosy area to play, explore, read and rest	<ul style="list-style-type: none"> • Develop a quiet area of nursery which will allow children to have down time/rest time in nursery. • Further create a book nook/cosy corner and have this reflect a more homely environment to support downtime/rest opportunities 	April 2023	Sofa, mantle piece, rug and other home items to be sourced
Children will have learning opportunities Areas will be moved and constantly reflected on to ensure they are located in a place that supports children's play and learning	<ul style="list-style-type: none"> • Remove the computers and instead use the table to develop a "den" and utilise the table top at other times • Re-evaluate the whole ELC environment to ensure as much of the learning space as possible is being used to support learning opportunities • Dinner table to be used in the quiet space to create more learning space in the wet area to further develop table top play opportunities. 	April 2023	All staff involved Dark den, materials, tinker table items
Evidence of children's work displayed on the walls Examples of children being involved in creating wall displays	<ul style="list-style-type: none"> • Displays refreshed 2/3 weekly in line with the planning overview for nursery. It will reflect current themes and the focus E's and O's – linked to planning • These displays will have evidence of pupil voice and will be a way to record responsive planning 	Ongoing	All staff

	<ul style="list-style-type: none"> • More examples of children's work to be displayed to show pupil development and creativity over the term 		
Completed audits Children more engaged in a range of play and learning opportunities.	<ul style="list-style-type: none"> • Environmental audits used to complete 2/3 weekly environmental audits to ensure that there is plentiful resources to support the children to learn and develop through their play. • Audits used to ensure that children have opportunities to develop across the curriculum through their play and have a range of resources that will extend learning 	Ongoing	All staff

How Good is Our Leadership?

Improvement Action Point: 1. To ensure quality care and experiences for children quality assurance and self-evaluation should be embedded into practice.

This should mean that:

- Children and families are meaningfully involved and influence changes within the setting.
- Quality assurance, including self-evaluation and improvement plans lead to high quality care and support.

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
Children's views are recorded and used to inform planning. Planning and	<ul style="list-style-type: none"> • Create a template for children to share their nursery experience. (thumbs up or down.) Seek daily evaluations from children 	Weekly	MM to create a template and share with all staff.

<p>experiences for children are more responsive to their needs.</p>	<ul style="list-style-type: none"> • Look to include children’s thoughts and opinions on planning sheets and in environmental audits of the setting and learning areas 		
<p>Parents views are recorded and used to inform planning. Staff are knowledgeable and informed about the questions. Feedback results in meaningful change that is communicated with parents</p>	<ul style="list-style-type: none"> • Compile monthly google form questionnaire for parents and carers with questions relevant to improvements within the setting. • Ensure feedback is valued and results in improvements within the setting, make sure that we communicate this more effectively with parents so that they can see what has changed as a result of feedback 	<p>Termly</p>	<p>AG to show staff how to create a google form. All staff to take turns to create a questionnaire on agreed themes.</p>
<p>Feedback is acted upon to improve outcomes for learners</p>	<ul style="list-style-type: none"> • Peer monitoring among staff is timetabled for consistency • Key themes coming from observations are reflected upon as a team in staff meetings to drive improvements 	<p>Termly</p>	<p>SEYP to create peer monitoring time table.</p>

<p>Parents are confident of what is being taught in the setting and why, they understand what they can do at home to extend their child's learning and how they can support/become involved at the setting.</p>	<ul style="list-style-type: none"> • All self evaluation opportunities are shared with parents so that they better understand the decision making within the setting • Planning documents are shared with parents so that they know what their child is learning in the setting, how they can support at home and how they can get involved and support within the setting 		
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How Good is Our Staff Team?

Improvement Action Point: 2. To meet the care and learning needs of all children leaders and staff should work together to ensure effective supervision and quality engagement with children across the day.

This is in to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'People have time to support and care of me and to speak with me' (HCSC 3.16).

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
	<ul style="list-style-type: none"> • SEYP to deploy staff to different areas during busy times of the day. 	On going	SEYP

<p>Children will become more engaged, noise levels will be lower.</p>	<ul style="list-style-type: none"> SEYP to be responsive to the needs of the children by being available on the floor throughout the day and directing staff to areas that need further support 		
<p>Children will continue to play and concentration levels will remain high as there will be limited disruption.</p>	<ul style="list-style-type: none"> Manage time more effectively – rota times do not have to be followed rigidly, use common sense eg when nappy changing so that these times do not feel task driven and take children’s needs into consideration. Consistently carry out environmental audits to ensure that learning areas are correctly set up to develop children’s learning opportunities 	<p>On going</p>	<p>Rotas</p> <p>More focus on where resources are best placed. Nothing new required.</p>
<p>Staff will know what is happening in all areas of nursery when asked.</p>	<ul style="list-style-type: none"> Improved communication between everyone in the team Continue the effective use of the communication diary to support all staff to know what is going on in nursery and where extra support may be required More detailed record keeping of what children have eaten at lunch so that this is consistently fed back to parents 	<p>From now and on going</p>	<p>All staff to be made aware of what is happening in nursery.</p>
<p>Children will all have access to the same opportunities and experiences regardless on when they attend nursery.</p>	<ul style="list-style-type: none"> Staff need to be consistent throughout the day with a good knowledge of child development and the children’s varying needs throughout the session. Whole staff focus on schemas and how the nursery environment reflects the varying interests of learners. All staff to engage in further CPD on questioning <ul style="list-style-type: none"> Staff who are skilled in this area to model good quality questioning and ensure that less 	<p>Ongoing</p>	<p>Support from Locality Lead to extend staff understanding of schemas</p>

Staff will be more engaged with the children and will ask more leading questions to extend children's learning.

experienced staff have the opportunity to shadow more experienced staff in this area.