

HOW GOOD IS OUR CARE, PLAY AND LEARNING?				QI 1.1 NURTURING CARE AND SUPPORT	QI 1.3 PLAY AND LEARNING
AREA OF IMPROVEMENT	ACTION TO BE TAKEN	BY WHEN	BY WHOM	DESIRED OUTCOMES FOR CHILDREN	EVIDENCE
<p>REQUIREMENTS 01 May 2023</p> <p>a. Ensure children's up-to-date care and support needs are included with their personal plan and staff use this information to effectively support them.</p> <p>a. Ensure staff have the relevant knowledge, skills, and understanding of child development and in supporting children with additional support needs and apply this in their practice.</p> <p>b. Ensure staff are well informed about the children attending and use this information to provide individualised and responsive care relevant to their needs.</p> <p>c. Ensure children are provided with warmth and comfort when needed.</p> <p>IMPROVEMENTS</p> <p>1. To support children's safety and to promote their understanding and enjoyment of healthy eating and drinking, the manager and staff should improve mealtime experiences.</p> <p>This should include but not be limited to, improving the organisation and preparation of meals, effective interactions from staff, and more opportunities for children to be independent.</p> <p>2. To support children's learning and development, the manager and staff should ensure children experience high quality play and learning relevant to their age and stage of development.</p>	<ul style="list-style-type: none"> Staff to be given feedback on the draft report from the Care Inspectorate visit of 16 March 2023. Discussions to be held with staff about the requirements and improvements and their personal role in moving them forward and implementing them. Key workers to review and update Learning and Care Plans (LCPs). Initial audit of LCPs to ensure have been updated. Regular audit of LCPs. Discussions with staff teams to take place to ensure that all staff are well informed and understand the purpose of the LCPs. Observation skills developed for the whole staff team. Training to be provided on areas of child development and additional support needs with priority given to: <ul style="list-style-type: none"> responding appropriately to children's cues knowledge and understanding and consistent use of transition supports (horizontal as well as vertical) Leuven 	<ul style="list-style-type: none"> 01 May 01 May and ongoing 01 May 01 May Weekly 01 May 07 July and ongoing 07 July and ongoing 	<ul style="list-style-type: none"> HT & Manager HT, Manager, Locality Lead Officer (LLO), ELC Service Manager Key Workers Manager, Teachers, HT, Manager, Teachers Managers, Teachers, SEYPs LLO, Manager, Teachers Manager, LLO, Teachers, Partner Professionals 	<ul style="list-style-type: none"> Each child will have an individualised LCP that is relevant, and up to date, outlining the individualised support they need to ensure that they are nurtured, respected, and cared for appropriately and that the personalised care they receive is of a high quality, and is consistent across the setting. Staff have a good understanding of child development, relevant theory, and practice, and use this to support high quality play and learning experiences. Each child will be supported with nurturing and loving care that supports their overall wellbeing. Practice by staff reflects the families' personal preferences and promotes children's independence, privacy and dignity. Where the children require support with their personal care, interactions throughout are warm, caring and nurture children's security, confidence and positive relationships. 	

<p>This should include, but not be limited to, ensuring staff are knowledgeable in supporting children's learning, routines, and group times are appropriate to meet the children's developmental needs and meaningful play experiences are planned to meet the needs of the children.</p>	<ul style="list-style-type: none"> • Evaluation to take place to monitor the impact of the training on everyday practice. • Practical support given to staff teams to enhance their knowledge and skills in supporting children with additional support needs. • Relevant training to be given in sensory integration and dysregulation. • Nursery visits to take place for staff. Priority to SEYPs in first instance, then EYPs and ELCSWs • Video Interactive Guidance (VIG) sessions to be implemented with individual staff and staff teams. • SLT to liaise with Catering Team to discuss nursery meals. • Staff teams to be supported to improve mealtime experiences in each room to include: <ul style="list-style-type: none"> ○ set up ○ organisation ○ engagement/interactions ○ levels of support • Workshops/practical support given on how to improve play experiences across the setting for all children. 	<ul style="list-style-type: none"> • 07 July and ongoing • 17 April and ongoing • Ongoing • Ongoing • 22 February and Ongoing • 12 May and Ongoing • 17 April and ongoing • Ongoing 	<ul style="list-style-type: none"> • QIM, LLO, HT, Manager, Teachers • Manager, LLO, Teachers, Partner Professionals • SLT • All Staff, Other Nursery settings • Partner Professional • HT, Manager, ACC Catering Manager • HT, Manager, LLO, Teachers • Manager, LLO, Teachers, Partner Professionals 	<ul style="list-style-type: none"> • Staff work proactively with children, families, and other professionals to identify appropriate next steps and strategies based on the child's individual need and prior learning. This information is used consistently and effectively by all to ensure positive outcomes. • The children will enjoy eating together in an unhurried and relaxed atmosphere ensuring a caring and positive social experience that is appropriate to their individual needs with choices made available to them. • The children's meal and snack choices are nutritious and reflect their cultural and dietary needs. • The children experience warm, caring relationships with staff when at snack and lunch and their independent skills are encouraged and supported. • Children are meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promote children's choice and independence. 	
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HOW GOOD IS OUR SETTING?		QI 2.2 CHILDREN EXPERIENCE HIGH QUALITY FACILITIES			
AREA OF IMPROVEMENT	ACTION TO BE TAKEN	BY WHEN	BY WHOM	DESIRED OUTCOMES FOR CHILDREN	EVIDENCE
<p>IMPROVEMENTS</p> <p>1. To support children's learning and development, the manager and staff should ensure the environment is equipped and resourced to facilitate children's imagination, enquiry, and curiosity.</p> <p>This should include, but not be limited to, literacy and numeracy, sensory play, and creative play.</p> <p>2. To help keep children safe, the manager and staff should ensure activities which may compromise children's health, wellbeing, and safety are fully-risk assessed prior to commencement.</p>	<ul style="list-style-type: none"> Staff to liaise with Teacher/Senior Early years Practitioner (SEYP) to identify resources required. Workshops/support given on appropriate resources and set up of environment. Risk Assessments (RAs) to be reviewed and updated. RAs to be submitted to Manager for approval and discussion prior to activity taking place. Bank of RAs to be created that can be personalised as appropriate. 	<ul style="list-style-type: none"> 17 April and ongoing 02 May and Ongoing 01 May and Ongoing Ongoing 01 May and Ongoing 	<ul style="list-style-type: none"> HT, Manager, All staff Manager, Teacher, Partner Professionals HT, manager, Teacher, Partner Professionals Manager, SEYPs, All staff All staff 	<ul style="list-style-type: none"> Children can influence when they play outdoors every day and regularly explore a natural play and learning environment. Children are confident in exploring and developing their outdoor environment, supported by staff who actively support and encourage them in their play. Well-resourced play areas and experiences support and extend children's learning in all areas. The range of interesting materials, access to nature, tools and open-ended resources enable big scale and small world play. This engages children's curiosity and challenges their thinking. The indoor and outdoor environments take account of all children's stages of development and learning. Spaces reflect children's current interests and curiosities, with appropriate resources and materials to support learning. There are clear policies, procedures and risk assessments in place to ensure 	

				consistent approaches across the setting.	
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HOW GOOD IS OUR LEADERSHIP?		QI 3.1 QUALITY ASSURANCE AND IMPROVEMENT ARE WELL LED			
AREA OF IMPROVEMENT	ACTION TO BE TAKEN	BY WHEN	BY WHOM	DESIRED OUTCOMES FOR CHILDREN	EVIDENCE
<p>REQUIREMENTS 01 May 2023</p> <p>a. Ensure staff are aware of and follow the vision, values, and aims for the setting.</p> <p>b. Ensure effective quality assurance and self-evaluation are in place which have involved staff, children, and parents and lead to continuous improvement.</p> <p>c. Ensure that staff have the capacity and skills to support a programme of continuous improvement.</p>	<ul style="list-style-type: none"> Workshop to be given for staff and families on the settings Vision, Values & Aims (VVA) and staff discussion to take place on the impact of the VVA on their daily practice. QI Visits and Learning Walks to take place to observe and evaluate the VVA in practice Parents to be invited to an open meeting to discuss the report from the Care Inspectorate and gather their feedback. Regular staff self-evaluation sheets to be embedded into practice to be used to inform our continuous improvement. Training/workshop to be given on self-evaluation, critical reflection and critical friend. Quality Assurance calendar to be updated, to include regular audits of LCPs. Individual half hour session to be introduced on a termly basis for each parent/carer to meet with their child's key worker. Evaluation questionnaire to be sent to parents/carers on a termly basis. Evaluation questionnaire to be sent to staff team on a termly basis. 	<ul style="list-style-type: none"> 01 May and ongoing 01 May and Ongoing 09 May 28 April and ongoing 07 July and ongoing 26 May and ongoing 07 July and ongoing 07 July and ongoing 07 July and ongoing 	<ul style="list-style-type: none"> Manager, Partner Professional QIM, LLO, HT, Manager HT, Manager, Teachers, All staff HT, Manager, Teachers, All staff SLT Manager SEYPs, Key Workers Manager Manager 	<ul style="list-style-type: none"> All staff promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. Children and families views are actively sought to inform the development of the setting. Successes and achievements are shared with children, families and partners and are used as a starting point for future improvements. Self-evaluation enables the service to deliver high quality care and support tailored towards children's and families particular needs and choices. Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families. There is a strong professional development and learning culture which supports shared reflections that ensure children are at the centre of all planning for play and learning. 	

	<ul style="list-style-type: none">Daily communication sheets with parents/carers to be reinstated	<ul style="list-style-type: none">10 May and ongoing	<ul style="list-style-type: none">SEYPs, EYPs		
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HOW GOOD IS OUR STAFF TEAM?		QI 4.3 STAFF DEPLOYMENT			
AREA OF REQUIREMENT	ACTION TO BE TAKEN	BY WHEN	BY WHOM	DESIRED OUTCOMES FOR CHILDREN	EVIDENCE
<p>REQUIREMENTS 05 June 2023</p> <p>a. Staff undertake effective and robust induction specifically for the role they are employed for.</p> <p>b. Staff given the required guidance, mentoring, and support to allow them to effectively meet children's needs.</p> <p>c. Staff communicate effectively with each other to ensure the best possible outcomes for children.</p>	<ul style="list-style-type: none"> Dates to be set for inductions – expert staff to be approached to explain roles fully. 1:1 meeting to be held with all staff with a focus on their development and support needs. SLT to receive training in 1:1 supervision for ELC Communication books used in each nursery class to ensure relevant information is passed to all staff. Weekly class team meetings to take place to discuss and agree the children's individual needs and support planning and identify next steps for each child. Support to be put in place to model best practice and expectations for team meetings. 	<ul style="list-style-type: none"> 05 June and ongoing 05 June and ongoing 19 May 17 April and ongoing 17 April and ongoing 17 April and ongoing 	<ul style="list-style-type: none"> HT, Manager, Teachers, LLO HT, manager, Teachers LLO, HT, Manager, Teachers All staff Teachers, SEYPs, Class Teams Manager, Teachers, 	<ul style="list-style-type: none"> Staff in the setting have a clear understanding of their roles and responsibilities and are proactive in keeping their knowledge up to date. Each individual child will be supported by a staff team who are knowledgeable and understand the child's individual care, support and learning needs and are able to communicate effectively with each other to improve the outcomes for the children and families in our setting. 	

- This Action Plan is a working document, a weekly internal review by SLT will be undertaken to ensure any further needs or development areas not already identified are addressed as and when required.
- When, and if, appropriate and required, the Howes Road Nursery setting are included in the Actions to be Taken to ensure consistency across the provision.
- Regular weekly updates are being sent to Ashgrove parents to inform them of the progress and the actions that have been taken.
- Evidence links will be added to the Action Plan as and when available to allow access to training/evaluation/audit materials.

