

### Kittybrewster School Improvement Plan

Areas for improvement	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion	RAG
<b>How good is our care play and learning? 1.1 Nurturing care and support &amp; 1.3 Play and learning</b>					
Staff need to know the information in the personal plans to use them to support the children and ensure their needs are being met.	<ul style="list-style-type: none"> <li>Key workers will be responsible for producing and updating their child's Personal Plans</li> <li>All staff will be given time off the floor to familiarise themselves with the Personal Plans.</li> <li>Morning staff meetings will include any updates to personal plans, these meetings are minuted and accessible to all staff in Teams.</li> <li>Relief staff coming into setting will get an overview of important information from Personal Plans DHT and Acting SEYP will create a summary document to be shared with relief staff.</li> </ul>	All Staff – 29 <sup>th</sup> May and ongoing. All staff by Friday 16 <sup>th</sup> June All Staff – 31 <sup>st</sup> May and ongoing.  DHT by Friday 9 <sup>th</sup> June	All children are getting their needs met by all members of staff in the setting.  Children feel valued, respected, and cared for.	Overview of Personal Plans is printed and shared with all staff. In the back of this document there is a recording sheet which staff sign and date once accessed. Relief staff and students are also given access to this.	
Transitions need planned around the children's needs to support all children.	<ul style="list-style-type: none"> <li>Changes to the drop off and collection procedures to lessen transition times. A new barrier will be used to prevent the Wild Garden being used.</li> <li>Lunch and substantial snack to also have a table in setting for some children.</li> </ul>	All staff Tuesday 23 <sup>rd</sup> May All staff Tuesday 23 <sup>rd</sup> May	Children's transitions are reduced and children are supported during the necessary transitions. They will be happier and more regulated.	This can be observed in setting. The new drop off and collection is running smoothly as shared by all staff. Parents have also shared verbal feedback on how positive this has been.	
Ensure children are treated with respect and have loving, caring interactions that ensure they are getting their needs met.	<ul style="list-style-type: none"> <li>DHT &amp; SEYP to observe staff interactions and give feedback and next steps to staff.</li> <li>SEYP's to model positive interactions.</li> <li>Staff to have a good understanding of children's personal plans and supporting information to know how to support children.</li> </ul>	Ongoing from 29/5/23  Starting June 13 <sup>th</sup> – ongoing All staff by Friday 16 <sup>th</sup> June	Children feel loved and respected and receive consistent, high-quality personalised care. Interactions will support their development and emotional well being.	We have had some staffing issues recently but our new SEYP's and ASEP have been modelling interactions and we have relief staff whose interactions have been discussed with this team to ensure they are acting in a way that promotes respect and care. An overview of personal plans is regularly updated and accessible to relief staff to ensure staff now how to meet the needs of all children.	

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<p>Staff can deal with behaviour in a positive and restorative way, so all children are clear of the expectations and also why they are to behave certain ways.</p>	<ul style="list-style-type: none"> <li>DHT and SEYP to role model using restorative approaches to dealing with behaviour.</li> <li>SEYP to introduce and develop use of ABC charts to look at behaviour and address this.</li> <li>Staff to have training on Emotion Works.</li> <li>New SEYP to be the lead in Circle training.</li> </ul>	<p>Starting May 29<sup>th</sup> – ongoing Starting June 27<sup>th</sup> – ongoing Starting August 23</p>	<p>Children's behaviour is dealt with in a positive way and they have an understanding of the consequence of their actions and how to make this right. Children feel cared for and respected.</p>	<p>Senior staff have been supporting dealing with behaviour. Our SEYP has introduced ABC with some children and has planned targeted nurture and support. Autism outreach have supplied visuals to support conversations with children.</p>	<p>Emotion works to be fully established in the setting.</p>
<p><b>How good is our setting? 2.2 - Children experience high quality facilities</b></p>					
<p>Staff need to enhance the learning environment on offer through their positive interactions with children.</p>	<ul style="list-style-type: none"> <li>DHT to observe staff interactions and give feedback and next steps to staff.</li> <li>New SEYP and Acting SEYP to model positive interactions with children and support staff.</li> <li>Areas of responsibility to be allocated to staff, pro-rata on a monthly basis, focus will be to replenish and enhance to offer the children curiosity, challenge, depth and progression,</li> <li>Children should be consulted and their views and ideas valued and represented within their learning environment both indoors and outdoors</li> </ul>	<p>May 29<sup>th</sup> - ongoing  Starting June 13<sup>th</sup> – ongoing 3/7/23 – Ongoing Starting Mid-end July and ongoing  Start Mid-end July and ongoing</p>	<p>Children will benefit from play experiences which are well planned around their individual needs and extended in a way which is personal to them.</p>	<p>SEYP's are role modelling to staff and supporting staff enhance their interactions with children. We have a new EYP who is also an excellent role model. Our modern apprentice is being mentored by SEYP and has weekly meetings.</p>	<p>Consistency with areas of responsibility needs established.</p>
<p>Use of Wild Garden at drop off and pick up to be considered.</p>	<ul style="list-style-type: none"> <li>Barriers ordered and to be used as a protective factor, so the wild garden is not required.</li> <li>Risk assessment to be updated.</li> </ul>	<p>Immediately, started 23<sup>rd</sup> May 23<sup>rd</sup> May</p>	<p>Children will benefit from relaxed, uninterrupted play experiences</p>	<p>This can be seen through observation of the setting. Parents, children and staff have all commented positively on this.</p>	
<p>Ensure staff are communicating and following all safety procedures that are in place</p>	<ul style="list-style-type: none"> <li>All staff spoken to about the importance of this and the policies and procedures in place to be accessed by staff if required.</li> <li>Relief Staff will have an overview of this during their induction</li> </ul>	<p>DHT 22<sup>nd</sup> May or 24<sup>th</sup> May</p>	<p>All children will feel and be safe at all times.</p>	<p>Communication has greatly improved and staff are working well as a team and supporting each other. The addition of our new SEYP and other staff has helped to create this ethos.</p>	
<p>Nappy changing areas to be made more attractive</p>	<ul style="list-style-type: none"> <li>Nappy changing areas to be developed.</li> </ul>	<p>Starting July 10<sup>th</sup> – ongoing</p>	<p>Children accessing this area will enjoy the experience more</p>	<p>Small changes have been made to this area to further enhance it.</p>	

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Ensure children are hand washing properly	<ul style="list-style-type: none"> <li>Ensure all staff know the correct procedure for hand washing.</li> <li>During hand washing times such as before lunch ensure there is a member of staff assigned to be near sinks supervising and encouraging good handwashing procedures.</li> </ul>	<p>DHT Friday 2<sup>nd</sup> June</p> <p>All staff by Friday 9<sup>th</sup> June</p>	Children will not be exposed to germs that may cause them to be unwell.	This can be evidenced in setting. Staff are supporting this at important hand washing times.	
<b>How good is our leadership? - 3.1 Quality assurance and improvement are led well</b>					
Staff know and understand the Quality Improvement Framework.	<ul style="list-style-type: none"> <li>Email all staff a copy of the 'Quality Framework for daycare of children, child minding and school-aged children.'</li> <li>Staff to become familiar with this document and how it is used.</li> <li>DHT to ensure when we are using this for our self-evaluation that the document is referenced and on display.</li> </ul>	<p>DHT – by 31<sup>st</sup> May</p> <p>All staff by June 30<sup>th</sup></p> <p>Ongoing</p>	Children should have improved experiences in ELC.	All staff have seen this document and are aware of its importance. Staff used this in November Inservice to self-evaluate some Quality indicators.	Continued use of the QF framework
Staff need to be using the visions, values and aims in their practice	<ul style="list-style-type: none"> <li>Ensure all staff are aware of our vision, values and aims.</li> <li>Reintroduce our termly focus on these vision, values and aims and the ACC Guiding principles.</li> <li>Ensure observations related to these.</li> </ul>	<p>DHT – by 1<sup>st</sup> June</p> <p>SEYP Dec-ongoing</p>	Children will be accessing an environment that is child centred and everyone is working towards the same goal. Interactions with staff will be improved.	Staff are aware of the vision values and aims and these are more clear in the setting. SEYP's are going to use these as a focus each term and staff can peer evaluate these in action.	Vision, values and aims to be displayed and discussed in the setting with children.
Self Evaluation needs to improve the quality of interactions and staff to focus on the children.	<ul style="list-style-type: none"> <li>Self-evaluation will become a key feature in every in service day with 1-2 QI's looked at and next steps formed.</li> <li>In term 3 SEYP's will look at ways to self-evaluate over the term in a meaningful way.</li> </ul>	<p>August 23 - ongoing</p>	Children will be accessing an environment that is child centred and everyone is working towards the same goal. Interactions with staff will be improved and ensure that children feel care and nurture.	Self-evaluation is taking place but we need to look at a more meaningful way to do this.	
<b>How good is our staff team? – 4.3 Staff deployment</b>					
Staff are competent in and knowledgeable about national, local, and the service's own child protection procedures and GIRFEC.	<ul style="list-style-type: none"> <li>Give all staff a summary of the Child Protection Training they have received and ensure they all understand the process and in particular when there is no DHT or HT in setting.</li> <li>Continue to ensure yearly Child Protection Training.</li> </ul>	<p>DHT – by Friday 2<sup>nd</sup> June</p> <p>HT/DHT every August.</p> <p>DHT By Friday 9<sup>th</sup> June</p>	Children will be well protected from harm and any information required to support them to do so will be shared appropriately to ensure that their welfare is paramount at all times.	Child protection info is on display and Senior staff have been briefed on Child Protection policies. Staff have been following the child protection policy in setting.	

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	<ul style="list-style-type: none"> <li>Ensure up to date guidance is displayed on the wall and ELC LocalityLead numbers are on this.</li> </ul>				
Staff have the skills necessary to support all children and meet their needs.	<ul style="list-style-type: none"> <li>SEYP's to model positive interactions.</li> <li>Staff to have a good understanding of children's personal plans and supporting information to know how to support children.</li> </ul>	Starting June 13 <sup>th</sup> – ongoing All staff by Friday 16 <sup>th</sup> June	Children will be supported by staff who are knowledgeable and fully aware of their care and learning needs and are able to communicate effectively in order to promote these, improving outcomes for children and families.	Overview of personal plans have a record of staff who have read them. Staff can be seen daily meeting the needs to children in the setting. Staff have also been working collaboratively when new children come into setting to ensure needs are being met.	
There are appropriate staff on at times to ensure staff can meet children's needs	<ul style="list-style-type: none"> <li>SEYP post to be filled both 37 and 30 hours</li> <li>Staff rota changed to add an additional staff member 8-9 and till 5.30pm.</li> </ul>	DHT & LLO – by August 23 Immediately, started 23 <sup>rd</sup> May	Children will feel supported as there will be staff working that know them and can support their needs.	This can be seen in the standard rota. When staff are absent or on holiday key times are looked at when making new rotas. Staff are flexible when required.	
Supply staff in settings are mentored and supported to allow them to fulfil their role effectively.	<ul style="list-style-type: none"> <li>Supply staff to continue with induction process.</li> <li>Supply staff to be given a summary of personal plans to ensure they have the information required to keep children safe and meet their needs. Document with a summary to be created and shared as part of the induction process.</li> <li>DHT to report any supply staff not meeting minimum requirements.</li> <li>LLO to look at the mentoring and training of relief staff.</li> </ul>	EYP's DHT by Fri 9 <sup>th</sup> June  Immediately  LLO – ongoing	All children will be kept safe and supported by all staff. Children will be getting their needs met at all times.	Overview of Personal Plans is printed and shared with all staff. In the back of this document there is a recording sheet which staff sign and date once accessed. Relief staff are also given access to this. PCRA's are also printed for relief staff to read. We are managing to limit the use of relief staff by using current part time staff to cover and holidays or absences. Inductions are carried out and a copy uploaded to Teams.	

### Key

DHT – Depute Head Teacher & Registered Manager

LLO – Locality Lead Officer

SEYP – Senior Early Years Practitioner