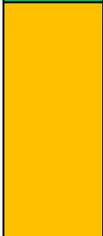


Forehill ELC

How Good is our Care Play and Learning

Quality Indicator 1.1 – Nurture, Care and Support

<p>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.</p> <p>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).</p>				
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)	R A G
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	<p>All Staff</p> <p>Staff to have time out to read all the children’s care Plans and overviews.</p> <p>A4 laminated posters in various areas of nursery for recording (on post its) children’s interests.</p>	

<p>All staff have a firm understanding of what nurturing care and support looks like at Forehill ELC reflecting on the 6 principles of nurture.</p>	<ul style="list-style-type: none"> ● Staff to take part in in-service training opportunity around what is nurture, understanding the 6 principles of nurture and agreeing what this will look, feel and sound like for children in the setting. ● Staff to reflect on their own practice to ensure that the care they are providing is nurturing 	<p>August Inservice day</p>	<p>All staff</p>	
<p>Staff respond to children's own individual needs creating a more nurturing and settled environment.</p>	<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 nurturing, caring and loving relationships with learners that demonstrate understanding of the child as an individual and their needs. These relationships should enable staff to offer better quality support and challenge for learners. 	<p>ongoing</p>	<p>All staff</p> <p>Staff are more familiar with all children through spending time with everyone and reading every child's plan.</p>	 
<p>Increased lunchtime interactions, more care shown to children and 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 quiet area for lunch to improve lunchtime interactions with children ● Create a home away from home feeling to offer children warm and welcoming interactions Relaxing, quiet area with sofa and soft furnishing – 	<p>Immediate</p>	<p>All staff involved</p> <p>Old cloakroom area redeveloped as a relaxing area for lunch - parents have been involved in providing 'kitchen/dining' area items.</p>	

	<ul style="list-style-type: none"> 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 Snack protocol to be developed to ensure that children can expect a consistent experience. <p>Lunch protocol devised and shared with staff and displayed in kitchen area</p> <p>Purchase new vegetable serving bowls for table</p> <ul style="list-style-type: none"> 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 Lunch Protocol was created by all staff and is on the wall for all everyone to follow.</p> <p>New bowls, jugs and spoons have been ordered.</p> <p>A member of staff will be asked to support specifically with handwashing before and after meal times</p>	

Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>		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)	R A G
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 	Using this format for all new starts from Aug 23 and updated for continuing children	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		

<p>Staff and parent/carer signatures will be evident on personal plans to indicate review.</p> <p>SOFIE Observations carried out will show consistent approaches being used by staff in line with the personal plans.</p>	<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 relevant information and reviewed by parents/carers. ● 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 on 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. 	<p>ongoing</p>	<ul style="list-style-type: none"> ● Required by all staff ● Planning time to read all children's personal care plans and spend time with all children 	
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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)	R A G
<p>All staff will read, understand and follow protocol. Staff will sign protocol to ensure they have read it and understood.</p> <p>All staff involved in creating and implement protocol.</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 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/Rachel Clayton to ensure protocol is being understood and followed.</p>	<ul style="list-style-type: none"> ● Monthly checks - designated member of staff to check medication cabinet to ensure there is consistency and protocol is being adhered to. ● Termly checks by SEYP (Anne-Marie Gove) 	<p>Ongoing</p>	<p>Sara McGrevey as medication coordinator</p> <p>Rachel Clayton to devise Medication Monthly Check sheet.</p> <p>Sara/Rachel to check on alternate weeks</p> <p>Anne-Marie to complete monthly medication check</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"> • 3 times yearly checks by member of SLT to ensure that all medication is being stored correctly and that all protocol is being followed correctly. 			
<p>This will be included within medical protocol so all staff will be aware of how these products are stored correctly.</p>	<ul style="list-style-type: none"> • Create safe Storage for NON prescribed skincare - (lip balms, hand soap, moisturiser) 	2 weeks	<p>Sara McGrevey/Rachel Clayton</p> <p>Purchase Storage box, safe space and name labels - SEYP to arrange purchase.</p>	
<p>All staff have been shown how to use the padlock correctly and staff are aware where</p>	<ul style="list-style-type: none"> • Padlock and code. Code is situated in quiet room on a pink post-it above Fiona Potts desk. 	Immediate	All Staff	

<p>to find the code if it is ever forgotten.</p>	<ul style="list-style-type: none"> • Staff to know how to use the padlock correctly (push padlock up so ensure the numbers turn) All staff have demonstrated they know the padlock number and can open it easily. • 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 			
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Quality Indicator 1.3 – Play and Learning

<p>Improvement Action Point: 4. The provider, manager and staff should ensure that children have fun and experience high quality play, learning and development opportunities.</p> <p>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).</p>				
<p>Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i></p>	<p>Actions Required What do we need to do?</p>	<p>Timescales</p>	<p>Resources Who and what is required? (including cost/fund)</p>	<p>RAG</p>
<p>Observations to contain evidence of schemas.</p>	<ul style="list-style-type: none"> • Staff to upskill themselves and their knowledge of schemas 	<p>Immediate and ongoing</p>	<p>All staff to complete training and implement Meeting with Carol Main on 21/3/23</p>	

Observe staff extending a child's individual schematic play	<ul style="list-style-type: none"> Organise meeting with Carol Main to help staff upskill their knowledge on schemas 			
Evidence by written developmental milestones.	<ul style="list-style-type: none"> Using the developmental milestones from Highland literacy to better track children in their learning 	Ante Pre school to complete and then ongoing from August starts. Review termly for each child	SEYP to distribute developmental milestones to all staff for completion June 2023. All staff to complete developmental overviews for antepre key children.	
Agreed standards for quality observations and snapshots shared on Seesaw.	<ul style="list-style-type: none"> Work collaboratively to agree on standards for observations of learning and also snapshots of learning that are being shared on seesaw to ensure consistency. Working with moderation partner to ensure observations are meetings agreed standards 	Jan – April	All Staff	
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 	ongoing	All staff	

	<ul style="list-style-type: none"> ● Create a floor book for each area of ELC to document the evolution of the planning and evaluation cycle 			
Staff are working with a 2 weekly cycle to take ownerships of a directed activity with a focus area of learning	<ul style="list-style-type: none"> ● Staff plan core activities linked to the learning of the week which children will be encouraged to undertake ● Staff will evaluate this activity with each child to ensure next steps are child led ● Staff will write up the quality observations of learning following the agreed standards for observations of learning 	Ongoing	All Staff	

How Good is Our Setting?

	<p>Improvement Action Point: 1. To ensure children experience quality facilities the provider, manager and staff should ensure that the indoor environment:</p> <ul style="list-style-type: none"> • 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. <p>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</p>
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5.18)				
Measures of Success How will we know this has been achieved? What evidence will we have?	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	R A G
Rotten sink area to be fixed and updated so that it no longer poses a risk to users.	<ul style="list-style-type: none"> SLT to contact Andrew Jones in the estates team to have this area looked at and improved in line with recommendations. 	ASAP	Email sent to A Jones and reply states we will receive contact from Claire Cowan to look at this area.	
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 used to create a cosy corner	
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 	April 2023	All staff involved Dark den, materials, tinker table items Broken computer removed. Playdough area moved	

	<ul style="list-style-type: none"> ● 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. 		Dinner table is now in old cloakroom area and is popular with the children who are enjoying a quiet area.	
<p>Evidence of children's work displayed on the walls</p> <p>Examples of children being involved in creating wall displays</p>	<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 ● ● More examples of children's work to be displayed to show pupil development and creativity over the term ● Examples of children's work and experiences displayed on walls to encourage children to reflect on their developing literacy and numeracy skills. 	Ongoing	All staff	
<p>Completed audits</p> <p>Children more engaged in a range of play and learning opportunities.</p>	<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. 	Ongoing	All staff	

	<ul style="list-style-type: none"> • Use the environmental audits to ensure that opportunities to develop literacy and numeracy at all times. • 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 			
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How Good is Our Leadership?

<p>Improvement Action Point: 1. To ensure quality care and experiences for children quality assurance and self-evaluation should be embedded into practice.</p> <p>This should mean that:</p> <ul style="list-style-type: none"> • 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. 				
<p>Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i></p>	<p>Actions Required What do we need to do?</p>	<p>Timescales</p>	<p>Resources Who and what is required? (including cost/fund)</p>	<p>R A G</p>

<p>Children's views are recorded and used to inform planning. Planning and experiences for children are more responsive to their needs.</p>	<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 ● Look to include children's thoughts and opinions on planning sheets and in environmental audits of the setting and learning areas 	<p>Weekly</p>	<p>MM to create a template and share with all staff.</p>	
<p>Parents views are recorded and used to inform planning. Staff are knowledgeable and informed about the questions. Feedback results in meaningful change that</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 	<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>	

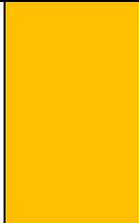
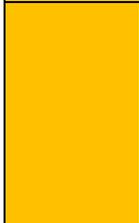
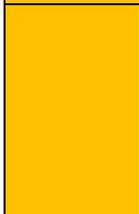
<p>is communicated with parents</p>	<p>communicate this more effectively with parents so that they can see what has changed as a result of feedback</p>			
<p>Feedback is acted upon to improve outcomes for learners</p>	<ul style="list-style-type: none"> ● Staff have used a SOFIE format for observations which allows them to work in pairs to reflect on practice and plan next steps collegiately. ● 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</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 			

can support/become involved at the setting.	<ul style="list-style-type: none"> • 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?

<p>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.</p> <p>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).</p>				
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)	R A G
Children will become more engaged, noise levels will be lower.	<ul style="list-style-type: none"> • SEYP to deploy staff to different areas during busy times of the day. • SEYP to be responsive to the needs of the children by being available on the floor throughout the day 	On going	SEYP	

	and directing staff to areas that need further support			
Children will continue to play and concentration levels will remain high as there will be limited disruption.	<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 	On going	Rotas More focus on where resources are best placed. Nothing new required.	
Staff will know what is happening in all areas of nursery when asked.	<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 	From now and on going	All staff to be made aware of what is happening in nursery. Separate lunch form created from 08/23	

<p>Children will all have access to the same opportunities and experiences regardless on when they attend nursery.</p> <p>Staff will be more engaged with the children and will ask more leading questions to extend children's learning.</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 ● Staff who are skilled in this area to model good quality questioning and ensure that less experienced staff have the opportunity to shadow more experienced staff in this area. 	<p>Ongoing</p>	<p>Support from Locality Lead to extend staff understanding of schemas</p> <p>AG to share 'blanks level questioning' information</p>	  
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