

Appendix A - Care Inspectorate Action Plan Woodside

Areas for improvement	Measures of Success	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion	
1.1 - Nurturing, Care and Support						RAG
<p>To support child's health, wellbeing and safety, the provider and manager should ensure staff are appropriately deployed and have the time needed in order to meet children's care and learning needs.</p>	<p>Staff practice observations will show an improvement with staff being less task orientated and more engaged with children.</p> <p>Informal and regular observations of number of staff outdoors.</p> <p>Staff deployment rota</p>	<p>Termly staff practice observations as per QA calendar. These will be compared over time to monitor the improvement of this. Feedback will be shared with staff in way of strengths and clear next steps.</p> <p>Staff deployment rota will clearly outline who is responsible for each task each day, ensuring the minimum number of staff required are doing this.</p> <p>SEYPs will amend deployment throughout the day as and when needed in response to children's needs. This will be discussed weekly with SEYPs at leadership meetings to monitor effectiveness of this.</p> <p>Any staff who are not following direction from SEYPs and DHT around deployment or actioning next steps from observations will be spoken to directly by DHT and a clear action plan created as part of the informal procedures around performance management.</p>	<p>DHT to complete Jan 24, Mar 24 and Jun 24.</p> <p>DHT created and implement by SEYPs starting 8th Jan 24</p> <p>SEYPs to be consistently achieving this by 29th March 24</p> <p>Starting 8th Jan 24, implemented by DHT.</p>	<p>Changes to staff deployment will allow all children to have the right care and support needed.</p>	<p>Completed staff practice observations.</p> <p>Deployment rota displayed on both playroom walls.</p> <p>Weekly Leadership meetings minutes</p> <p>Weekly Leadership meetings minutes Action plans and chronology where required.</p>	
<p>To promote children's understanding and enjoyment of healthy eating and drinking, the manager and staff should improve mealtime experiences. This should include but not be limited to ensuring the environment is calming</p>	<p>Children will speak positively about their lunch time experience.</p> <p>More children will choose to engage in the lunch experience.</p> <p>Staff practice observations.</p> <p>Completed observation/audit sheet for lunch routine</p>	<p>Staff will trial lunches for all children in one sitting in each playroom.</p> <p>Lunch routines will be established with all children. This will involve tidy up, wash hands, and sitting down. As all children will be partaking in this, staff will be able to be deployed to support and monitor.</p>	<p>8th Jan 24 by all ELC staff, lead by SEYPs</p> <p>By 29th March 24 by all ELC staff, lead by SEYPs</p>	<p>The lunch routines and atmosphere will allow children to enjoy their mealtime in a relaxed and unhurried environment.</p>	<p>SLT and SEYP observations of lunch routine.</p> <p>Completed observation/audit sheet for lunch routine</p>	

<p>and relaxed with comfortable seating and table arrangements.</p>		<p>Adequate tables will be set up in each room to ensure children all have enough space.</p> <p>Children will have reminders of expectations at the lunch table, including inside voices and staying seated until their table is finished.</p> <p>Staff will use calm and quiet voices when supporting the children and will refrain from raising voices across the playground.</p> <p>A smaller, quieter table will be set up in each room to support those children who require this space to engage in the lunch experience.</p>	<p>8th Jan 24 by all ELC staff, lead by SEYPs.</p> <p>By 29th March 24 by all ELC staff, lead by SEYPs.</p> <p>8th Jan 24 by all ELC staff, lead by SEYPs.</p> <p>15th Feb 24 by all ELC staff, lead by SEYPs.</p>			
<p>1.3 - Play and Learning</p>						
<p>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. This should include but not be limited to ensuring</p> <ul style="list-style-type: none"> • Staff are knowledgeable and trained in supporting children's learning • The learning environment sparks children's curiosity • Groups times are used effectively to support all 	<p>Environmental audits as per QA calendar show an improvement when compared over time.</p> <p>Seesaw post outline clear learning and next steps.</p> <p>Staff practice observations show group time is effective to all learners.</p> <p>Attainment for almost all learners will continue to be raised and evidenced through the processes of tracking and monitoring.</p>	<p>School style context planners to be developed using Es and Os bundles to create learning contexts. This will support the intentional planning.</p> <p>Benchmarks across the progressions will be outlined in these planners to support pace and challenge.</p> <p>Floor books and Seesaw will be used to evidence responsive planning and learning environments will reflect this.</p> <p>Staff will engage in CPL around high quality responsive planning and the role of the adult in this. This will focus on where adults can extend and deepen learning through interactions.</p> <p>Staff will engage in CPL around child development and learning and this knowledge will impact staff interactions to support learning.</p> <p>Adult led activities (group times) will be planned using the Key Group Floor Book, ensuring these met the needs of all learners</p>	<p>15th April 24 by PT and DHT</p> <p>15th April 24 by PT and DHT</p> <p>15th April by KW</p> <p>13th and 14th Feb 24 with all ELC staff led by DHT.</p> <p>7th May 24 with all ELC staff led by DHT.</p> <p>Starting 13th and 14th Feb 24 by KW.</p>	<p>Intentional and responsive planning will enable all learners to access learning at a level suitable to their age and stage of development.</p> <p>Learning environments will enable all learners to access learning at a level suitable to their age and stage of development, in particular to engage learners</p>	<p>School context planners have developed and will be introduced in term 4.</p> <p>Seesaw observations and floor books evidence responsive planning.</p> <p>Connect, Challenge, Extend Role of the Adult Jamboard staff reflections.</p> <p>Responsive child led activities are captured in the floor books.</p> <p>Rota evidences staff deployment and maintenance responsibility. SLT</p>	

children's needs.		<p>who participate. Adult led activities will be kept to no more than 15 minutes and will be optional for children to participate.</p> <p>Outdoor environment will be set up daily by a designated member of staff as per the rota</p> <p>Outdoor resources will be organised and maintained by designated members of staff as per the rota on a weekly basis.</p> <p>CLP focusing on the importance of outdoor environment and the benefit this has on learners.</p>	<p>Starting 8th Jan 24 by all ELC staff depending on the rota.</p> <p>7th May 24 with all ELC staff led by DHT.</p>	<p>in problem solving, imaginative and creative play.</p>	<p>and SEYP observations of the outdoor environment.</p>		
3.1 - Quality Assurance and Improvements are well led							
Continue to progress along the improvement journey.	<p>ELC staff will continue to engage positively in the Quality Assurance process with SEYP and DHT. This will be evidenced through links to documentation in the QA calendar.</p> <p>Next steps from QA and guidance around Improvements will be implemented and impactful.</p> <p>QI questions documented to support self-evaluation and next steps.</p>	<p>ELC leadership remits will be reviewed and summarised to make these more accessible for all staff.</p> <p>The improvement plan will be shared with all staff and displayed.</p> <p>QA calendar will be set out for SLT to follow. Initially lead by DHT with SEYPs to shadow.</p> <p>The QA calendar will be shared with all staff digitally for them to access at all times.</p> <p>Audits carried out as per QA Calendar will have comparisons to previous audits to measure impact.</p> <p>Accident/Incident Audit and Medication Audit processes will be improved to monitor these more closely and ensure safety for all.</p> <p>Self-Evaluation presentation will be shared and accessible to all staff. Staff can contribute to this at any time and will be supported to contribute to this in staff meetings.</p>	<p>7th May 24 by DHT</p> <p>14th Feb 24 by DHT with all ELC staff</p> <p>8th Jan 24 by DHT and SEYPs</p> <p>Ongoing by DHT and SEYPs</p> <p>29th Feb 24 by DHT</p> <p>8th Jan 24 by all ELC staff</p> <p>Ongoing lead by DHT</p> <p>5th July 24 by all ELC staff</p>	<p>In ELC, staff will continue to work together as a team on areas of improvements. SEYPs will start to take responsibility for aspects of the QA calendar, leading this team in these improvements.</p> <p>This will ensure children receive the highest quality care and learning as staff continue to develop and learn professionally</p>	<p>Improvement plan has been shared with all staff and visible in staffroom.</p> <p>QA calendar is accessible to all staff and is live and online. Evidence added to this is accessible to the SLT.</p> <p>New and up to date Accident /Incident and Medication Audit completed and added to evidence folders. Termly comparisons captured.</p> <p>Ongoing self-evaluation presentation is continually reviewed and added to.</p> <p>QI challenge question responses documented.</p> <p>SEYP/SLT have visited MileEnd, Seaton, Manorpark, Dyce ELCs.</p> <p>Google form captured staff consultation feedback on understanding of their role in ELC</p>		

		<p>All ELC meetings to start with QI challenge questions.</p> <p>Greater focus on opportunities for ELC staff to look outwards by visiting other settings or engaging in professional reading about other settings.</p> <p>Staff consultation to gather information about staff understanding of their role in improvement planning and seek their views on how this is implemented.</p>	<p>13th and 14th Feb 24 with all ELC staff led by DHT.</p>	<p>and act on feedback.</p>	<p>improvement journey. This evidenced sound understanding of improvement cycles and the purpose of this.</p>	
<p>Continue to develop parental partnerships and engagement.</p>	<p>Parental feedback surveys. ‘You said we did’, display.</p> <p>Seesaw posts will evidence community engagement</p> <p>Attendance at ELC Parent Support Group and survey feedback</p>	<p>Google form to be sent to parents/carers to seek information on Stay and Play preferences and specific skills/interests which parents/carers can offer in ELC. Stay and Play sessions to be responsive to parent feedback.</p> <p>Establish an ELC Parent contact within the ASN Support Group. This aims to be parent led and responsive to parent needs as they arise.</p> <p>Regularly seeking and acting upon parental/carers feedback through use of QR codes to support engagement. This feedback will be used to create a ‘you said, we did’ display.</p>	<p>29th Feb 24 by DHT for google form, sessions to start term 4.</p> <p>26th Aug 24 by DHT</p> <p>15th April 24 by SEYs.</p>	<p>Increased engagement and partnership with parents and carers to promote community inclusion and skills development for children and families.</p>	<p>Google form captured parental/carers stay and play preferences and used to plan a stay and play week.</p> <p>ELC parent identified as lead contact within ASN group and Parent Council.</p> <p>QR codes trialled with limited engagement from parents/carers. Feedback to be sought through Google Forms on Seesaw as slightly higher response evidenced.</p>	

HMIE Action Plan						
2.3 Learning, teaching and assessment						
Areas for improvement	Measures of Success	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion	RAG

<p><u>Develop the learning environment as a teacher</u> Practitioners will ensure that all children can access a wide range of learning activities, resources and opportunities that engage, challenge and motivate them to lead their own learning.</p>	<p>Completed environment audits.</p> <p>Baseline and follow up comparator environmental audits will show significant improvement. (see above CI actions/measures)</p> <p>Senior Leadership observations of child engagement will demonstrate improved environment.</p> <p>Reduction in accidents and incidents due to engaged and purposeful play.</p> <p>Boardmaker environmental print visible and used purposefully by all.</p>	<p>Practitioners to model and promote safe and purposeful use and care of resources. Ongoing Care Inspectorate action above regarding cleaning rota and practitioners assigned to designated playrooms supports this improvement area.</p> <p>Sensational environment audit and SLT environment audit</p> <p>Practitioners to develop and make use of other spaces within ELC (mezzanine level, cloakroom area) for additional/quiet activities to support engagement for all children.</p> <p>Purchase Board maker to provide a consistent communication tool which better enables all children to access the learning environment with a greater degree of independence. Resources, timetables and choices to reflect a consistent communication approach.</p>	<p>All SEYPS and EYPS Aug 2024</p> <p>Heather Ritchie Suz from Sensational Jan 2024</p> <p>Sonja Lowit May 2024</p>	<p>All children will be engaged and challenged in their learning, experiencing breadth and depth of the curriculum. Children will be empowered to develop greater levels of autonomy in their own learning journey.</p>	<p>Staff practice observations and informal observations.</p> <p>Environmental audit with comparison over time evidences an improvement in accessibility and range of resources. SLT observations evidence that practitioners are starting to build confidence in using a variety of spaces to support learner's engagement.</p>	
<p><u>Planning, tracking and monitoring</u> Ensure that intensive and responsive planning meets the needs of all children through appropriate challenging experiences.</p>	<p>Feedback from staff on Floor book CPLD.</p> <p>Floor books evidence responsive planning.</p> <p>Completed Key Group Attainment Overviews will evidence professional challenge and support in regard to planning.</p> <p>Alignment of Floor books, Seesaw, planning documents and Key Group Attainment Overviews will be triangulated and be in alignment.</p> <p>Individual Child Tracking Sheets will evidence progress and achievement and identified gaps/extensions will be resourced and observed in the ELC environment.</p>	<p>Floor book CPLD provided for all ELC staff.</p> <p>Termly Tracking meetings will focus on planning for all learners in each key group. Coaching approach style questioning and professional challenge used by SLT to ensure learning planned meets the needs of all.</p> <p>Termly Tracking meetings involve analysis of Floor Books for each Key Group.</p> <p>Individual Tracking sheets will be embedded and ELC staff will routinely update and bring these to termly tracking meetings taking professional ownership of these.</p> <p>Intentional IDL planners, created by the leadership team, will provide opportunities</p>	<p>Carol Main 7th May 2024</p> <p>Heather Ritchie Oct 2024</p> <p>Heather Ritchie June 2024</p> <p>Heather Ritchie December 2024</p>	<p>All children experience appropriate levels of challenge to ensure progression through responsive and planned play.</p>	<p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p> <p>Individual tracking sheets are being used with an element of SLT scaffolding support. These are evidenced in folders.</p> <p>Intentional IDL planners have been created by the leadership team and are ready to be introduced as per timeline.</p>	

	Completed planners will evidence intentional learning experiences and resources provided. Evaluations of these will evidence the responsive planning within this.	for breadth and depth of the curriculum while allowing for personalisation and choice in each playroom.				
<p><u>Improve the quality of interactions</u></p> <p>Practitioners will ensure that consistent high-quality interactions support and extend individual learning needs. Practitioners will model simple, reduced language, strengthened by consistent approaches to universal communication.</p>	<p>Consistent universal visual communications visible in ELC and referred to by children, parents and staff.</p> <p>Padlet created by SensationALL</p> <p>Completed reflection sheets by all ELC staff in response to all Padlet videos.</p> <p>Completed IDL planners which reflect quality questioning of learners.</p>	<p>Purchase Board Maker to provide a consistent, universal communication tool for all children to support them in making informed choices about their play and learning, and support early communication, language and literacy skills.</p> <p>Modelling and reflection sessions with ELC staff supported by Sensational on intensive interactions tailored to individual and group needs. These will be captured on video on Padlet for all staff to observe. Reflection templates developed to support reflective practice.</p> <p>Floor book CPLD for all ELC staff with a focus on questioning and intensive interactions.</p> <p>Introduction of IDL planners which focus on and support quality questioning.</p>	<p>Sonja Lowit May 2024</p> <p>ELC staff October 2024</p> <p>Carol Main May 2024</p> <p>Heather Ritchie December 2024</p>	<p>Interactions will support and extend learning needs consistently for all children.</p>	<p>Padlet has been developed. Modelling sessions have taken place and are documented on the Padlet for staff use. Reflection templates developed and ready for use.</p> <p>Intentional IDL planners have been created by the leadership team and are ready to be introduced as per timeline.</p>	
<p><u>Improve the quality of observation</u></p> <p>Seesaw observations will be consistent across key groups and reflect progress over time, capturing breadth and depth of knowledge and understanding.</p>	<p>Individual learning journeys on Seesaw triangulate with tracking information.</p>	<p>Seesaw policy reviewed an updated in consultation with all ELC staff and shared with parents.</p> <p>Tracking meetings with Key Workers to refer back to Seesaw journals to cross reference.</p> <p>Seesaw posts to become part of the Quality Assurance Calendar for session 24/25.</p>	<p>Heather Ritchie Feb 2024</p> <p>Heather Ritchie June 2024</p> <p>June 2024</p>	<p>Children will build on prior learning enabling improved progress over time.</p>	<p>Updated Seesaw policy.</p> <p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p>	
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3.2 Securing children's progress

Areas for improvement	Measures of Success	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion	
<p>Raise attainment in literacy and numeracy Children will develop further their skills in listening, talking, turn taking and early reading skills to support language and literacy development.</p> <p>Children will further develop their counting skills and explore numbers through play and real-life contexts.</p>	<p>Boardmaker environmental print visible and used purposefully by all.</p> <p>Year on year ACEL data in literacy and numeracy evidences increase in attainment.</p> <p>Sample tracking of cohorts overtime will evidence increases in attainment in literacy and numeracy.</p> <p>In literacy, ACEL data will surpass stretch aims by 10%.</p> <p>In numeracy, ACEL data will surpass stretch aims by 3%</p>	<p>Purchase Board Maker to provide a consistent, universal communication tool for all children to support them in making informed choices about their play and learning, and support early communication, language and literacy skills.</p> <p>Attainment gaps in literacy and numeracy will be identified through termly tracking meetings using the Key Group Needs Overview. Professional dialogue during these meetings will support differentiated planning for individual key groups, as well as individual children within these.</p> <p>Continual reinforcement of the Woodside Way, through daily dialogue, reference to displays and the four capacities will support turn taking and development of appropriate communication.</p> <p>The playrooms will be further resourced with numeracy resources which support real life contexts such as calendars, coins, measuring tapes, meter sticks etc.</p> <p>IDL context planners will be developed and introduced. These will make differentiated links to literacy and numeracy which support child led learning.</p>	<p>May 24 Sonja Lowit</p> <p>Heather Ritchie Jan 24</p> <p>All ELC staff</p> <p>Aug 24 Heather Ritchie</p> <p>Louise Mason and Heather Ritchie Feb 24</p>	<p>All children will develop a secure foundation in literacy and numeracy skills at an Early Level.</p>	<p>Completed Key Group Attainment Overviews capture professional dialogue and differentiated planning of next steps for individual key groups, as well as individual children in literacy and numeracy.</p>	
<p>Outdoor provision All children benefit from increased opportunities to free flow between indoors and outdoors learning environments.</p>	<p>All children observed to access the outdoor environment while leading their own learning.</p> <p>Outdoor resources organised and maintained with the staff rota being followed.</p>	<p>Outdoor environment will be open from 9am drop off where staffing ratio allows.</p> <p>A range of outdoor environment open throughout the day where staffing allows with the exception of lunch.</p>	<p>Heather Ritchie Jan 2024</p>	<p>Children will demonstrate increased self-regulation skills and capacity to engage in play.</p>	<p>SLT observations of environment use.</p>	

		<p>Outdoor environment will be set up daily by a designated member of staff as per the rota</p> <p>Outdoor resources will be organised and maintained by designated members of staff as per the rota on a weekly basis.</p> <p>CLP focusing on the importance of outdoor environment and the benefit this has on learners.</p>	<p>Starting 8th Jan 24 by all ELC staff depending on the rota.</p> <p>7th May 24 with all ELC staff led by DHT.</p>		<p>Rota evidences staff deployment and maintenance responsibility. SLT and SEYP observations of the outdoor environment.</p>	
<p>Progress</p> <p>Continue to develop systems and processes to ensure the capture of reliable evidence of progress overtime.</p>	<p>Completed Key Group Attainment Overviews</p> <p>Individual Child Tracking Sheets will evidence progress and achievement</p> <p>Seesaw observations will evidence individual learning journeys.</p> <p>Tracking over time spreadsheet will evidence individual progress.</p> <p>Established format for tracking 2-year-olds.</p>	<p>Tracking and monitoring processes will be embedding and SEYPs will take responsibility for these. This will include:</p> <p>Individual Tracking Sheets per child</p> <p>Seesaw Observations</p> <p>Floor book entries</p> <p>Key Group Needs Attainment Overview</p> <p>Tracking over time spreadsheet, in line with the school format will be created and used to track attainment over time.</p> <p>Tracking format for 2-year-olds to be evaluated and adapted where needed. SLT to look outwards to other ELC settings for best practice examples in tracking developmental milestones for 2-year-olds.</p>	<p>Heather Ritchie Jan 2024</p> <p>August 2024 Heather Ritchie</p> <p>Dec 2024 Heather Ritchie</p>	<p>Practitioners will ensure that children are building upon previous learning and skill development.</p>	<p>Completed Key Group Attainment Overviews capturing professional dialogue and challenge.</p> <p>Individual tracking sheets are being used with an element of SLT scaffolding support. These are evidenced in folders.</p> <p>Tracking overtime spreadsheet has been developed and ready to embed in August.</p>	
<p>Practitioners will support children to develop as effective contributors, successful learners, responsible citizens and confident individuals.</p>	<p>All ELC staff have a secure and shared understanding of the four capacities and their context in Woodside ELC.</p> <p>Staff will support children to have a secure understanding of the four capacities and their context in Woodside ELC.</p> <p>Floor books and Seesaw posts will have clear links to the four capacities.</p>	<p>CPLD session with all ELC staff to refresh their understanding of the four capacities and identify and agree upon what these mean within the context of Woodside ELC.</p> <p>SLT will explore use of Seesaw/floor books to link learning to the four capacities.</p> <p>Children will engage with Key Workers when uploading Seesaw posts to ensure a sense of achievement.</p>	<p>August 2024 with all ELC staff lead by SLT</p> <p>August 2024 Heather Ritchie</p> <p>October 2024 by all KW</p>	<p>Children will develop their understanding of the capacities and recognise and experience a sense of achievement.</p>		

Key

DHT – Depute Head Teacher & Registered Manager

PT – Principal Teacher

SEYP – Senior Early Years Practitioner

LLO – Locality Lead Officer

KW – Key Workers