

Muirfield School ELC Improvement/Action Plan 2023/2024

How good is our care, play and learning? (Requirement 1)				Improvement Action Point:
<p>By 31 December 2023, the provider must ensure that children receive care and support that meets their needs. To achieve this, the provider must, as a minimum:</p> <p>a) Ensure all staff are aware of and understand the information within the personal plans and use this to effectively to meet each child's health, welfare, and safety needs.</p> <p>b) Ensure all staff understand and follow all procedures for the safe storage, recording and administration of medication.</p> <p>This is to comply with Regulation 5 (1)(2) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, (SSI 2011/210).</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15); and 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23).</p>				<p>ELC Team will identify promptly, children who have barriers to learning and require additional support.</p> <p>Increase the provision of high-quality personalised support through effective staged intervention processes to meet learners needs.</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
<p>IEPs will be created to identify specific targets that will be tracked.</p> <p>Attainment data and QA discussions will evidence impact of interventions</p>	<p>All key workers to complete personal plan audit detailing how strategies for individual children will be transferred into practice to support play and learning. Audit completed 17/11/23. Key workers to share audit with team to ensure consistent understanding of approaches.</p> <p>Personal Plans to be reviewed and updated accordingly in term 3 as part of QA calendar.</p> <p>Key children and strategies discussed and shared at fortnightly team meetings.</p> <p>A Key Worker overview will be completed which highlights individual children's needs. This will be shared with all supply staff to ensure all staff have a clear overview of individual needs and how to respond to these (completed 08/01/23).</p> <p>Head Teacher to review key aspects of updated Medication Policy with team. Simplified flow chart of Medication procedures and correct forms</p>	Dec 2023	<p>Head Teacher, SEYP's, EYP's</p> <p>Revised personal plan format</p> <p>Systems for quality assurance</p>	

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	<p>to be completed also revised with team (17/11/23 and 23/01/23).</p> <p>SEYP to provide additional time out for all staff to reread new Medication Policy and sign to show understanding.</p> <p>Medication audits planned for in QA Calendar.</p> <p>Care Plans to be reviewed and signed by parents each term.</p> <p>Head Teacher to complete random medication checks to ensure correct medication procedures are being followed at all times.</p> <p>Staff training on how to write an IEP.</p>			
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How good is our setting? (Requirement 2)				Improvement Action Point:
<p>By 31 December 2023, the provider must provide a safe and clean environment for children.</p> <p>To do this, the provider must, at a minimum:</p> <p>a) Ensure that children’s handwashing is effectively supervised and supported; and</p> <p>b) Have robust arrangements in place to ensure that children are protected through secure entry to the premises.</p> <p>This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).</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 'My environment is secure and safe' (HSCS 5.19).</p>				<p>Staff will understand and implement the appropriate procedures to ensure children are safe and healthy.</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
<p>Quality assurance observations undertaken by Head Teacher and SEYP will show that staff are actively implementing the policy and procedure to ensure children are safe and health.</p>	<p>Staff Rota to document member of staff responsible for supervising handwashing at lunch, tea and snack times.</p> <p>All staff aware of importance of ensuring good handwashing routines.</p> <p>Cleaning schedules in place to ensure hygiene throughout ELC.</p> <p>Staff rota documents staff member responsible for ensuring secure entry to the premises.</p> <p>Updated Missing Child Policy details procedures that staff follow to ensure children are protected through secure entry to the premises.</p> <p>All staff understand that any visitor should report to the main office to sign in.</p>	<p>Dec 2023</p>	<p>Full ELC Team – quality assured by SLT/SEYP’s Cleaning schedule exemplar (ELC Sharepoint) Review as a team current policy and procedure.</p>	

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	<p>** Additional action following CI inspection 28th February 2024</p> <p>Revisit routines and staffs role in supporting supervision to ensure effective handwashing,</p> <p>Standard operating procedure audits (including handwashing) added to annual quality assurance calendar and completed by the SEYP for individual staff. Staff will be provided with individual feedback.</p>	April 2024		
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How Good is Our Leadership? (Area for improvement 1)		Improvement Action Point:		
<p>To ensure that practice protects and promotes positive outcomes for children, meets regulatory requirements and SSSC expectations, the provider should develop robust quality assurance practices. This should include, but not be limited to:</p> <p>a) Regular support and supervision of staff.</p> <p>b) Audits of all records and practice.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).</p>		<p>Quality Assurance Calendar for session 2023-2024 will provide planned evaluation activities to monitor the progress of our improvement agenda and evaluate our practice against HGIOELC QI's.</p> <p>All stakeholders will be aware of our Improvement Plan and progress made and will be involved in evaluating our provision.</p> <p>SLT and SEYP's will ensure opportunities for staff to look outwards in order to review and refresh their pedagogical knowledge and learn from best practice.</p> <p>Focus on planning, learning environment, interactions.</p>		
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
Quality Assurance Calendar will evidence QA focus. Evidence from QA activities and feedback will show continuous self-evaluation of practice linked to HGIOELC QI's and key improvement priorities.	Quality Assurance Calendar will be created for 2023-2024 which will record the focus of continuous improvement. Continually monitor QA evaluations to identify any key themes and ensure progress being made. QA activities will inform focus of staff meetings/ training.	Term 1 ongoing	SLT/ SEYP QA calendar examples shared by HT. SEYP to evaluate examples	
Progress will be displayed, visually on our Improvement Wall. Feedback from our stakeholder self-evaluations will show parents understand and help shape our improvement journey. Staff self-evaluation will show a shared	We will create an interactive improvement planning wall which clearly identifies our priorities and the progress we are making towards this. We will include creative and manageable ways to gather feedback from parents on our key priorities and HGIOELC core QI's. Our Improvement wall will clearly identify key priorities of -Planning for learning - quality interactions	Term 1 ongoing	HT, SEYP, All ELC Team.	

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<p>understanding of our improvement journey.</p> <p>Staff will have a clear understanding of their roles and responsibilities in our improvement journey.</p> <p>Quality Assurance visits will evidence the improvements in practice.</p>	<p>- Quality Environments both inside and out Environment</p>			
<p>Staff will complete feedback forms after each visit that highlight how their visit will impact on practice and support improvement focus area.</p>	<p>HT, SEYP to identify ELC settings to visit.</p> <p>SEYP to give staff members improvement focus areas and responsibilities.</p> <p>Staff will provide feedback from visits to other settings and will share developments on findings.</p> <p>SLT will support staff to identify relevant settings to visit.</p> <p>Realising the Ambition focus as staff team.</p>	<p>Term 1 and ongoing</p>	<p>All staff</p>	

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How good is our staff team? (Area for Improvement 2)				Improvement Action Point:
<p>To ensure children’s emotional and developmental needs are consistently met, the provider should:</p> <p>a) Review staff deployment taking account of children’s needs, staff knowledge and skills.</p> <p>This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).</p>				<p>A high quality learning environment with meaningful interactions, rich learning experiences and interesting and motivating spaces inside and out.</p> <p>Develop high quality intentional and responsive planning that respond to the needs of all children.</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
<p>Learner feedback will reflect positive interactions, experiences and spaces.</p> <p>Self-Evaluation feedback from all stakeholders will evidence progress (pre and post enhancements)</p> <p>Realising the Ambition Environment audits will evidence quality.</p> <p>Leuven Scale, CICS and Up, Up and Away evaluations will evidence children’s wellbeing and engagement and evaluate quality of learning environment.</p>	<p>HT/ SEYP’s to support staff training using RtA with a focus on developing a quality learning environment- interactions, experiences and spaces.</p> <p>HT/ SEYP’s to develop QA observation formats which incorporates Leuven Scale, RtA and relevant HGIOELC QI’s.</p> <p>Include learners and stakeholders in improvement planning and self-evaluation process via ebooks and Improvement planning journey wall.</p> <p>HT to provide environment posters that highlight key resources, the adult role, and key questioning for each play context to support quality developments.</p>	<p>Oct 2023 and ongoing</p>	<p>HT to provide examples of improvement/self-evaluation wall.</p> <p>SEYP’s to lead development of Improvement Display.</p> <p>ELC team to involve children in improvement process and record via ebook or floorbook.</p> <p>HT to provide formats for QA observations.</p>	

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<p>QA visits and observations will evaluate practice in relation to core QI's and Realising the Ambition National Practice Guidance. Click here for format.</p>				
<p>Planning formats will evidence quality of planning.</p> <p>QA of planning will evidence planning against HGIOELC QI's.</p> <p>QA observations will evidence planning in practice. Feedback will evidence progress.</p> <p>Learner observations will evidence impact of planned learning opportunities and ELC teams ability to plan responsively and in the moment.</p> <p>Learning observations will be of high quality focussing on learning/skills being developed and next step to support progress.</p>	<p>SEYP's to support team to develop confidence in intentional planning and responsive planning.</p> <p>HT/ SEYP's to evaluate observations and consider training to ensure observations are high quality and staff can identify any next steps or enhancement needed to move learning forward.</p> <p>Staff to work in pairs to plan developments for individual contexts, including children, parents and other staff in improvement process.</p>	<p>Sept 2023</p>	<p>Planning formats.</p> <p>Education Scotland Observation training video.</p> <p>ELC team. Resources may be required to support planning for play contexts.</p>	