

Castlehill Early Years Centre



Improvement Plan 2023-2024



Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Castlehill Early Years Centre
Head Teacher / Head of Centre	Mandy Thompson
Link EY QIO	Leona Stewart


Centre Statement: Vision, Values & Aims and Curriculum Rationale

Castlehill Early Years Centre (EYC) is an educational provision that offers extended day and yearlong provision for up to 96 children aged 2-5 years old. It provides a flexible service to families in the locality, with 83 children currently enrolled. We have spaces for up to 80, 3-5 year olds and 20, two year olds.

The EYC comprises of 3 substantial playrooms as well as a large outdoor area which has access from all our playrooms. Within our outdoor space we have a tarmacked area, a meadow and a beautiful forest area. The forest area within our centre grounds provides a shaded provision during very hot weather. A local forest area also adds to the outdoor provision for our children. The free flow access from each playroom means that children have daily access to the outdoors. An area with a canopy provides shelter from inclement weather. The children have opportunities to engage in a wide range of play experiences when outdoors such as wheeled toys, a tyre swing, mud kitchen, den building, music area, climbing areas, slides as well as a range of loose parts. This high quality and ranging environment is supporting our children to develop curiosity skills, health and wellbeing as well as literacy and numeracy skills.

Our staff team comprises of a Head Teacher, a Depute Head of Centre, and 3 Senior Early Years workers (1 full-time and 2 part-time). We currently have 19 Early Years Workers, a permanent Early Years Support Worker and a temporary Early Years Support Worker. We also have two Early Years Teachers who work part-time.

The embedded document below details the Vision, Values and Aims at Castlehill, which underpin all that we do:


 Castlehill primary
 and ELR VV&A.docx

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Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years			
Session	2023/2024	2024/2025	2025/2026
Priority 1	<p style="text-align: center;">Enabling environment</p> <p>To raise attainment in numeracy and maths, through a maths rich environment.</p>	<p style="text-align: center;">Transitions</p> <p>Develop secure transitions for children, recognising the small transitions throughout the day as well as larger transitions.</p>	<p style="text-align: center;">Planning & tracking assessment</p> <p>Planning, documenting and tracking of experiences across all curricular areas.</p>
Priority 2	<p style="text-align: center;">Parental Involvement</p> <p>To embed parental involvement in their child’s learning, including supporting ASN. To embed parental involvement in the life of the centre.</p>	Parental Involvement	Parental Involvement
Priority 3	<p>Review of Vision, Values and Aims</p>	<p style="text-align: center;">Enabling environment</p> <p>(Develop an environment that promotes children using life skills and real life experiences. Include blockplay)</p>	<p style="text-align: center;">Enabling environment</p> <p>(secure a consistent approach to the practices in place and continue to showcase good practice)</p>

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Section 2: Improvement Priority 1	
Early Years Centre	Castlehill Early Years Centre
Improvement Priority 1	Raising attainment in maths.
Person(s) Responsible	Hazel Muir/Stephanie Macpherson and maths champions

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people; • Improvement in attainment, particularly in Literacy and Numeracy. 	Curriculum and assessment Performance information	QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment	2.1 Quality of the setting for play and learning 1.3 play and learning	Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
Maths champions (names TBC) Rhyme champion Makaton champions	Environmental Audit in maths. Materials and equipment to resource across the playrooms
Professional Learning	Parental Engagement and Involvement
Operation Play Outdoors EDC maths training Staff confidence to use and be responsive to maths audits. Early Years Teacher support. Professional Learning Calendar	Parent workshops Maths focussed stay and play session. Maths focussed handouts and parent guides. Maths Bags Maths PEEP session

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Most children will make progress across all areas in numeracy and maths	Measure staff confidence in planning and assessing play experiences in numeracy and maths.	Analysis of staff responses pre and post training.	August and May 2023 session	
	Regular environmental Maths audit – indoors and outdoors.	Outcomes and actions from audits.	Termly	
	Staff training on maths progression across birth to 3 and Early Level	Focussed observations evidence maths learning.	15 th Aug 13 th Oct 14 th Feb	
	Staff to plan and implement a maths test of change within their rooms.	Learning walks evidence maths learning.	Oct 2023 – April 2024	
	Maths champions identified through PDR process.	Pre and post evidence gathered through test of change.	Aug 2023	
	Maths champion deliver workshops/events for parents.	Exit feedback from parents following workshops.	Throughout session	
	Staff meet termly with Early Years Teacher to discuss next steps in maths using Castlehill skills trackers.	Quality of professional dialogues when discussing next steps.	Throughout session	
	Twice a year tracking of children’s maths skills, using CfE benchmarks, across Early level.	Analysis of tracking to measure progress over time. Monitoring of e-journal will show high quality observations and next steps.	Nov and May analysis of tracking	

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		Monitoring of and floorbooks. Monitoring of blogs and twitter		
	Makaton champions to ensure a focus on numbers and maths vocab.	Monitoring of blogs, wall displays and e-journal post.	Throughout session	
	Rhyme champion to ensure a focus on number and maths related songs, ring time and rhymes.	Observations and learning walks.		
	A range of engaging and appropriately challenging Maths Bags will be sent home to families.	Feedback from the use of Maths bags at home.	From Nov 2023	
	Audit of staff confidence in loose parts and outdoor learning at beginning and end of the session. Staff training on loose parts – operation play outdoors.	October inset Feedback from staff audit – comparison of before and after training and implementation.	August 2023 and June 2024 August inset	
	Creation and implementation of loose parts audit.	Focussed observations and learning walks will show effective use of loose parts and an increase in problem solving/creativity skills.	Nov/Dec 2023	

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Section 2: Improvement Priority 2	
Early Years Centre	Castlehill Early Years Centre
Improvement Priority 2	Parents and families will feel confident to support their child’s individual learning both at home and at the centre.
Person(s) Responsible	Valerie Fisken and Shirley Anne Lloyd

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people 	Parent/carer involvement and engagement School and ELC leadership	QI 2.7 Partnerships QI 2.5 Family Learning	1.4 Family engagement 1.1nurturing care and support	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people’s mental health and wellbeing

Opportunities for Leadership	Resource Requirements
Family Champions and SEYW: Val Fisken and ShirleyAnne Lloyd.	Resources and materials to support family workshops/interventions.
Professional Learning	Parental Engagement and Involvement
In house training: Maths bags, peeps, Triple P Professional Learning Calendar Professional discussions with other Family Champions	Stay and Plays Family Workshops Triple P Individual support.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Most parents will be confident to support their child’s learning at home.	Welcome presentation introduced to new families.	Feedback on transitions	From August	
	Staff will confidently share learning and next steps on e-journals.	Monitoring of Learning Journal observations and next steps. Monitoring parental engagement on e-journals.	Monthly	
	Focused stay and plays for parents. <ul style="list-style-type: none"> • Maths • Health and Wellbeing • Literacy 	Feedback from exit survey following parent sessions.	Across session.	
	Curriculum event for all parents providing an overview of CfE. <ul style="list-style-type: none"> • Overview of CfE • Birth-3 • Realising the Ambition 	Feedback from exit survey following parent sessions.	Nov 2023	
	PEEP sessions run by DHoC to increase parental involvement in leading learning at home. <ul style="list-style-type: none"> • Survey to gauge what parents would benefit from. 	Feedback from exit survey following parent sessions.	January	

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	<p>Effective tracking of skills for our 2-3 children to be established and shared with parents.</p> <ul style="list-style-type: none"> • What do other centres do? • Consultation with staff and parents. • Measure of effectiveness over time. 	<p>Feedback from other centres</p> <p>Feedback from consultations</p> <p>Feedback from time using new tracker.</p>	<p>Across session</p>	
	<p>Audit parents on ideas for learning that could take place at the Centre, tapping into children’s interest and motivations.</p>	<p>Feedback from parental audits</p>	<p>Oct 2023</p>	
<p>Most parents will feel confident to support their child’s additional support needs.</p>	<p>Educational Psychology/ELR outreach session on intensive interaction for parents.</p>	<p>Feedback from exit survey following parent sessions.</p>	<p>Throughout session.</p>	
	<p>Family champion will plan and deliver Triple P sessions in response to parent/child needs.</p>	<p>Tracking of children’s progress.</p> <p>Evaluation of targets within children’s plans.</p>		
<p>Most parents will feel involved in the life and work of the centre.</p>	<p>Create a yearly overview of parental engagement and share with parents.</p>	<p>Overview includes a variety of days and times</p>	<p>August 2023</p>	
	<p>Re-introduction of Parent Pulse groups to ensure parent views are included within centre developments.</p>	<p>Minutes of parent pulse groups.</p>	<p>Throughout session.</p>	
	<p>Parents will be invited to share their interests and strengths within the centre.</p>	<p>Outcome of parent survey.</p> <p>Observation of parental participation.</p>		
	<p>Re-establish Centre Twitter as a way of sharing learning with families and the wider community.</p>	<p>Monitoring likes and retweets</p>	<p>Across session</p>	

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Most children will be able to talk about ways in which they have been involved in their local community	Engage children in Fair trade activities both in the centre and in the community.	Observation of children’s engagement. Monitoring of e-journals and floorbooks. Monitoring of blogs and twitter Feedback from Care home	Across session	
	Continue to engage in activities and experiences with the local Care Home, both in Centre and at the Home.		Across session	
	Engage children in activities and experiences within the local community such as visits to local shops, parks and the library.		Across session	
	Increase planned activities with Castlehill primary, with pupils from the school engaging more in work within the nursery.		Across session	

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Section 2: Improvement Priority 3	
Early Years Centre	Castlehill Early Years Centre
Improvement Priority 3	To review and refresh Castlehill's Vision, Values and Aims.
Person(s) Responsible	Mandy Thompson in partnership with staff working group across EYC, ELR and school, children, families and partners.

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Placing the human rights and needs of every child and young person at the centre of education; 	Parent/carer involvement and engagement School and ELC leadership School and ELC improvement	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.7 Partnerships	1.1 nurturing care and support 4.1 Staff skills, knowledge and values	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
Curriculum working party of staff across school and EYC (members still TBC) Rights Respecting Champion	Consultation tools: menti-meter; glow forms, questionnaires, surveys
Professional Learning	Parental Engagement and Involvement
WOSDEC (Rights training) Review of other schools' VV&A	Consultation with Parent Council and wider Parent body through Newsletters and surveys and questionnaires.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Most children will be able to recount stories related to Castlehill’s Vision, Values and Aims using language related to UNCRC.	Create Vision, Values and Aims working party – staff from all sectors, including EYC. <ul style="list-style-type: none"> Looking at examples from other schools and centres. Looking to other centres who reflect UNCRC within V, V & A Explore and identify ways of sharing refreshed V, V & A e.g. signature in emails; letterheads; policies; website; Twitter 	Survey outcomes from Parents, staff, children and stakeholders.	Across session	
	Gather information on core values from Staff, children, parents and other stakeholders. <ul style="list-style-type: none"> Play experiences with children. Together time Surveys/questionnaires Working party discussions 		Aug – Nov 2023	
	P7 pupil participation in My Voice, My Choice (EDC pupil forum) and Right Respecting steering group members will spend time in nursery sharing work and ideas.	Children’s engagement with school pupil steering group.	From Dec 2023	
	The EYC will create bespoke aims, in consultation with all Stakeholders.	Feedback from stakeholder.	Nov 2023	
Most children will be able to talk about	Staff will plan ‘together time’ experiences that develop children’s awareness of and ability to use emotional language.	Focussed observations and learning walks.		

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feelings and emotions with confidence	<ul style="list-style-type: none"> • Colour Monster • Paths 	Monitoring of e-journals and floorbooks. Monitoring of blogs and twitter		
	Children’s sign in will reflect their emotional wellbeing, facilitating responsive support where appropriate.	Children’s use of emotional language will increase.	Jan 2024	
	Space will be created within the Centre to provide a quiet, safe environment, where intensive interactions can be supported.	Development of self-regulation and shared attention/quality interactions.	April 2024	