|  |  |
| --- | --- |
| **Name of Setting** | Trinity Tots Nursery |
| **Context** | Trinity Tots Nursery is a small family run nursery with capacity for 36 children on a daily basis. Over the past year there has been significant operational challenges for the nursery. We had several members of staff move to other nurseries which meant we had periods where staffing was extremely tight. During these periods we had to prioritise the care, safety, and wellbeing of the children attending our nursery. In addition to this our Early Years Administrator, who has responsibility for driving nursery strategy forward, required repeated periods of compassionate leave. As we have had multiple new members of staff join the team, we have had to prioritise their induction. We have also had staff take on new roles within the nursery. As a result of all the above factors the decision was made in April to pause the process of working towards our 2021 – 2022 Improvement Plan. Instead, we took this opportunity to not only induct new members of staff but to review and revise key policies and procedures. This has resulted in several improvements which can be seen in our Policy and Procedure Review Floorbook. We believe that doing this will enable us to start our 2022 – 2023 Improvement Plan, detailed within, from a position of strength with a greater chance of success.  Other factors that have impacted the nursery include ongoing Covid restrictions such as periods of self-isolation, parents not being allowed within the nursery, social distancing requirements and the effect the pandemic has had both on children and staff’s wellbeing. One effect that was noted was that our two-year-olds needed more attention, so we have also moved back to a three age range system. We have also been affected by Brexit in that our Touch and Tilt Table, a key piece of equipment for our plans this year, has not arrived as there has been a hold up in the company securing parts for it. |

****

**Edinburgh Early Years  
Standards & Quality Report   
Improvement Plan   
2022-23**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary of Standards & Quality** | | | | | |
| **How good is our Leadership, Management and Staffing?** | | | | | |
| **HGIOELC-**  1.3 Leadership of Change | **CI: Quality Framework-**  3.1 Quality assurance and improvements are well led  4.1 Staff skills, knowledge and values | | | | |
| **Prompt questions:**   * Is our vision ambitious and challenging? * How well does our VVAs inform our daily practice? * Are our children and families, meaningfully involved and influence change within our setting? * How does our quality assurance and self-evaluation approaches support:   + planning for continuous improvement?   + enable staff to develop and improve through reflective practice? | | | | We continue to work towards our Vision, Values and Aims (VVA) but we are now aware that many practitioners and most of our families were not involved when the current version was devised in 2019 so we will be looking to consult stakeholders on whether a revision of our VVA is necessary.  In the past year we have sought to get the children more involved in changes within the setting by re-introducing the pupil council. We are also re-introducing children’s risk assessments so they can assess anything new introduced within the nursery. We had hoped to introduce a Touch and Tilt Table to allow children better access to our Book Creator library as we now have our Floorbooks on there but there have been delays with supplies.  Several staff have moved into new leadership roles within the nursery, and this has required them to learn new tasks and take on new responsibilities.  Several of our changes outlined in the previous SQIP have been postponed. This was in recognition of the immense pressure the staff team were under whilst we recruited new staff. We have also identified a number of staff have caring responsibilities outwith the nursery and we have changed our staff details form so that these members of staff can self-identify as carers should they wish to do so. | |
| **Next Steps:**   * *To consult stakeholders on whether our Vision, Values and Aims require updating and do so if necessary.* * *To be more consistent in using and applying our Quality Assurance calendar.* * *To implement a Practice Based Coaching Approach to enable staff to develop their reflective practice.* * *To undertake the Carer Positive Awards to support staff who are carers.* | | | | | |
| **How good is our care, play and learning?** | | | | | |
| **HGIOELC:**  2.3 Learning, Teaching and Assessment | | **CI: Quality Framework:**  1.3 Play and learning | | | |
| **Prompt questions:**   * How well do we provide high quality, play, learning and development opportunities? * Do we consider interactions, experiences and spaces when designing our learning environment? * Is there a clear rationale for play and learning in our setting? * Do our staff have a shared understanding of child centred, early years pedagogy? * How are children empowered to be fully involved in planning for learning? * How well do our staff gather information on children’s progress to inform planning and improvement? | | | | Prior to the pandemic we had invested heavily in creating a 2-5 space so we could provide more experiences for this age group and have a free flow system where the children could choose their own learning. However, it became apparent in the aftermath of the pandemic that this was not working for our children. Our 2 year olds found the space overwhelming and our older children started to mimic the behaviour of our younger ones. We decided then to move back to having a separate room for our 2 year olds. This smaller space helps the children regulate their emotions as they feel more secure in the smaller space, and we have been able to nurture these children in a way that wasn’t possible in the larger group.  We also introduced Electronic Floorbooks. This allows us to capture a richer overview of the children’s learning as we can include media such as videos and hyperlinks. We have also used these for self-evaluation and presented at Leading The Strategy.  We are starting to introduce more STEM learning within the nursery and at the start of the academic year we had all staff complete the National STEM CLPL. We had also taken part in the Summer cohort of the Virtual Nature School and our work was chosen as an exemplar and was published on the Virtual Nature Schools interactive map (<https://map.virtualnatureschool.scot/>) | |
| **Next Steps:**   * *Standardise how provocations are recorded in the Electronic Floorbooks.* * *Create a notable occasions folder for practitioners so events aren’t missed that are important to our children and their families.* * *Garden areas to be overhauled.* * *To participate in the next stage of the Virtual Nature School.* | | | | | |
| **How good are we at ensuring the best possible outcomes for all our children?** | | | | | |
| **HGIOELC:**  3.1 Ensuring Wellbeing, Equity and Inclusion  3.2 Securing Children’s Progress | | **CI: Quality Framework:**   * 1. Nurturing care and support   4.1 Staff skills, knowledge and values | | | |
| **Prompt questions:**   * To what extent are *GIRFEC* principles reflected in the work of our setting? * How well are our children nurtured and supported throughout their daily experiences? * How well do staff support children’s well-being through compassionate and responsive care? * Are children’s individual well-being benefiting from effective use of personal planning? * How explicitly is the UNCRC rights of the child understood and embedded within our practice? * How do we actively promote equity across all aspects of our work? * How do we ensure that:   + children are making good progress?   + staff are aware of children’s progress over time? * How effectively do we share children’s progress and achievements with families? | | | | We have revised our ASL pathways in respect to children who require positive behaviour support. All staff undertook ACE Aware Training in order to more fully understand how these experiences could impact on behaviour, not just amongst children but amongst everyone.  Our Early Years Administrator has attended Train the Trainers training on the UNCRC. Following this she has sourced material that shows how the articles of the UNCRC can be mapped onto the GIRFEC principles.  We introduced Book Creator this year and we are using this to record children’s progress over time. Book Creator also has many accessibility options which promotes equity of experience as we use it.  We took part in Zero Tolerance’s ‘You Can Be Campaign’ and completed a gender equality audit of our books. We received excellent feedback and passed the audit – only 14% of participating settings did so. | |
| **Next Steps:**   * *To work through Education Scotland’s Equality and Equity Toolkit.* * *To work towards Millie’s Mark accreditation.* * *To undertake the Bronze level Rights Respecting School Award.* * *All children to make ‘good’ progress in STEM.* * *To complete the ‘Equity and Equality in STEM’ element of the STEM Nation Award.* * *To undertake Trauma Informed level training.* | | | | | |
| **Summary of Quality Indicator Evaluations:** | | | | | |
| **Self-Evaluation of Quality Indicators:**  **(6 Excellent,5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)** | | | | **Care Inspection Evaluations**  **(6 Excellent,5 Very Good, 4- Good, 3 Adequate, 2 Weak, 1 Unsatisfactory)** | |
| **Date of Inspection:** | |
| 1.3 Leadership of Change | | | **5** | Quality of Care & Support | **4** |
| 2.3 Learning, Teaching & Assessment | | | **4** | Quality of Environment | **4** |
| 3.1 Wellbeing, Equality & Inclusion | | | **5** | Quality of Management & Leadership | **4** |
| 3.2 Ensuring Children’s Progress | | | **4** | Quality of Staffing | **4** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Renewal / Improvement Plan 2022-2023** | | | | | | | |
| **Action Plan # 1-Leadership, Management and Staffing** | | | | **Overall Responsibility** | | | **Natalie Kane**  **(Nursery Manager)** |
| Priorities Identified: | 1. To review our Vision, Values and Aims. 2. To achieve greater consistency in applying our Quality Assurance calendar. 3. To implement a Practice Based Coaching Approach. | | | | | | |
| Outcomes: | 1. To ensure our Vision, Values and Aims reflect the children’s learning needs, post pandemic. 2. To improve the quality of experience across the nursery for every child. 3. To improve practitioner’s practice and develop their reflective skills. | | | | | | |
| **HGIOELC QIs: *1.3*** | | | | | **Care Inspectorate QIs: *3.1 & 4.1*** | | |
| **Tasks-** | | **By Whom** | **Resources:** | | **Time-line** | **Review and Impact of Progress** | |
| **To complete a review of our Vision, Values and Aims by gathering feedback from all stakeholders including children, families, and practitioners.**  **To ensure all tasks on the Quality Improvement Calendar are completed each month.**  **To implement a Practice Based Coaching Approach**   * **To complete training in Practice Based Coaching Approach** * **To train practitioners in and trial a Practice Based Coaching Approach** * **To evaluate a Practice Based Coaching Approach**   **To undertake the Carer Positive Awards**   * **Devise Carer Positive Policy** * **Identify possible workplace support** * **Carer Positive Awareness Raising** * **Identify sources of peer support** | | **Kerilee**  **Gillian**  **Gillian**  **Laura** | **Different formats for collecting views such as SurveyMonkey, Parent Floorbooks, Focus Groups etc**  **Quality Assurance Calendar**  [**https://www.amazon.com/Essentials-Practice-Based-Coaching-Supporting-Effective/dp/168125381X/ref=sr\_1\_1?keywords=practice+based+coaching&qid=1656331108&sr=8-1**](https://www.amazon.com/Essentials-Practice-Based-Coaching-Supporting-Effective/dp/168125381X/ref=sr_1_1?keywords=practice+based+coaching&qid=1656331108&sr=8-1)  [**https://www.carerpositive.org/carer-positive-awards**](https://www.carerpositive.org/carer-positive-awards)  **Support from local carers organisations such as VOCAL and Care for Carers**  **Reminders for Laura on Remember the Milk** | | **December 2022**  **All year**  **Autumn Term**  **Spring Term**  **Summer Term**  **Oct 2022**  **Dec 2022**  **March 2023**  **May 2023** |  | |
| **Action Plan # 2-Curriculum and Pedagogy** | | | | **Overall Responsibility** | | | **Natalie Kane**  **(Nursery Manager)** |
| Priorities Identified: | 1. To complete Education Scotland’s Equality and Equity Toolkit. 2. To undertake Rights Respecting School Bronze Level Award. 3. To complete the ‘Equity and Equality In STEM’ element of the STEM Nation Award. 4. As an organisation to become Trauma Informed. 5. To complete Millie’s Mark Accreditation. | | | | | | |
| Outcomes: | 1. To ensure our children receive an equitable education as well as an equal one. 2. To embed the principles of the United Nations Convention on the Rights of the Child in the nursery. 3. To ensure all children within the nursery can make ‘good’ progress in STEM. 4. To ensure children are nurtured and supported through a Trauma Informed lens. 5. To ensure children are safe within the nursery at all times with staff who are confident in first aid and it’s application. | | | | | | |
| **HGIOELC Qis:**3.1, 3.2 | | | | | **Care Inspectorate Qis:** 1.1, 4.1 | | |
| **Tasks-** | | **By Whom** | **Resources:** | | **Time-line** | **Review and Impact of Progress** | |
| **Complete Education Scotland’s Equality and Equity Toolkit’s Health Check (one area per month)**  **Complete Rights Respecting School Bronze Level Award**   * **Apply for funding** * **Inform all stakeholders that we are working towards the award** * **Create a UNCRC pupil focus group** * **Review nursery practice against the three RRSA strands** * **Complete the Action Plan for Silver**   **Complete the ‘Equity and Equality In STEM’ element of the STEM Nation Award.**  **Become a Trauma Informed Nursery**   * **All staff to watch ‘Looking After Yourself’ animation** * **All staff in senior positions to complete the e-learning module ‘Protecting the Psychological Wellbeing of Staff for Managers and Team Leaders’** * **All staff to watch ‘Opening Doors’ animation** * **All staff to watch ‘Trauma informed practice for anyone working with children and young people’ animation** * **All staff to watch ‘Taking a trauma informed lens to your work – sowing seeds’ video**   **Work towards Millie’s Mark accreditation** | | **Jen**  **Kerilee**  **Pippa**  **Leanne C**  **Natalie** | [**https://education.gov.scot/media/cail41kg/equality-and-equity-toolkit-aug21.pdf**](https://education.gov.scot/media/cail41kg/equality-and-equity-toolkit-aug21.pdf)  [**https://www.unicef.org.uk/rights-respecting-schools/getting-started/bronze/what-is-bronze/**](https://www.unicef.org.uk/rights-respecting-schools/getting-started/bronze/what-is-bronze/)  [**https://blogs.glowscotland.org.uk/glowblogs/public/stemnation/uploads/sites/8486/2021/01/14215207/SNAP-Application-guidance.pdf**](https://blogs.glowscotland.org.uk/glowblogs/public/stemnation/uploads/sites/8486/2021/01/14215207/SNAP-Application-guidance.pdf)  [**https://transformingpsychologicaltrauma.scot/media/amqk3nxr/nesd1334-national-trauma-training-programme-online-resources\_0908.pdf**](https://transformingpsychologicaltrauma.scot/media/amqk3nxr/nesd1334-national-trauma-training-programme-online-resources_0908.pdf)  <https://www.milliesmark.com/> | | **July 2023**  **August 2022**  **Sept 2022**  **Oct 2022**  **Dec 2022**  **Feb 2023**  **June 2023**  **Sept 2022**  **Nov 2022**  **Jan 2023**  **March 2023**  **May 2023**  **Dec 2022** |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action Plan # 3- Ensuring the best possible outcomes for our children?** | | | | **Overall Responsibility** | | | **Natalie Kane**  **(Nursery Manager)** |
| Priorities Identified: | 1. Standardise how provocations are recorded in Book Creator. 2. Ensure diversity is celebrated and learning opportunities aren’t missed through creation of a notable occasions folder. 3. A complete review of our outdoor spaces. | | | | | | |
| Outcomes: | 1. Standardising how provocations are recorded should allow practitioners to think in more depth about them and provide the children with a richer learning experience. 2. To ensure all opportunities for learning are seized and children’s experiences outwith the nursery are respected and celebrated. 3. To provide a richer learning environment in the garden spaces as measured by audit tools. | | | | | | |
| **HGIOELC QIs: *2.3, 3.1 3.2*** | | | | | **Care Inspectorate QIs: *1.1, 1.3, 4.1*** | | |
| **Tasks-** | | **By Whom** | **Resources:.** | | **Time-line** | **Review and Impact of Progress** | |
| **Weekly audits of the floorbook on Book Creator and a practitioners identified for coaching each week.**  **Create a notable occasions folder**  **Audit and revamp of the garden areas** | | **Pippa**  **Leanne C**  **Laura** | **Book Creator**  **A folder and paper**  **https://creativestarlearning.co.uk/wp-content/uploads/2020/06/EY-Outdoor-Audit-Scotland-.docx**  [**https://early-education.org.uk/audit-your-environment/**](https://early-education.org.uk/audit-your-environment/) | | **Ongoing throughout the year**  **Ongoing throughout the year**  **December**  **2022**  **June 2023** |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area for Improvement | Year 1  2021-22 | Year 2  2022-23 | Year 3  2023-24 | Comment |
| Distribution and delegation of management tasks | Programme of training put in place to cascade knowledge of managerial tasks | Senior staff to take the lead in different aspects of the SQIP. | Moderation shows consistently high standards in all managerial tasks |  |
| Implementation of UNCRC | Rights Respecting School Bronze Award | Rights Respecting Bronze Award | Rights Respecting School Silver Award |  |
| Implementation of Practitioner Observations | Practitioner observations – all practitioners observations good or better | Practitioner observations – 60% of observations outstanding. Remaining good. | Practitioner observations – 80% of observations outstanding. Remaining good |  |
| Children’s outcomes in STEM | STEM awareness training  Digital upskilling of staff  All children to make progress in each of the STEM areas | Start STEM Nation Award  All children to make ‘good’ progress in each of the STEM areas. | Continue STEM Nation Award  All children to make ‘good’ progress in each of the STEM areas. |  |