



GLAITNESS NURSERY



ORKNEY
ISLANDS COUNCIL



**Standards and Quality Report 2021-22 &
Early Learning and Childcare Setting Improvement Plan 2022-23**

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National and Orkney Islands Council (OIC) Local Priorities.

The Scottish Government’s vision for education in Scotland:

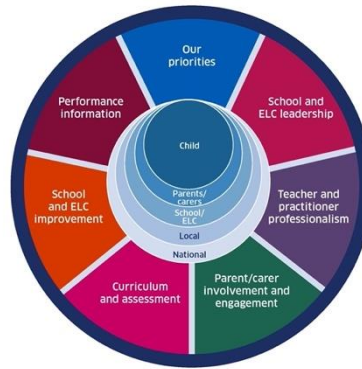
- Excellence through raising attainment and improving outcomes.
- Achieving equity.

[Key priorities of the National Improvement Framework:](#)

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people’s health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership.
2. Teacher and practitioner professionalism.
3. Parent/carer involvement and engagement.
4. Curriculum and assessment.
5. School and ELC improvement.
6. Performance information.



Scottish Attainment Challenge (SAC):

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)
[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.

SAC organisers:

- Learning and teaching.
- Leadership.
- Families and communities.

OIC National Improvement Framework Plan
3 main themes:

- Health and wellbeing.
- Learning and teaching.
- Self-evaluation.

OIC Children’s Services Plan
Priorities for 2021-23:

- Mental health and wellbeing.
- Overcoming disadvantage.
- Care and protection.
- Equality and empowerment.
- Options and opportunities.

OIC Community Plan
4 priorities:

- Connectivity.
- Sustainable recovery.
- Community wellbeing.
- Partnership workforce development and planning.

Standards and Quality Report 2021-22

Context of the setting

Glaitness Nursery is a Local Authority ELC setting and is part of Glaitness School, one of two primary schools in Kirkwall. Glaitness Nursery is registered to provide ELC to a maximum of 90 children aged two to five years. We are located beside the Peedie Sea and close to the harbour. Our extended nursery boundary covers a wide area of Kirkwall including local businesses, woodland, parks and St Magnus Cathedral. Our nursery offers 1140 hours of free early learning and childcare to all eligible children in our catchment area, and we offer families the opportunity to purchase additional hours. This is delivered flexibly, through a combination of sessions. The nursery is open 0830-1700, 47 weeks per year. Glaitness Nursery also provides flexible childcare to families from out with Kirkwall who require an extended day or year-round provision.

Vision

‘Learning through play in a nurturing way’

Inspiring and supporting our youngest children and their families to be all they can be.

Values

At Glaitness Nursery we value children as unique individuals who are naturally curious and keen to learn. We believe that young children learn well when their interests are built upon in stimulating environments. Our curriculum is play based and we value children’s freely chosen play, where they marvel at the discoveries they make themselves. We believe adults should be tuned in to each child and sensitively nurture their development by extending their learning. We value relationships between our children, their parents and our staff. Working together so our children grow and develop holistically to realise their potential.

Aims

- To create a safe, happy place where learning is challenging and fun
- To build genuine positive relationships with children and their families and connections in our wider learning community.
- To value parents and carers as their child’s most important educator and together, celebrate learning and progress.
- To provide rich, developmentally appropriate learning experiences in a well-resourced stimulating environment both indoors and out.
- To listen to children, value them as individuals and celebrate what makes us all unique.
- To continually evaluate what we do and encourage all staff to develop and remain curious so we can strive to provide excellent education and care at Glaitness Nursery.

Curriculum Rationale

We are part of an inclusive school which is resourced to meet each child’s individual needs. Our setting is well connected to our wider community and we make use of the learning opportunities available on our doorstep. Our curriculum will provide:

- A balance of child led and adult initiated planned experiences.
- A nurturing ethos where genuine relationships between children, parents, staff and the wider learning community are very important.
- A stimulating learning environment, inside and out, that is well resourced and inspires children to engage in a variety of literacy, numeracy and wider learning activities.
- Adults who sensitively interact and scaffold learning, tuning in to each child’s needs and give the right level of support and challenge to enable success.
- Opportunities for children to question things, lead their learning and return to consolidate and build on knowledge.
- A culture that encourages a problem-solving approach to conflict.
- Opportunities to experience and learn to manage risk and develop independence.

How successful were our improvements - progress made with the priorities from our 2021-22 setting improvement plan?

| Improvement priority 1: Leadership of change | | | |
|--|---|--|--|
| Outcomes: | Actions/Interventions/Approaches: | Impact: | Next steps: |
| <p>By the end of the 2021-2022 session Glaitness Nursery will have a refreshed set of Vision, Values and Aims that reflect the journey of the setting over the last five years. The nursery community will be confident in articulating what they are trying to achieve as the setting fully implements 1140 hours and moves into the new premises. All learners will be benefitting from an increased understanding of the setting's vision amongst staff.</p> <p>Froebelian principles and practice will continue to have a positive impact on quality at Glaitness Nursery.</p> | <p>The full work on the revised Vision, Values and Aims of the setting has been carried forward to the 2022-2023 year. With the transition to the new purpose built Glaitness Nursery happening in August 2022, it became apparent that this would be a more opportune time to refresh our full vision and involve all stakeholders.</p> <p>The Senior EYP and ELC Manager have taken part in the Froebelian Futures project, completing action research around the impact of partnerships whilst developing our community garden space at Keelylang.</p> <p>Continuing our work on Froebelian occupations and quality experiences, we have embedded woodworking and clay into our daily practice and continuous provision.</p> | <p>As a result of the Froebelian Futures project staff have increased their knowledge of practitioner led research. Senior staff can better articulate the benefits of practising in this way. The research project has also clearly shown the benefits of partnership working outdoors on children's experiences.</p> <p>The introduction of woodworking and the establishment of a woodwork area has had a significant impact on the setting and on children's experiences and outcomes. Whilst woodworking, children are learning about risk and safety in a way that they couldn't before in our indoor environment. The use of real tools and the physical nature of the experience is providing the opportunity to master skills and engage children in deep, purposeful play. This is evidenced through individual observations and learning journey folders.</p> <p>Introducing daily clay experiences in the 'bubble two room' is giving children a new multi-sensory experience. Staff have noticed that children engage differently with clay than they do with playdough. They spend longer exploring the sensory experience and this leads to better conversations and engaged children. The clay is very open ended, and children are using it as a means to explore lots of different theories and ideas.</p> | <p>A professional development session with Alison Clark (co-author of <i>Listening to young children: The Mosaic Approach</i>) is planned for the October in-service. This training on gathering children's views and ideas will lead on to the development of our refreshed Vision. Work with families and partners will follow with the refreshed Vision completed by spring 2023.</p> <p>Staff will continue to reflect through our own self-evaluation on how studying the work of Fredrich Froebel and following a modern Froebelian approach can enhance quality at Glaitness Nursery.</p> |

Improvement priority 2: Outdoor learning and partnerships

| Outcomes: | Actions/Interventions/Approaches: | Impact: | Next steps: |
|--|--|---|---|
| <p>By the end of this session, 2021-2022, children's outdoor learning experiences at Glaitness Nursery will be enhanced by the introduction of new projects and by embedding our initial improvement work from last year.</p> <p>Effective community partnerships will be complementing our current curriculum offer to provide broad, rich learning experiences for children.</p> <p>During the session, we will increase family engagement in children's learning and in the life and work of the setting.</p> | <p>Forest school activity now firmly embedded in the setting.</p> <p>Susan Sinclair and Carol Abernethy (EYPs) have now gained certification as level 3 Forest School Leaders.</p> <p>More staff have joined sessions to learn from experienced practitioners</p> <p>In term four every child in their second year of ELC had the opportunity to take part in a 5-week block of Forest School sessions, culminating with a 'family day' where parents were invited to share the learning with their children</p> <p>We have purchased a full set of Forest School clothing for winter months so that there are less barriers to taking part in activity in all weathers</p> <p>We have worked with partners – parents, wider family and 'The Yard Plant Nursery' to develop the Polycrub site at Keelylang and have had a successful growing season.</p> <p>Children have taken part in consultation using play planning boxes to gather thoughts and ideas for developing our new nursery garden.</p> | <p>Children are showing deep engagement in learning through the Forest School approach. Children show very good skills and awareness when risk assessing the Forest school environment. They are able to experience learning at a pace that suits them, and the natural environment is stimulating curiosity and creativity. This is evidenced through our floorbooks and individual learning journey observations.</p> <p>Staff can articulate the benefits of the forest school approach.</p> <p>Our Froebelian Futures work has shown that by strengthening our partnerships with families and organisations we can provide quality experiences for children that we wouldn't have been able to alone. Children show a greater awareness of food growing, they are developing an interest in where food comes from, and they are trying new healthy things to eat.</p> <p>Children are beginning to shape the direction of the new nursery garden and are showing ownership and leadership. This is documented in our outdoor floorbook.</p> | <p>Forest school approaches are now firmly embedded in the daily work of the setting and will feature in our refreshed vision, values and aims and curriculum rationale that is planned for this session.</p> <p>Developments in this area will continue to be taken forward as part of our ongoing planning and evaluation of learning spaces, experiences and interactions.</p> <p>Now that we have completed a full year of having the Polycrub and seeing food growing projects through to completion (and eating!) this will be an ongoing feature of our curriculum and children will benefit from this every year. We will take forward plans to further develop the site, including further planting and learning areas and opportunities as part of our daily work.</p> <p>We will continue consultation with children and families on shaping the nursery garden this year and will create a garden plan by December 2022 to be complete by end of Summer 2023.</p> |

Improvement priority 3: Family learning with a Literacy, Numeracy and Health and Wellbeing focus

| Outcomes: | Actions/Interventions/Approaches: | Impact: | Next steps: |
|---|---|--|---|
| <p>All families will be offered the opportunity to take part in family learning programmes across the year.</p> <p>We will aim to engage at least 50% of families in some way in our family learning offers.</p> <p>Parents will report increased awareness and confidence of promoting early learning at home.</p> | <p>We trained two further practitioners to deliver the 'Play on Pedals' family learning sessions.</p> <p>In term four we were able to deliver forest school family days to all children moving on to P1. These sessions focussed on parents and children learning together outdoors.</p> <p>We have trained one Early Years Practitioner as a Bookbug session leader.</p> <p>During term four we ran a 'festival of family learning' to give parents the opportunity to attend taster sessions with five different family learning focusses (PEEP, Forest School, Play on Pedals, Bookbug and Community Gardening).</p> <p>29 families (46%) engaged in opportunities offered as part of the festival of family Learning.</p> <p>We invited families to feedback via Microsoft forms to inform future planning.</p> <p>Our PEEP trained practitioners have started to run initial sessions with groups of parents and children with a particular focus on literacy in the first instance.</p> | <p>Almost all families who completed a follow up survey agreed or strongly agreed that the family learning sessions they attended helped them to think more about how they can support their child's learning at home.</p> <p>Reflecting on the forest school family days, one parent commented: <i>'This was an excellent session. Carol and Susan were knowledgeable and enthusiastic leaders who had expertly established rules and routines for safety and learning. The session was the perfect balance of child led and set activity – great opportunities for literacy and numeracy too. Really enjoyed this.'</i></p> <p>All parents surveyed agreed that they would recommend the family learning sessions to others.</p> <p>Bookbug and PEEP practitioners and Play on Pedals facilitators have had the opportunity to run taster sessions and put their training in to practice. They are now confident to run these experiences as part of the daily life and work of the setting.</p> | <p>Throughout the 2022-2023 session we will continue to run a programme of PEEP, Play on Pedals, Bookbug and Forest School family learning sessions.</p> <p>We will give practitioners the opportunity to join sessions to learn from trained and experienced staff.</p> <p>We will make use of our new family room to ensure families feel welcomed in the setting for a variety of informal and formal opportunities to engage.</p> |

Self-evaluation Quality Indicators and Standards.

| | | |
|---|--|---|
| <p><u>How good is our early learning and childcare? (HGIOELC?):</u></p> <p>Leadership & Management:</p> <p>1.1 Self-evaluation for self-improvement. 1.2 Leadership of learning. 1.3 Leadership of change. 1.4 Leadership and management of practitioners. 1.5 Management of resources to promote equity.</p> <p>Learning Provision:</p> <p>2.1 Safeguarding and child protection. 2.2 Curriculum. 2.3 Learning, teaching and assessment. 2.4 Personalised support. 2.5 Family learning. 2.6 Transitions. 2.7 Partnerships.</p> <p>Successes and achievements:</p> <p>3.1 Ensuring wellbeing, equality and inclusion. 3.2 Securing children’s progress. 3.3 Developing creativity and skills for life and learning.</p> | <p><u>Health & Social Care Standards:</u></p> <p>1. I experience high quality care and support that is right for me. 2. I am fully involved in all decisions about my care and support. 3. I have confidence in the people who support and care for me. 4. I have confidence in the organisation providing my care and support. 5. I experience a high-quality environment if the organisation provides the premises.</p> | <p><u>Care Inspectorate Quality Framework:</u></p> <p>Care and learning:</p> <p>1.1 Nurturing care and support. 1.2 Children are safe and protected. 1.3 Play and learning. 1.4 Family engagement. 1.5 Effective transitions.</p> <p>Setting:</p> <p>2.1 Quality of the setting for play and learning. 2.2 Children experience high quality facilities.</p> <p>Leadership:</p> <p>3.1 Quality assurance and improvement are led well. 3.2 Leadership of play and learning. 3.3 Leadership and management of staff and resources.</p> <p>Staff team:</p> <p>4.1 Staff skills, knowledge, and values. 4.2 Staff recruitment. 4.3 Staff deployment.</p> |
|---|--|---|

| HGIOELC six-point scale: | | | Language of evaluation: | |
|--------------------------|-----------------|---|--------------------------|-----------|
| 6. | Excellent. | Outstanding and sector leading. | All. | 100% |
| 5. | Very good. | Major strengths. | Almost All. | 91% - 99% |
| 4. | Good. | Important strengths, aspects require improvement. | Most. | 75% - 90% |
| 3. | Satisfactory. | Strengths just outweigh weaknesses, action required. | Majority. | 50% - 74% |
| 2. | Weak. | Important weaknesses, requires prompt action. | Minority Less than half. | 15% - 49% |
| 1. | Unsatisfactory. | Major weaknesses requiring immediate remedial action. | A few. | > 15% |

Self-evaluation.

| Quality Indicator: | Evaluation: HGIOELC six-point scale. | Evidence: |
|---|---|-----------|
| 1.3: Leadership of Change. | 4 - Good | |
| 2.3: Learning, Teaching & Assessment. | 5 – Very Good | |
| 3.1: Ensuring Wellbeing, Equity and Inclusion. | 4 -Good | |
| 3.2: Securing Children’s Progress. | 4 – Very Good | |

| Most recent Care Inspectorate quality grades. Date of grades being awarded: | |
|--|------------------------------------|
| Quality Care Standards: | Evaluation: CI six-point scale. |
| Quality of Care and Support | 5 – Very Good May 2019 |
| Quality of Environment | 5 – Very Good February 2017 |
| Quality of Staffing | 5 – Very Good May 2019 |
| Quality of Management and Leadership | 5 – Very Good February 2015 |

| Care Inspectorate six-point scale: | | |
|------------------------------------|-----------------|---|
| 6 | Excellent. | Outstanding or sector leading. |
| 5 | Very Good. | Major strengths. |
| 4 | Good. | Important strengths, with some areas for improvement. |
| 3 | Adequate. | Strengths just outweigh weakness. |
| 2 | Weak. | Important weakness – priority action required. |
| 1 | Unsatisfactory. | Major weakness – urgent remedial action required. |

Collaboration and Consultation with our Stakeholders in Session 2021-22:

| Who? | When? | How? | What? SciP: | What did we find out? |
|--|-------|------|--|---|
| Staff: | | | We regularly consult staff as part of our ongoing self-evaluation processes. Monthly staff meetings are dedicated to self-evaluation. Staff have also taken part in a broad self-evaluation exercise in term four both in person and through individual online surveys. | <ul style="list-style-type: none"> • Staff have highlighted areas for whole setting improvement as part of our self-evaluation processes including snack and mealtime routines and keeping children safe. These have then been acted upon. • Improvements in our tracking processes mean most staff feel more focussed on each individual child's progress and development. • Both new and experienced staff highlighted the impact of expanding the workforce on quality. Whilst acknowledging that improvements are being made and evidenced all the time, staff also reflect on a basic understanding of child development that we should build on through continuous professional learning. • Staff would like to refresh our focus on nurture and wellbeing and ensure new staff have high quality experiences to enable them to learn and children benefit from consistent routines and approaches. |
| Learners: | | | Children have been widely consulted as part of the setting's improvement work outdoors. Through observations children shaped the direction of the forest school experiences, and they have shaped the direction of the new nursery garden plan through a play planning consultation process. | <ul style="list-style-type: none"> • Children created lists of items they would like in the new garden and discussed the reasons why. Examples include 'You have to have a gutter kitchen right beside the gutter or it's no use!' and 'you need two swings, so we don't have to wait so long to get a shot'. • Most children enjoy being in the forest and doing forest school experiences. They are keen to learn about the natural environment and are very good at recalling safety and risk assessment information. |
| Parent and carers: | | | This year we have mostly consulted with families via Microsoft Forms. Consultation has focussed on parent's satisfaction on the learning journey folder practice, the family learning festival and general feedback on whether the setting is achieving its aims as an end of year consultation. | <ul style="list-style-type: none"> • A survey in November 2021 provided positive feedback about the learning journey folders with families identifying the time and careful thought that went in to observing their child and planning next steps in learning as a key strength. • In end of year family evaluations, almost all families agreed or strongly agreed that the setting was doing well in achieving its aims. Strengths highlighted included: a warm and caring ethos, good communication, bubble groups of children and adults leading to stronger relationships and the setting responding quickly to allowing parents and community back into the setting when Covid restrictions were eased. Areas for development identified were in practicalities such as how the setting organises children's belongings and wet clothes these were taken forward and acted upon by the team. |
| Community and other stakeholders: | | | No formal consultation has taken place with community or other stakeholders in 2021-2022. | |

Summary of progress for 2021-22 (children moving on to P1)

| Progress | | | |
|--|---|---|---|
| Key question 1: Is the child meeting developmental milestones for their age? | | | |
| | Meeting expected milestones. | Not quite meeting expected milestones. | Child is not meeting expected milestones. |
| Language and Literacy: | 86% | 7% | 7% |
| Mathematical development: | 78% | 22% | - |
| Wellbeing: | 70% | 30% | - |
| Key question 2: Is the child making very good progress? | | | |
| | Needs are well met through universal provision and making very good progress. | Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning. | Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress. |
| Language and Literacy: | 96% | 4% | - |
| Mathematical development: | 100% | - | - |
| Wellbeing: | 93% | 7% | - |

| Care Experienced Children and Young People (CECYP): |
|---|
| <i>There were no CECYP in the setting.</i> |

ELC Improvement Plan 2022-23

Summary of key improvement priorities for 2022-23:

| | |
|--------------------|--|
| Priority 1: | Personalised support - Meeting the needs of all learners at Glaitness Nursery |
| Priority 2: | Learning and teaching – High quality spaces, experiences and interactions for listening and talking |
| Priority 3: | Wellbeing, equality and inclusion – Furthering a shared ethos of nurture and wellbeing |

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer).
- Focus groups.
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using HGIOELCC, Care Inspectorate Framework and Health & Social Care Standards

Improvement priority 1: Personalised support - Meeting the needs of all learners at Glaitness nursery

Data/evidence that informs this priority:

- Staff skill gap identified as part of self-evaluation and ERD processes.
- Almost all staff identify that they require further learning in supporting children with additional support needs
- Significant increase in the number of children identified as requiring additional support prior to starting nursery at Summer 2022

HGIOELC QIs: 2.4, 3.2 & 1.2 Care Inspectorate Quality Framework QIs: 1.1, 4.1 & 4.3 Health and Social Care Standards: 1.13, 1.15, 2.10, 2.12 & 3.19

| Outcomes for learners: | Actions/Approaches/Interventions: | Measures: | Impact: |
|---|---|--|---------|
| <p>By the end of the session, all children and families will be receiving the right support, at the right time, in the right way due to enhanced relationships and working practices between Glaitness Nursery and key early years professional partners.</p> <p>Children’s additional needs will be identified in a timely way and appropriate intervention and support will be planned due to increased knowledge and understanding of Glaitness Nursery Practitioners.</p> <p>All families of children receiving additional support for their learning will agree that their child’s needs are well supported by the nursery and partnership working is supporting their child’s progress and development.</p> | <p>Further self-evaluation and practitioner surveys will be carried out to identify where specific gaps are in knowledge and understanding and this will inform how this priority develops.</p> <p>New local authority staged intervention guidance will be fully implemented at Glaitness Nursery.</p> <p>A staff development programme will be planned for the year, co-delivered by the ELC Manager and key partner professionals with a focus on identifying and supporting additional support needs in the early years.</p> <p>The ELC Manager will work closely with the Principal Educational Psychologist to ensure allocated time is used effectively to support children’s progress.</p> <p>Families of children receiving additional support for learning will be surveyed to ask their opinions of processes and support.</p> | <p>By October 2022 all children identified as having a level of additional support need through staged intervention will have a plan in place to support progress.</p> <p>Staff will report a very good understanding of staged intervention guidance and expectations.</p> <p>Before and after evaluations of practitioner understanding of identifying and supporting additional support need will be issued. These will show an increase in knowledge and understanding over the year.</p> <p>Families will report increased satisfaction in support for learning practice and processes.</p> | |

Improvement priority 2: Learning and teaching – High quality spaces, experiences and interactions for listening and talking

Data/evidence that informs this priority:

- Authority wide priority. Nurseries across Orkney have noticed an increase in children presenting with language and communication delays.
- Gaps in Glaitness Nursery tracking discussions around phonological awareness, listening and talking
- Increase of new staff who have not yet had access to relevant training with a listening and talking focus

HGIOELC QIs: 2.3, 2.2 & 3.2 Care Inspectorate Quality Framework QIs: 1.3, 2.1 & 3.2 Health and Social Care Standards: 1.6, 1.9, 1.27, 2.2 & 2.8

| Outcomes for learners: | Actions/Approaches/Interventions: | Measures: | Impact: |
|---|---|---|----------------|
| <p>Almost all children will be identified as meeting their early milestones for listening and talking and for making very good progress in their listening and talking development.</p> <p>Children’s learning and development will be supported by a workforce that is highly skilled in interactions. Feedback to staff through quality assurance observations will be improving practice and leading to a higher number of quality interactions taking place in the setting each day by June 2023.</p> <p>Families will feel empowered to support their child’s listening and talking at home. By June 2023 families will report that work carried out by the setting has increased their confidence and awareness of helpful ways to support learning in this area at home.</p> | <p>An initial self-evaluation session for listening and talking will take place, identifying strengths and areas for improvement. This will be revisited regularly, and impact documented.</p> <p>Practitioners will take part in local authority wide training at October in-service focussing on the delivery of high-quality listening and talking provision.</p> <p>Learning journey folder audits will be carried out to identify quality and frequency of listening and talking observations.</p> <p>Environment audits will be carried out to identify current listening and talking opportunities and identify areas for improvement. Funding will be allocated to the purchase of new resources as necessary.</p> <p>Peer observations will be carried out using our reflective practice format.</p> <p>Families will be invited to take part in PEEP and Bookbug sessions with a focus on supporting listening and talking at home.</p> | <p>Our self-evaluation (SE) floorbook will show the impact of changes brought about through self-evaluation.</p> <p>Staff will report increased knowledge and understanding of listening and talking best practice after the planned training.</p> <p>The proportion and frequency of high quality listening and talking observations will increase from term one to term four.</p> <p>The environment will be better resourced to provide a full range of listening and talking experiences. This will be evidence through the SE floorbook.</p> <p>We will increase the number of families who engage with family learning opportunities this year, building on 46% from 2021-2022.</p> <p>Families will report an increased understanding in how they can support listening and talking at home.</p> | |

Improvement priority 3: Wellbeing, equality and inclusion – Furthering a shared ethos of nurture and wellbeing

Data/evidence that informs this priority:

- Self-evaluation indicating need for refreshed consistency of approach in terms of nurture and wellbeing

HGIOELC QIs: 3.1, 2.1 & 2.7

Care Inspectorate Quality Framework QIs: 1.1, 1.4 & 2.1

Health and Social Care Standards: 3.6-3.10 & 4.11

| Outcomes for learners: | Actions/Approaches/Interventions: | Measures: | Impact: |
|--|---|--|----------------|
| <p>By June 2023, all children will be benefitting from consistent approaches to nurture and wellbeing, and they will be thriving at nursery as a result. Everyone in the nursery community will share the responsibility for creating a positive and respectful ethos and there will be a strong shared understanding of wellbeing.</p> <p>Practitioners' sensitivity and responsiveness will be significantly contributing to the wellbeing of each individual child and family.</p> <p>The National Practice guidance for Early Years: 'Realising the ambition' will be further embedded in the life and work of the setting. This will ensure children and families are increasingly benefitting from the aspirations shared through this document for Scotland to be the best place for children to grow up.</p> | <p>Linking to the work to refresh the setting's vision, values and aims (VVA), staff meeting time will be allocated to creating a strong shared understanding of wellbeing and what this looks like at Glaitness Nursery. Alongside the refreshed VVA we will publish a nurture and wellbeing charter that sets out clearly Glaitness nursery's approach. Staff will reflect on sections of Realising the Ambition (RTA) to self-evaluate and to strengthen practitioner knowledge and understanding.</p> <p>The senior leadership team will use reciprocal feedback to observe practice in the setting and shape change in line with the new charter and in line with best practice guidance from RTA.</p> <p>We will follow Ferre Laevers scale using 'wellbeing and involvement in Care Settings: a process oriented self-evaluation instrument' (Wellbeing and involvement) to assess and support children's wellbeing and involvement in the setting.</p> <p>We will hold a wellbeing open day for children, families, staff and partners to highlight our shared understanding of wellbeing through our spaces, experiences and interactions. The event will also signpost services and support available in Orkney to promote wellbeing.</p> | <p>The refreshed VVA will be ambitious and focussed on improving outcomes for children and families.</p> <p>Practitioner's knowledge of the national practice guidance (RTA) will be measured by reflective questionnaires at the beginning of the year and again after all development work has concluded.</p> <p>Reciprocal feedback observations will show an increase in nurturing interactions between term one and term three.</p> <p>Children's wellbeing and involvement will improve, and this will be evidenced using the wellbeing and improvement toolkit.</p> <p>Evaluations of the Wellbeing open day will show a strengthened shared understanding of wellbeing between children, families, partners and staff.</p> | |

Care Experienced Children and Young People (CECYP):

We will support CECYP by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.



Ryan's boat for his slug – June 2022