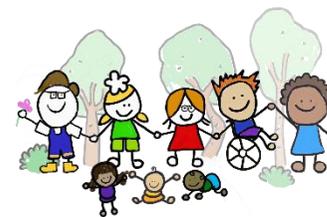


Edinburgh Early Years

Standards & Quality Reporting

Renewal Planning 2021-22



Name of Setting	East Craigs Primary School Nursery
Context	East Craigs Nursery has seen a year of significant change. In addition to the teacher moving on to teach P1 and general COVID restrictions, our EYO retired in October and we also took on three new EYPs, a PSA and Domestic EYA. We were fortunate to be able to offer 1140 hours to all our pre-school children, from September, including the blended offer of two days at Forest Kindergarten in Cammo and two days at East Craigs. A new EYO started in post in November. The full days at nursery, including lunchtime arrangements, and bubble group restrictions also created additional challenge. Several significant staff absences and a period of two weeks where the nursery pupils and staff were housed in an area of the school, whilst kitchen refurbishment works took place, was another difficult period for the team to work through.
Summary of Standards & Quality	
1.3 Leadership of Change	
How good is our approach to Leadership and Management?	
<ul style="list-style-type: none">• The nursery environment and team has changed considerably this year. Our staff team has grown and changed over the year. COVID restrictions have brought additional changes in our provision and practice. We have supported one other through these changes and now need to move on to consider carefully staff roles and responsibilities within this larger team.• Our pre-school children have managed the increase of hours very confidently, both in nursery and Forest Kindergarten. Longer days have enabled staff to build up strong, positive relationships with pupils. The bubble group arrangement has also helped to further develop pupil to pupil and staff to pupil relationships.	

- Providing lunches for our pupils has required increased flexibility in staffing arrangements and effective teamwork. We have had to consider physical arrangements as well as the social aspects of children sitting down eating together, in order for lunchtimes to be successful. Most children are now trying the different foods on offer at lunchtimes.

2.3 Learning, Teaching and Assessment

How good is the quality of care and learning we offer?

- We continue to demonstrate good practice through involving the children in their learning – listening to their ideas and striving to involve them in planning the learning environment.
- The Forest Kindergarten team have enjoyed an extremely successful year, developing forest skills in our children and consulting with families to ensure high quality early education.
- We provide a wide range of open-ended learning opportunities for our children, and to promote curiosity and creativity.

3.1 Ensuring Wellbeing, Equity and Inclusion

How good are we at ensuring the best possible outcomes for all our children?

- All members of the staff team have a good understanding of the rights of the child, good citizenship and inclusive practice. This is reflected in our daily practice in the nursery and Forest Kindergarten.
- We regularly celebrate diversity in our nursery and always acts in a non-judgemental way. We provide culturally aware snacks and open-ended resources which are gender neutral.
- All staff take advantage of opportunities for training to support our practice in relation to equity and inclusion, including CECiL e-learning training on Equality and Diversity and specific courses run by the ASL team and other partner agencies.

3.2 Securing Children's Progress

How good are we at ensuring the best possible outcomes for all our children?

- We continue to carry out regular observations in order to plan responsively to the children's needs and interests. Key milestones in learning are recorded in Learning Journals and shared with parents/carers. Pupil progress is tracked through our milestones paperwork and nursery staff meet regularly with the DHT to discuss progress and identify necessary support or challenge for every pupil.

Renewal Plans 2021-2022

- We use Floorbooks, Talking Tubs and a Learning Wall to evidence pupil learning and progress. We use our staff knowledge of child development to assess progress and complete pupil trackers.
- We regularly use key documentation - for example CfE, Building the Ambition, GIRFEC and Up, Up and Away, to ensure our learners' needs are met. At all points during this process, we work in partnership with parents and, when appropriate, partner agencies.

Summary of Quality Indicator grades:

Self-Evaluation of Quality Indicators: (6 Excellent, 5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)		Care Inspection Grades (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	
2.3 Learning, Teaching & Assessment	5	Quality of Environment	
3.1 Wellbeing, Equality & Inclusion	5	Quality of Management & Leadership	
3.2 Ensuring Children's Progress	4	Quality of Staffing	

Plan 1-Leadership and Management			Overall Responsibility	DHTs (MA/GA)
Priorities Identified:	<i>East Craigs Nursery will achieve effective leadership at all levels</i>			
Outcomes:	<i>Through regular self-evaluation and planning meetings, nursery staff will ensure stimulating learning experiences are offered at all times Staff will co-operate effectively as a team, building on professional learning and expertise to meet the needs of all learners</i>			
Care Inspectorate Themes:			HGIOELC QIs:	
Quality of Care and Support Quality of Environment	Quality of Management and Leadership Quality of Staffing	1.2 Leadership of learning 1.3 Leadership of change 1.5 Management of resources to promote equity		
Tasks	By Whom	Resources	Time	Review of Progress Impact and next steps
<ul style="list-style-type: none"> Responsibilities and remits for all staff identified and agreed on early in the term (linked to Annual Conversations) An annual programme of regular self-evaluation and planning next steps will be implemented. A consistent approach to the quantity and quality of reporting to parents will be achieved, within Learning Journals, consultations and transition reports 	<i>All staff, in discussion with DHTs, and including FK staff</i>	<i>CEC EYP/EYA/EYO job descriptions</i> <i>Building the Ambition, CI documentation, HGIOELC</i> <i>Nursery policies on reporting to parents and parental engagement</i>	<i>Collegiate time on Friday afternoons.</i> <i>Weekly nursery staff meetings with DHT</i> <i>Monthly meetings with SEYO from FK Team (DHT)</i>	

Plan 2-Learning Provision		Overall Responsibility	DHTs/EYO	
Priorities Identified:	<i>East Craigs Nursery will take part in the school Equalities curriculum review</i>			
Outcomes:	<i>East Craigs nursery pupils will benefit from an updated Early Level curriculum, which is relevant to the local context and recent societal changes.</i>			
Care Inspectorate Themes:		HGIOELC QIs:		
Quality of Care and Support Quality of Environment	Quality of Management and Leadership Quality of Staffing	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment		
Tasks	By Whom	Resources	Time	Review of Progress Impact and next steps
<ul style="list-style-type: none"> All staff involved in long, medium and short-term planning Increased familiarisation with Early Level Es and Os Continued Equality and Diversity Training Review of resources in the nursery, to reflect local context and current society Pupil participation in planning and evaluating their learning will become more consistent The nursery will join the rest of the school in aiming to achieve Bronze RRS status 	<p><i>All Nursery staff</i></p> <p><i>LE (numeracy Lead)</i></p> <p><i>AME and RM lead</i></p>	<p><i>Planning formats</i></p> <p><i>CfE Early Level Es and Os and Benchmarks</i></p> <p><i>Literacy and Numeracy trackers</i></p> <p><i>Resources for observations and responsive planning</i></p> <p><i>Talking Tubs/Floorbooks (part of whole school development of Learner Participation)</i></p>	<p><i>Time on August in-service days for long term plans</i></p> <p><i>Attendance at termly departmental meetings (EYO)</i></p> <p><i>Regular nursery staff meetings</i></p>	

Plan 3-Successes & Achievements			Overall Responsibility	DHTs (GA/MA)
Priorities Identified:	<i>The Health, Wellbeing and Resilience of all staff and pupils will remain a high priority.</i>			
Outcomes:	<i>Pupils will be supported to develop resilience and manage anxieties in a positive way</i>			
Care Inspectorate Themes:			HGIOELC QIs:	
Quality of Care and Support Quality of Environment	Quality of Management and Leadership Quality of Staffing		3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children’s progress	
Tasks	By Whom	Resources	Time	Review of Progress Impact and next steps
<ul style="list-style-type: none"> Develop the use of “Emotional Baskets” for sensory/emotional needs Develop the use of relaxation strategies to develop resilience and prevent anxiety Team-building activities, as part of whole school input, with follow-up as a nursery staff team Nursery staff will adopt restorative approaches in the nursery, in line with approaches used by school staff 	<p>AME LE</p> <p>All staff</p> <p>All staff/EYO(HM)</p>	<p>Emotion Talks Early Years Pack</p> <p>Space for relaxation</p> <p>Music</p> <p>Resources for Emotional baskets</p>	<p>Ongoing throughout year</p> <p>August In-Service Days - training with DHT and Ed Psych</p>	

Area for Improvement	Year 1 2021-22	Year 1 2022-23	Year 1 2023-24	Comment
Leadership at all Levels	<p>Responsibilities and specific remits identified.</p> <p>Familiarisation with key self-evaluation documents.</p> <p>Regular self-evaluation session introduced throughout the year.</p>	<p>Review of remits and alter as necessary.</p> <p>All staff leading on a specific area of self-evaluation.</p> <p>Review nursery values and vision.</p>	<p>Further partnership working. Fuller integration with school. Local area partnerships included in staff remits.</p> <p>Values and vision embedded in the life of the nursery.</p>	
UNCRC	<p>Nursery staff member on RRS committee.</p> <p>Nursery charter created.</p> <p>Focus on pupil participation in planning/reviewing learning</p>	<p>Build on previous year, and aim for Silver award, as part of whole school approach.</p> <p>Pupil participation in Learning Journal posts.</p>	<p>UNCRC underpins the daily practice of the nursery and progress is made towards Silver RRS award.</p> <p>Learners are fully involved in the life of the nursery.</p>	
Numeracy	<p>Opportunities for developing early numeracy skills are developed outside.</p> <p>Use of Numeracy - rich environment checklist</p>	<p>SEAL approaches are embedded into nursery learning environment.</p> <p>All staff are SEAL trained.</p>		

	Key staff trained in SEAL EY programme.	Talking Tubs/Floorbooks used throughout the year for recording learning in Numeracy.		
Communication and Literacy	<p>Opportunities for developing early literacy skills are developed inside.</p> <p>Use of literacy-rich environment checklist inside.</p> <p>Opportunities for developing fine motor skills are developed both inside and out</p>	<p>Opportunities for developing early literacy skills are developed outside.</p> <p>Use of literacy-rich environment checklist outside.</p> <p>Talking Tubs/Floorbooks used throughout the year for recording learning and to develop communication and literacy skills.</p>	Review of Hanen training, plus new staff trained if necessary.	
Digital Pedagogy	Increased staff confidence in using digital technology to evidence observations and next steps and to report to parents.	<p>Digital skills progression started in Nursery.</p> <p>Children play a greater role in selecting and commenting on observations for Learning Journals.</p>		
Health, Wellbeing and Resilience	Continue to use Emotion Talks in nursery, reinforced by specific strategies for individual learners, such as “Emotional Baskets” and relaxation sessions.	<p>Leuven’s scale is trialed to assess learner engagement and wellbeing.</p> <p>A range of different techniques are used to encourage resilience and improved HWB.</p>	Leuven’s Scale is fully embedded in the programme of assessment and to identify next steps in HWB.	

	Restorative approaches introduced into nursery ethos.	Restorative techniques are used in a wide variety of contexts in the nursery.	Restorative techniques fully embedded in the nursery life.	
Parental Engagement	<p>Keyworkers develop more confidence in reporting to parents during consultations and transition reports.</p> <p>Through parental links, connections with local area partnerships are formed.</p>	<p>Parents/carers contribute to learning in the nursery through inputs about cultural events.</p> <p>Stay and Play sessions re-introduced.</p>	<p>Nursery parents are offered a wider variety of family learning opportunities.</p> <p>Further partnerships within the local area are formed and strengthened, to enhance nursery learning opportunities.</p>	
<p>Equalities: Curriculum Review</p> <p>Equalities: Reflecting on Impact</p>	<p>The nursery curriculum and resources are reviewed to ensure gender neutrality and to reflect the variety of cultural and family circumstances at East Craigs.</p> <p>Continued staff training on Equalities and Diversity.</p> <p>The new RSHP resource is trialled for one term.</p>	<p>Diversity is recognised and celebrated through a programme of cultural and religious events.</p> <p>Continued curricular change, with opportunities for greater pupil participation.</p> <p>RSHP resource is used throughout the year.</p>	<p>Specific focus on evaluating the curriculum and opportunities to learn about cultural and social diversity.</p>	