

Cargilfield Nursery Improvement Plan 2023-24

Vision:

At Cargilfield we strive for excellence. We do this in an environment where every child is known and is given the opportunity to be the best version of themselves.

At Cargilfield, learning is an everyday adventure.

- Family - We are shaped by our pupils, staff, parents, alumni and friends. We invest in these relationships to create a strong community and the feeling of a home from home.
 - Opportunity - We offer a broad range of opportunities. We work hard to understand each child's needs and strengths and to tailor experiences to individuals.
 - Respect - We treat others with respect. Our approach is inclusive and we celebrate diversity.
- ...above all, we believe in three golden rules: Be kind. Be kind. Be kind.

Values:

Kind, Happy, Curious, Independent, Confident and Enthusiastic

Aims:

- Provide a safe, inclusive and stimulating environment for all members of our family.
- Support each child to achieve their full potential through high quality learning, teaching, assessment, provision and leadership.
- Deliver a wide range of experiences that will develop a child's interests and abilities.
- Ensure each child's welfare with high standards of pastoral care.
- Work in partnership with other agencies and our local community to promote the wellbeing of all of our children.
- Be one of the best Nursery /Pre- Prep Schools in the United Kingdom.



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NIF Priorities: UNCRC, H&W, Attainment, Lit/Num and Employability (L&T)	HIGIOELC Quality Indicators (QIs)
<p>NIF Drivers</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent care and Involvement and engagement • Curriculum and Assessment • School and ELC Improvement and Performance Information 	<ul style="list-style-type: none"> • 1.2 Leadership of Learning • 2.2 Curriculum • 2.3 Learning Teaching and Assessment • 2.4 Personalised Support • 3.2 Securing Children’s Progress • 3.3 Developing Creativity and Skills for Life
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.1 Nurturing Care and Support, 1.3 Play and Learning. • 2. How good is our setting? 2.1 Quality of Setting for Care and Play. • 3. How good is our leadership? 3.1 Quality Assurance and Improvement Are Well Led, 3.2 Leadership of Play and Learning. • 4. How good is our staff team? • 5. What is our overall capacity for improvement? 	
<p>LEARNING PROVISION- HOW GOOD IS THE QUALITY OF CARE PLAY AND LEARNING WE OFFER?</p>	
<p>Summary of Standards and Quality:</p> <p>Our Nursery provides ample space and high-quality resourcing for free choice, play based learning for large periods of the school day. We have a dedicated highly experienced staff who provide and further leaning opportunities during these times. We are dedicated to developing and increasing the time the children have to engage in independent free play. We want to ensure they have plenty of uninterrupted quality play time in which they can fully engage in a range of activities and resources. This will give them more dedicated time toward self-investigation, imaginative play, creativity, risk assessment and risk taking as well as skill development.</p> <p>We are dedicated to ensuring the children have a greater role in the decision-making processes of what they do and where they play. We strive to encourage independence and the right of the child to choose. They need be an integral part of their own education and development and this is our priority.</p> <p>We are committed to increasing the amount of time the children spend in outdoor learning environments and that they have the choice as to which environments they choose to engage in.</p> <p>Next Steps:</p> <p>Implement and monitor free choice responsive learning trips.</p> <p>Implement and monitor free choice over which outdoor learning spaces (beach, Nature Kindergarten, Enchanted Forest) the children wish to spend time in.</p> <p>Offer greater opportunities for engagement in outdoor learning spaces.</p>	

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Area for Development	Success Criteria	Action	Milestones	Progress/Next steps
<ul style="list-style-type: none"> • Creating greater opportunities for uninterrupted play that still allows for our promise of academic rigor to stand. • Child driven responsive trips and outdoor learning is our priority. We want to put the children at the centre of the decision-making process with regards to their development and learning. The children are to be given more choice over the outdoor areas of learning they engage in and trips they chose to take. • We want to increase the amount of time the children spend in the outdoor learning environments and ensure we are offering a wide range of these. 	<ul style="list-style-type: none"> • Protected play times created and adhered to with free movement between inside and outside learning environments. • The children engage in more immersive imaginative, investigative, and creative play without disruption. • This leads to greater use of resources and using them in more creative and imaginative ways. • Staff are there to support play and enhance play through thoughtful interaction and questioning. • Staff have free choice activities that the children can choose to engage in enabling them to further their interests and develop their skills further. • Children feel more in control of their learning choices and development. • Children feel empowered by their choices and this further encourages and engrains a love of learning and exploration. • Children engage in greater areas of interest, become more confident as a result of these choices. • Children are exposed to a wide range of exciting and natural learning environments. 	<p>All Staff</p>	<ul style="list-style-type: none"> • Areas for development discussed between Nursery staff in April 2023 and dedicated play and uninterrupted play was and area of focus and was agreed as an area for development. • TM created Protected play timetable and was introduced in August 2023. • As a result of a review and discussion between the Nursery team as well as parental feedback free choice or responsive trips were introduced in Summer Term 2023. We wanted to see the impact on learning and uptake of trips was positive and make a judgement as to whether this was something we wanted to continue and develop. The feedback and experiences were overwhelmingly positive. • Our commitment to outdoor learning was put into action when 3 of our staff went to outdoor learning training. Then they fed back to our team about their learning. • Continual parental feedback about wanting more nature based outdoor play was taken on board from Parent teacher meetings. • Free choice over Friday morning outdoor play spaces such as the Beach, Nature Kindergarten and Enchanted forest in the Summer Term was a great success. Great feedback from parents and children. 	<ul style="list-style-type: none"> • Protected Play to be reviewed at Autumn half term to see if improvements can be made to it. If the times are appropriate and if we can make any further improvements. • Formal inclusion of these trips to start in Autumn 2023. • Attendance is to be monitored, registered so that we can track which children are opting for which trips and spaces. We want to find a balance and ensure all the children are engaging in these settings and experiences. • Taster sessions in each learning area to be offered to had by each child so they have an understanding and experience of what they are choosing. • Feedback from staff and children to be collected after trips, collated and reviewed. • Engagement levels and impact on learning to be assessed and discussed. • Nature Kindergarten and Enchanted Forrest learning spaces to be open a further 1-2 Mornings a week. Use of these spaces to be monitored registered and reviewed.

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<p>NIF Priorities: UNCRRC, H&W, Attainment, Lit/Num and Employability (L&T)</p> <p>NIF Drivers</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parent Involvement • Curriculum and Assessment • School Improvement Performance Information 	<p>HIGIOELC Quality Indicators (QIs)</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation and Self Improvement • 1.3 Leadership of Change • 1.4 Leadership of Management and Practitioners • 2.3 Learning, Teaching and Assessment • 3.2 Securing Children’s Progress
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.3 Play and Learning • 2. How good if our setting? • 3. How good is our leadership? 3.2 (Leadership of Play and Learning), 3.3 (Leadership and management of staff and resources) • 4. How good is our staff team? 4.1 (Staff skills, knowledge and values) • 5. What is our overall capacity for improvement? 	
<p>SUCSESSES AND ACHIEVEMENTS - HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR CHILDREN?</p>	
<p>Summary of Standards and Quality:</p> <p>Assessment for learning is an integral part of a successful learning environment and a review and development of the way we assess is always ongoing. We want to review and amend the systems in use to ensure an increasingly streamlined efficient system is in place that recognises and engages best practise as well as putting the children’s experiences at the heart of the process. We endeavour to empower our practitioners to use their knowledge and judgement more regularly and put in place consistent efficient tracking systems, with a focus on Health and Wellbeing, Literacy and Maths, that ensures we are allowing each child to reach their full potential.</p> <p>We continue to strive to empower and increase the knowledge and understanding of all the practitioners through both in house and external professional development. We will also be starting the Curricular Leaders program that shares good practise and encourages practitioners to develop areas of pedagogical interest. This program further develops our mentoring and moderation processes.</p> <p>Next steps: Introduce a reviewed and improved assessment and tracking system. Start the Curricular Leaders program.</p>	

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Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps
<ul style="list-style-type: none"> While our current assessment and tracking systems work well it is important to streamline this process to ensure we are using practitioner time efficiently. It is important that the system promotes consistency and is manageable as well as highlighting the children's areas for developments or extension in a timely fashion. This should lead to improving child outcomes. Curriculum Leaders program to be installed to encourage practitioners to develop areas of pedagogical interest and continue knowledge development. 	<ul style="list-style-type: none"> More efficient tracking and assessment that is less time consuming and is clear and concise. Children are reaching their full potential and areas for development or extension are recognised and provided for quickly. Practitioners feel knowledgeable and empowered. Good pedagogical practise is shared and encouraged. New and innovative ideas are injected into the Nursery on an ongoing basis improving input and resourcing. Practitioners have people to access for professional development and reference material. 	<p>TM and all staff</p>	<ul style="list-style-type: none"> Assessment reviewed and discussed with all staff in Summer Term 2023. Areas of change highlighted. TM trails snapshot assessments with each group to target areas for development and extension. This worked well and was clear but highlighted areas for tweaking. Changes made to snap shots in August 2023. New curricular skills ladder introduced in May 2023 for practitioners to review and familiarise themselves with. Whole Nursery tracking document developed by TM August 2023. Curricular Leaders to be introduced in the Autumn term 2023. Practitioners to choose an area of interest or knowledge to focus on. 	<ul style="list-style-type: none"> New assessment system to be introduced and put in place in the Autumn term 2023. System to be reviewed on a termly basis and changes made to improve useability and efficiency. Staff to choose a date to share knowledge with other staff members in a staff meeting. System review after Autumn term.

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<p>NIF Drivers</p> <ul style="list-style-type: none"> • School Leadership • Teacher professionalism • Parent Involvement • Curriculum and Assessment • School Improvement Performance Information 	<p>HIGIOELC Quality Indicators (QIs)</p> <ul style="list-style-type: none"> • 1.1 Self-evaluation for Self-improvement • 1.3 Leadership of Change • 1.4 Leadership and Management of Practitioners • 2.7 Partnerships
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.4 (Family Engagement) • 2. How good if our setting? • 3. How good is our leadership? 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) • 4. How good is our staff team? • 5. What is our overall capacity for improvement? 	<p>HIGIOELC Quality Indicators (QIs)</p> <ul style="list-style-type: none"> • 1.1 Self-evaluation for Self-improvement • 1.3 Leadership of Change • 1.4 Leadership and Management of Practitioners • 2.7 Partnerships
<p>LEADERSHIP AND MANAGEMENT – HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPOROVEMENT</p>	
<p>Summary of standards and quality: Our work over the last 2 years on Vision Values and Aims has created a strong ethos for Nursery going forward. Our parents were able to highlight their priorities saying they wanted an environment that is able to create; independent, kind, confident, happy, enthusiastic, curious children. Our focus is now on our review process and creating feedback for improvement. Last year we sent out a focus question per term for feedback and while this created good feedback at the start responses reduced over time.</p> <p>With new management in place from the start of the Summer Term 2023 the focus has been on reviewing current practise and set up, assessment, parent events and communication, child progress and outcomes as well as staff wellbeing and development. Verbal feedback and discussions have taken place continually over the Summer Term both on a 1-1 basis during review meetings but also as a group during planning and pastoral meetings to gather opinions and ideas. These discussions allowed us to review many of these areas and gather views on current practise and areas for change.</p> <p>We are looking closely at our approach feedback from both Staff and parents and the children and how this is distributed and actioned.</p> <p>Next steps; Review parental feedback. Review appraisal process. Feedback on current management.</p>	

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Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps/Progress
<ul style="list-style-type: none"> • Parental feedback on our termly feedback questions is sporadic and may not show an accurate view of parental opinion. We want to look at the format that we ask for feedback in and regularity that we seek feedback and change this to ensure greater participation in feedback. • A change in approach to formal appraisals and staff feedback. Look at this as opportunity for professional development and open reflective practise. This will allow more opportunity for seeking areas for change, ideas and plans of action. • Anonymous feedback on management is to be formalised distributed and reviewed after the first term. • Children's voice is to continue and be kept up to date and opinions are to be shared and actioned. 	<ul style="list-style-type: none"> • An environment where all opinion and ideas are shared openly through appropriate forums. • Staff feel included and listened to and valued. • Parents feedback increases in volume and they feel their ideas and values are heard and responded to. • An environment of open reflective practise in which colleagues have respect and drive towards a joint vision for improvement. • Management get the opportunity to reflect on their own practise and create areas for development. • Children ideas opinions and interests are acted upon and integrated into planning and provision to create more engaging learning that is child centred and child driven. 	<p>TM and ALL staff</p>	<ul style="list-style-type: none"> • The termly question was provided as and area of focus for feedback from parents last year and took place 3 times last year. The amount of responses to these decreased as the year progressed and this highlighted that we might need to find a new format for feedback. • Feedback and ideas sessions for how to encourage parent feedback held in August 2023. • Children's voice has been a continued display since Autumn 2021 where their thoughts ideas and opinions have been listed and displayed. This display has been changed regularly to reflect the change in children's interests. This is now integrated into Our learning Journey and Wall of Wonder. 	<ul style="list-style-type: none"> • The new parental question system will be put into place starting with the first email multiple choice question going out at the start of the Summer term. • Meet with Tina, Head of Marketing, about how we can improve parental feedback and engagement. • TM and EB to meet and discuss formal appraisal format with the view to greater reflective practise rather than judgement. • Autumn half term new appraisal system to be shared and put into place. Then rolled out. • Review of this system to take place at the end of the year. • Management feedback to be send to all Nursery practitioners End of Autumn term. • Feedback collected and reviewed then actioned. • Childs voice sessions integrated in Friday afternoon mindfulness sessions from start of the Autumn term. This is then to be acted upon for planning and put on the Learning Journey display.

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Summary of Quality Indicators		Care Inspectorate Grading: (6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory) Date of Inspection: 3rd March 2017	
Self-Evaluation Of Quality Indicators: (6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)			
1.3 Leadership of Change	5	Quality of Care & Support	5
2.3 Learning, Teaching and Assessment	5	Quality of Environment	5
3.1 Wellbeing, Equality and Inclusion	5	Quality of Management and Leadership	5
3.2 Ensuring Children's Progress	5	Quality of Staffing	5