

# Cambusbarron Village Nursery Improvement Plan 2023/2024



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## Factors influencing this improvement plan

### CVN Factors

- Action Points identified in CVN's self-evaluation procedures
- Feedback from parents, children and staff obtained via observations, discussion, meetings, parental feedback, team meetings
- VSE feedback
- Community Feedback from open meetings and surveys
- CVN's Business Development Plan
- CVN's Woodland Nursery Feasibility Study

### Local Authority Factors

- Stirling Council Improvement Plan
- Link Officer Feedback
- Regional Improvement Collaborative Priorities
- Stirling Children's Services Plan Priorities 2023-2026
- Stirling Council Planning Department

### National Factors

- A Quality Framework for Daycare of Children, childminding and school-aged children
- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- Health and Social Care Standards
- How Good is Our Early Learning and Childcare?
- Learning for Sustainability
- National Guidance for Child Protection
- National Improvement Framework
- Out to Play
- Realising the Ambition - Being Me
- Space to Grow
- The National Standard for ELC
- The Promise
- UNCRC

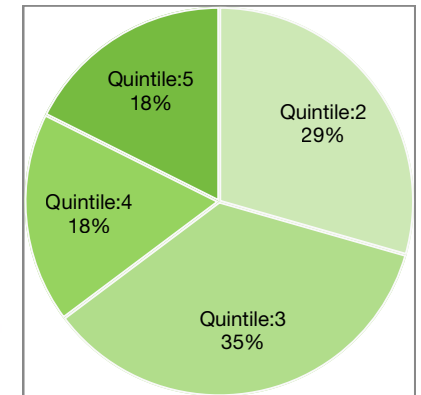
## Our Context

Cambusbarron Village Nursery (CVN) is situated in a rural community to the west of Stirling. CVN operates as a Funded Provider with Stirling Council delivering 1140 hours of funded early learning and childcare (ELC). The service is open weekdays from 0845 to 1515 during school term times providing 6-hour sessions. The Nursery provides a service for children aged 2½ to 5 years and is registered to take a maximum of 16 children per session. During Session 2022/2023 the Nursery has provided a service to 14 families with a role of 17 children. 15 children attend full time (5 sessions per week), the remaining 2 attending part time. During session 2022/2023 there were 8 pre-school children attending (due to start school in August 2023) and 9 children due to start school in August 2024.

As at June 2023 all of the children attend on a funded basis only (no fee paying). In consequence all of the income CVN receives is from funded hours.

There is a spread across the demographic with children living in areas designated as SIMD Quintiles 2, 3, 4 and 5. The majority of children live in areas designated quintile 2 and 3. While there are currently no children attending as "eligible 2's", 25% of children were previously in that category. There are no care experienced children attending. Just under 20% of children are on staged intervention.

Please note that, due to the small numbers involved, it is difficult to compare statistics from CVN to local, regional and national figures.



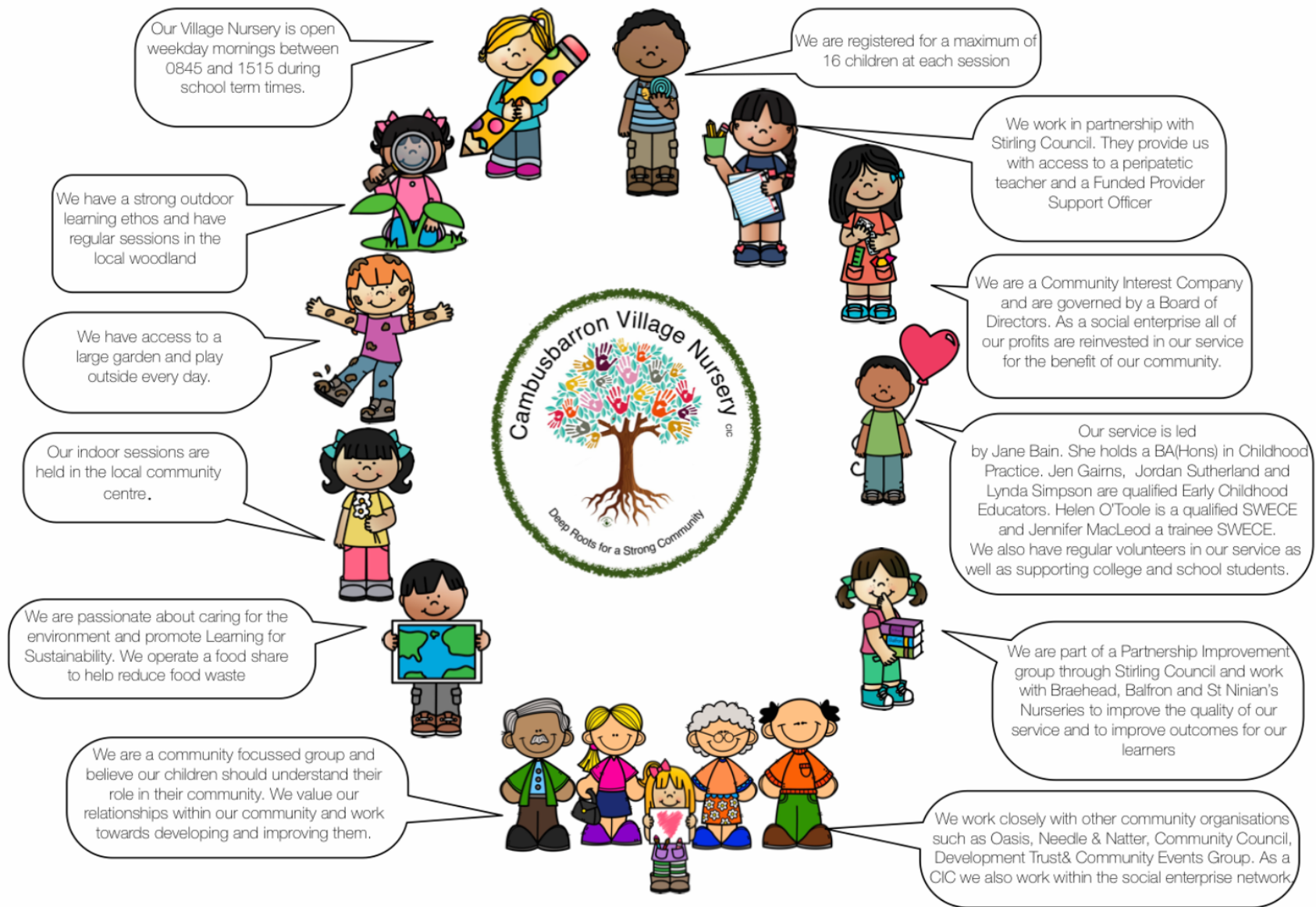
SIMD Quintiles

## **Our Mission Statement**

To provide a community focussed service which meets the needs of our children, their families and our community.

## **Our Social Aims and Objectives**

- Provide a safe, inclusive and nurturing environment where all children can develop confidence, take risks, learn from their mistakes, make informed decisions and develop a “can do” attitude.
- Encourage and celebrate creativity, curiosity and a life-long love of learning.
- Develop skills for the future by providing opportunities for children to engage in high quality, motivating, challenging and purposeful learning experiences across a broad curriculum.
- Work in partnership with parents and the local community to ensure that children are supported to achieve their full potential, be fit and healthy, have high aspirations and recognise the positive contribution they can make to society
- Provide high quality, accessible, flexible and affordable service for parents
- Be a community focussed service
- Facilitate parental employment and/or education
- Promote the benefits of outdoor play and learning particularly in the natural environment
- Promote learning for sustainability
- To provide outdoor play and learning opportunities to economically and educationally disadvantaged children and adults



## Improvement Planning Overview : 2023/2024

Stirling Schools, Learning and Education Vision : *Ensuring our children have access to the best quality education enabling the best start in life*

Key Priorities of the National Improvement Framework	Stirling Council Priorities Quality Indicators : <b>Care Inspectorate Quality Framework : How Good is our Early Learning and Childcare</b>	Regional Improvement Collaborative Priorities
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>	Priority 1: 3.1 Quality Assurance and improvement are led well 1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> <li>Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all.</li> <li>Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy.</li> <li>Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion.</li> </ul>
<ul style="list-style-type: none"> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>	Priority 2: 1.1 Nurturing Care and Support 2.4 Personalised support 3.1. Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>Provide professional learning that helps drive forward collaborative leadership at all levels.</li> <li>Ensure performance information and improvement approaches support raising attainment for all.</li> </ul>
Key drivers of improvement: <ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer involvement and engagement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	Priority 3: 1.4. Family engagement 2.5 Family Learning 2.7 Partnerships	<b>Health and Social Care Standards</b> <b>Dignity and Respect, Compassion, Be Included, Responsive Care &amp; Support, Wellbeing</b>
Stirling Children's Services Plan Priorities 2023-2026	UNCR	
<ul style="list-style-type: none"> <li>Improving children's mental health and wellbeing</li> <li>Tackling child poverty</li> <li>Enhancing whole family support</li> <li>Improving outcomes for children with care experience</li> <li>Improving support for children in need of protection</li> </ul>	Article 3 : Adults must do what's best for me Article 5 : The Government should respect the right of my family to help me know about my rights Article 6 : I should be supported to live and grow Article 12 : I have the right to be listened to and taken seriously Article 18 : I have the right to be brought up by both parents if possible Article 23 : If I have a disability, I have the right to special care and education	1: I experience high quality care and support that is right for me 1.14 My future care and support needs are anticipated as part of my assessment 1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. 1.19 My care and support meets my needs and is right for me 1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected. 2: I am fully involved in all decisions about my care and support 2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can. 2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. 3: I have confidence in the people who support and care for me 3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

<b>The Promise - Plan 2021-2024</b>	<p>Article 24 : I have the right to good quality health care, to clean water and good food</p> <p>Article 28 : I have the right to an education</p> <p>Article 29 : I have the right to an education which develops my personality, respect for others' rights and the environment</p> <p>Article 31 : I have the right to relax and play</p>	<p>3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.</p> <p>3.10 As a child or young person I feel valued, loved and secure.</p>
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Improvement Priority	Outcomes for Learner Statements	Impact Measurement
<p>1 <b>3.1 Quality Assurance and improvement are led well</b> This includes the extent to which children's rights are respected and promoted through the following key areas:</p> <ul style="list-style-type: none"> <li>• a shared vision, values, aims and objectives positively informs practice</li> <li>• children and families are meaningfully involved and influence change within the setting</li> <li>• quality assurance, including self-evaluation and improvement plans, are in place and lead to continuous improvement.</li> </ul> <p><b>1.1 Self-evaluation for self-improvement</b></p> <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Evidence-based improvement</li> <li>• Ensuring impact of success for children and families</li> </ul>	<ul style="list-style-type: none"> <li>• All children have improved outcomes as a result of effective and collaborative self-evaluation and quality assurance processes</li> <li>• All children and families wellbeing improves through timely interventions and effective partnership working</li> <li>• All children are securing progress over time through high quality interactions, experiences and spaces</li> <li>• All children receive timely early interventions in Literacy, Numeracy, and H&amp;W through effective observations, tracking and monitoring and consideration of local and national policy and research.</li> <li>• All children's learning and development through play is shared and celebrated between home and setting.</li> <li>• Family learning is innovative and dynamic, with impact measured</li> <li>• All children's play &amp; learning is enhanced through digital technology</li> </ul>	<ul style="list-style-type: none"> <li>• Data from Toolkit 4, Standard and Quality reporting, VSE reports, Ed Scotland and C.I feedback where relevant validate effective use of The Single Framework for ELC as the main driver for improvement</li> <li>• Further exploration of Stirling ELC frameworks at Self-evaluation and Data for Improvement sessions, Improvement Partnerships, VSE's and Networks reinforce a whole systems approach to improvement</li> <li>• Robust scrutiny of all relevant data will inform practice/improvements that continue to narrow the poverty related equity gap in Literacy and Numeracy.</li> </ul>
<p>2 <b>1.1 Nurturing Care and Support</b> This includes the extent to which children's rights are respected and promoted through the following key areas:</p> <ul style="list-style-type: none"> <li>• children are nurtured and supported throughout their daily experience</li> <li>• children's individual wellbeing benefits from the effective use of personal planning</li> <li>• all children get the support they need to reach their full potential.</li> </ul> <p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal support</li> <li>• Role of practitioners and leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Children feel safe, included, loved and protected from harm within a fair, safe base due to highly skilled practitioners and consistency of nurturing approaches.</li> <li>• All children's learning and developmental needs will be understood and met by effective partnership working within Stirling ELC</li> <li>• Targeted literacy, numeracy, health &amp; wellbeing play and learning experiences are scaffolded to ensure all children evidence progression over time, regardless of background</li> <li>• All children are learning about, through and for their rights and can link these to the Wellbeing Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Rich observations of adult/child interactions ensure all Practitioners offer high quality Safeguarding, Nurture Principles, CPI and Restorative Approaches</li> <li>• Personal Plan audits are robust to ensure compliance with statutory duties</li> <li>• All children's understanding of their rights in action are visible on walls, floor books and in learning journals.</li> <li>• Toolkit 4 database identifies and measures the impact of all targeted interventions to improve outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identification of learning needs and targeted support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring Wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>		
3	<p><b>1.4 Family Engagement</b> This includes the extent to which children's rights are respected and promoted through the following key areas:</p> <ul style="list-style-type: none"> <li>• high-quality engagement facilitates a partnership approach to care, play and learning outcomes</li> <li>• staff recognise the importance of engaging families in understanding how to support learning in the child's home environment</li> <li>• where needed, well planned early intervention supports and strengthens children's and families' overall health, wellbeing, and resilience</li> <li>• children's and families' rights are respected and promoted.</li> </ul> <p><b>2.5 Family Learning</b></p> <ul style="list-style-type: none"> <li>• Engaging families in learning</li> <li>• Early intervention and prevention</li> <li>• Quality of family learning programmes</li> </ul> <p><b>2.7 Partnerships</b></p> <ul style="list-style-type: none"> <li>• Engagement of parents and carers in the life of the setting</li> <li>• The promotion of partnerships</li> </ul> <p>Impact on children and families</p>	<ul style="list-style-type: none"> <li>• All families understand the importance of engaging in and supporting their child's learning at home and in the setting, as a result children secure success through effective partnership working.</li> <li>• All families are involved in the life of the centre, either digital or in person</li> <li>• Families participate in innovative family learning programmes, particularly surrounding Health and Wellbeing, Literacy and Numeracy</li> <li>• All Practitioners value and celebrate diversity, community and actively challenge discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• All families participate in the life of the setting through Parental Involvement, Parental Engagement, Family Learning and Learning at Home experiences in ways that meets their individual needs</li> <li>• Through a variety of exciting platforms, families' share that they feel loved, cared for and/or respected by the setting.</li> <li>• All children have opportunities to contribute to their community and to feel part of it.</li> </ul>



4	<p><b>3.3 Leadership and management of staff and resources</b></p> <p>This includes the extent to which children's rights are respected and promoted through the following key areas:</p> <ul style="list-style-type: none"> <li>• Leadership is empowering and motivating which has a positive impact on children and families. Staff, resources and finances are used effectively to meet the needs of children and families</li> <li>• the setting and equipment are safe, secure and well-managed</li> <li>• children's information is securely stored and managed</li> </ul> <p><b>1.3 Leadership of change</b></p> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the ELC setting and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement &amp; change</li> </ul>	<ul style="list-style-type: none"> <li>• We have an ambitious and challenging vision of how we want to develop our service to improve experiences and outcomes for children, families and local community and to improve business sustainability.</li> <li>• Children experience high quality outdoor play and learning experiences in the natural environment.</li> <li>• Children's outdoor experiences are supported by appropriate facilities</li> <li>• Children, their families and the wider community have opportunities to contribute to the project proposal.</li> <li>• All children's health and wellbeing improves through regular access to outdoor play in nature</li> <li>• Through regular and sustained access to the natural world all children's understanding of their place and their role in looking after it.</li> <li>• Business sustainability is improved through the provision of professional training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• The revised feasibility study and business plan evidences the rationale for moving CVN to the woods</li> <li>• Consultation with stakeholders confirms a collective desire to proceed with the project proposal</li> <li>• All staff show a clear commitment to the project and understand the rationale and benefits.</li> <li>• Observations and assessment evidence all children have improved relationship with and better understanding of the natural environment</li> <li>• Parents agree that there are improvements to children's understanding of risk, confidence, stamina, resilience and attitude/relationship to the natural environment.</li> <li>• Year end accounts show improved financial position.</li> </ul>
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## Cambusbarron Village Nursery Improvement Planning Action Plan 2023/2024

### Priority 1 : All children have improved outcomes as a result of effective and collaborative self-evaluation and quality assurance processes

**Quality Framework** 3.1 Quality Assurance and improvement are led well **HGIOELCC** 1.1 Self-evaluation for self-improvement

**National Standard for ELC:** 4.1: The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement

**National Improvement Framework:** Placing the human rights and needs of every child and young person at the centre of education

**Stirling Children's Service Plan:** Improving outcomes for children with care experience. Improving outcomes for children with disabilities. Improving support for children in need of protection

**RIC:** Develop collaborative approaches which build staff capacity to deliver high quality literacy and numeracy learning experiences for all. Provide professional learning that helps drive forward collaborative leadership at all levels.

**Outcomes for Learners :** All children have improved outcomes as a result of effective and collaborative self-evaluation and quality assurance processes

Key Actions	Priority Leader	Milestone Dates	Evaluation/Analysis of Progress and Impact
Implement and maintain robust Quality Assurance calendar	PECE/SECE	2023/2024	
Use the (revised) Stirling Mapping Document to inform self-evaluation and quality assurance	PECE	2023/2024	
Continue to develop use of the Play & Learning framework, regularly moderate and quality assure learning journals and support staff to feel more confident in their use and to ensure children receive timely interventions to support their learning and development	SECE	2023/2024	
Collect and record data effectively (eg Toolkit 4) to evidence progress in learning and development and inform self-evaluation.	ALL	2023/2024	
Continue to develop planning process and procedures to provide all children with appropriate play, learning and development experiences.	SECE	2023/2024	
Contribute to VSE quad partnership, sharing practice, support and improving staff confidence	PECE	2023/2024	
Develop and sustain professional networks to inform practice and foster collaboration and support	SMT	2023/2024	

### Priority 2 : All children's learning and developmental needs will be understood and met by an effective staff team

**Quality Framework** 1.1 Nurturing Care and Support **HGIOELCC** 2.4 Personalised Support, 3.3 Ensuring wellbeing, equality and inclusion

**National Standard for ELCC:** 2.2: The setting must have a framework that is informed by national guidance and supports individual children's development and learning.

**National Improvement Framework:** Improvement in children and young people's health and wellbeing.

**Stirling Children's Services Plan:** Improving children's mental health and wellbeing, Tackling child poverty

**R.I.C:** Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion

**Outcomes for Learners :** All children's learning and developmental needs will be understood and met by an effective staff team

Consolidate Play Champion role & link to Stirling Pledge to Play to ensure children to secure progression over time through rich play experiences.	SECE	2023/2024	
Develop role of Nurture Ambassador / introduce Nurture Principles to support children's wellbeing, growth and development.	PECE	2023/2024	
Develop a Flourish model to acknowledge young children as active global citizens and rights-holders who are strong, powerful and rich in potential as positive change holders	ALL	2023/2024	
Continue to develop a nature pedagogy which sees education as a holistic and wholesome process which encourages children to develop curiosity & creativity and a real connection to nature and to live meaningfully, sustainably and in alignment with the natural world	ALL	2023/2024	
CVN will be represented at termly ELC Safeguarding Networks and ensure whole staff team is appropriately trained and aware of safeguarding responsibilities.	ALL	2023/2024	
Use Toolkit 4 to analyse and target learning experiences to evidence progression over time for all children	PECE/SECE	2023/2024	
Develop audit procedures to ensure Personal Plans comply with statutory duties and accurately reflect children's individual needs	PECE/SECE	Oct 2023	
Continue to develop a nurturing indoor environment and review children's indoor experiences to ensure they are effectively meeting all children's play, learning and development needs. Staff are flexible and responsive to the needs of children.	ALL	Dec 2023	
Review lunch time provision, potentially to deliver a rolling lunch service to allow children to follow their individual hunger cues, to have time to eat as much as they need, to develop an understanding of portion control and food waste and to encourage independence.	ALL	2023/2024	
Area leads/Champions will attend relevant training and networking events to continue to develop confidence in their roles and responsibilities particularly in light of the revised staffing structure.	All	2023/2024	
SMT will actively encourage and support staff to deliver initiatives developed as a result of training.	SMT	2023/2024	

**Priority 3 : All families understand the importance of engaging in and supporting their child's learning at home and in the setting, as a result children secure success through effective partnership working.**

**Quality Framework:** 1.4 Family engagement **HGIOELCC:** 2.5 Family Learning, 2.7 Partnerships

**National Improvement Framework:** Improvement in attainment, particularly in literacy and numeracy.

**National Standard for ELCC:** 5.2: Parents and carers are supported to engage in their child's learning and development. Improvement in children and young people's health and wellbeing

**Stirling Children's Services Plan:** Enhancing whole family support

**RIC:** Ensure performance information and improvement approaches support raising attainment for all.

<b>Outcomes for Learners:</b> All families understand the importance of engaging in and supporting their child's learning at home and in the setting, as a result children secure success through effective partnership working.			
Evidence Parental Involvement, Parental Engagement, Family Learning and Learning at Home in documentation and displays such as walls and children's journals.	ALL	2023/2024	
Ensure all families feel invited to be involved in the life of CVN in what ever way suits their needs and abilities	ALL	2023/2024	
Continue to build respectful and reciprocal relationships with families and their circumstances and, where appropriate, facilitate engagement with professional/support services.	ALL	2023/2024	
Promote and evidence benefits of nature play and learning and investigate methods of involving parents (eg gardening days, stay and play in the woods days, home link woodland bags, video diaries)	ALL	2023/2024	
<b>Priority 4 : We have an ambitious and challenging vision of how we want to develop our service to improve experiences and outcomes for children, families and the local community and to improve business sustainability.</b> <b>Quality Framework:</b> 3.3 Leadership and management of staff and resources <b>HGIOELCC:</b> 1.3 Leadership of change			
<b>National Improvement Framework:</b> Improvement in children and young people's health and wellbeing. <b>National Standard for ELCC:</b> 1 Staffing, leadership and management, 4.1 The setting uses relevant national self-evaluation frameworks to self-evaluate and systematically identify strengths and areas for improvement. <b>Stirling Children's Services Plan:</b> Improving children's mental health & wellbeing, Enhancing whole family support <b>RIC:</b> Provide professional learning that helps drive forward collaborative leadership at all levels.			
<b>Outcomes for Learners :</b> We have an ambitious and challenging vision of how we want to develop our service to improve experiences and outcomes for children, families and local community and to improve business sustainability			
Using information from the revised Feasibility study and Business plan identify next steps in developing the proposal to move to the woods	SMT	Sept 2023	
Action next steps and review as appropriate to ensure timely and achievable	SMT	2023/2024	
SMT arrange for SMT and staff to visit a range of settings to gather information to inform progress	SMT	Oct 2023	
Revise financial strategy and investigate funding options	SMT	Oct 2023	
Increase staff competence and confidence through Forest Leader/Forrest Kindergarten training to provide children with rich play and learning experiences across the early level curriculum.	SMT	Dec 2023	
Continue to promote and publicise project to gather feedback and information and to ensure that all stakeholders are actively involved in driving the project forward.	SMT	2023/2024	
Continue to build relationships and networks to create opportunities to share practice and deliver training	PECE	2023/2024	