



Bowhouse Early Learning and Childcare

Improvement Plan 2023/24

Play, Learn and Grow



At Bowhouse ELC children will engage in meaningful, respectful and nurturing interactions with familiar adults and children. Interactions will be tailored to the needs of the individual child and inspire individuality.



At Bowhouse ELC spaces, indoors and outdoors, will inspire creativity, curiosity and inquiry. Spaces will be personalised and will encourage a sense of belonging for children and their families.



At Bowhouse ELC experiences will be tailored to the individual needs of the child in line with their stage of development. Experiences will be led by children and facilitated by high quality practitioners.



Priority Area:	ELC leadership Practitioner professionalism Parental/Carer involvement and engagement Learner pathways and progress ELC Improvement	Improvement Performance information Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	Curriculum Learning and Teaching Inclusion and Equality Assessment
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Improvement Priority 1 Oral language and phonological awareness

Aim: Almost all children will make progress in oral language and phonological awareness as evidenced in the tracking scale.

What data / evidence informs this priority?

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of Success
<p>Most pre-school children will engage deeply with confidence and competence in oral language (1.1) and phonological awareness (1.2).</p> <p>Universal and targeted Literacy learning and support is having a positive impact in almost all groups of learners.</p>	<p>1.1 Role Play:</p> <p>All of our practitioners are actively engaged in continuously evaluating and improving our setting.</p> <p>The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn.</p>		<p>People's Views All staff have sound knowledge of how to promote phonological awareness in both responsive and intentional planning.</p> <p>Direct Observations Monthly role play audits will be used to track and measure the number of engaging role play provocations present in agreed spaces.</p>

	<ul style="list-style-type: none"> • Development of role play core provision and monthly audit. • Wordless stories and quality picture books will be present in agreed areas of ELC. • Fortnightly story book with role play experiences to be promoted throughout the setting. <p>1.2 Phonological awareness</p> <p>There is a clear focus on the development of children's skills in early language and mathematics.</p> <ul style="list-style-type: none"> • Quality interactions will be used to promote oral language. • Nursery and early narrative groups facilitated by more practitioners. • Children who need a language intervention are identified quickly. 		<p>Quantitative Data Assessment and progression framework tracking scale.</p> <p>Almost all pre-school children will have made progress in phonological awareness as demonstrated on the tracking scale.</p> <p>Qualitative Data Learning Journals will show that almost all children will have a good quality phonological awareness observation within their learning stories.</p>
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	<ul style="list-style-type: none"> • All children who are on a deferred year are in a narrative group. • Opportunities to promote rhyme. • What's in the box? • What's in the bag? • Book bug • YMI • Sound walls/music will be available in the garden. • Resources will be used to support intentional planning – rhyme matching, i-spy, sound matching • Almost all children's phonological learning stories accurately evaluate their stage of development and identify next steps. <p>Tracking and monitoring of children's progress is well-understood and used effectively to</p>		
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	secure improved outcomes for all children		
Ongoing evaluation/actual impact:			

Improvement Priority 2: Pattern, shape and measure: Aim: Almost all children will make progress in pattern and shape and measure and this will be evidenced in their skills progression.			
What data / evidence informs this priority? From tracking and monitoring conversations, learning journal moderation and room audits we have observed that more numeracy experiences are around number and counting than pattern, shape and measure. Staff have expressed challenges to delivering some rich experiences which support pattern, shape and measure through skills-based learning due to environmental challenges. The assessment and progression framework shows that children are performing better in number and counting than pattern shape and measure.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of Success
Most pre-school children will engage deeply with confidence and competence in pattern and shape (1.1) and measure (1.2). Almost all children will make progress in pattern and shape and measure.	Robust assessment and tracking procedures: <ul style="list-style-type: none"> Tracking meetings Learner conversations Learning walks To quality assure: <ul style="list-style-type: none"> Targeted interventions to support learning Universal support Professional learning activities for all practitioners are clearly linked to		People's Views All staff have sound knowledge of how to develop children's Direct Observations Monthly role play audits will be used to track and measure the number of engaging role play provocations present in agreed spaces. Quantitative Data

	<p>the results of self-evaluation and identified areas for improvement.</p> <p>Research & CLPL sessions delivered to all staff to support:</p> <ul style="list-style-type: none"> • Pattern and shape. • Measure • Maths through stories <p>Moderation activities built into collegiate calendar</p> <p>Effective planning to ensure renewed focus on cooking, baking, sewing and woodwork to support pattern shape and measure.</p> <p>Shared expectations on understanding of stages of block play with a focus on stage 3</p> <p>Froebel block play training (advisory consultants utilised)</p>		<p>Assessment and progression framework tracking scale.</p> <p>Almost all pre-school children will have made progress in phonological awareness as demonstrated on the tracking scale.</p> <p>Qualitative Data Learning Journals will show that almost all children will have a good quality phonological awareness observation within their learning stories. Universal Natural Numeracy provocations are present in almost all environments when audits take place.</p> <p>The assessment and progression framework.</p> <p>Peoples views</p> <p>Observations</p>
Ongoing evaluation/actual impact:			

Improvement Priority 3: Self, social and emotional wellbeing

Stretch Aim: Almost all targeted pre-school families will engage in at least one family learning event.

Almost all families will engage in one family engagement event

What data/ evidence informs this priority:

From conversations and reviews with families, some parents have voiced their need for support with challenging behaviours, sleep patterns, emotional regulation and understanding the importance of play for their child's development and wellbeing.

Article 18 of the UNCRC says that 'a child or young person's parents will normally have the main responsibility for bringing them up' whether they parent together or alone; they share responsibilities, and be concerned with the best interests of the child or young person in their care.'.....'The form this support takes will depend on what that child or young person's best interests are'

Government responsibilities

Scotland and the UK have a responsibility to assist parents where they can, and this responsibility is carried by people employed by the State who are involved in a child or young person's upbringing. Practitioners assist parents, to make sure they are keeping their human rights promises to children under this article of the UNCRC.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of Success
Identified families will develop an increased understanding of how to nurture their child's development and wellbeing. Staff will support the nurture group, which in turn will enhance their ability to engage parents and encourage leadership at all levels.	Nurture groups to support parents with <ul style="list-style-type: none">• Interactions with their child.• Responding to their needs.• Emotions• Routines.• Play• Parenting• Cooking• Language/ communication. Yoga/ Mindfulness		Peoples Views Parents and carers are more confident at providing supportive strategies to support their child's needs. Parents and carers have a deeper understanding on the importance of play. Direct Observations Quality of play and interactions between child and parent/carer.

<p>A supportive community will be developed to promote a nurturing culture that is based on positive relationships with all stakeholders.</p>	<p>Yoga</p> <p>Cooking classes</p> <p>Community café</p> <p>We will work with a multi professional collaborative approach:</p> <ul style="list-style-type: none"> • Health • SALT • Ed Psych • Aberlour <p>CLPL</p> <ul style="list-style-type: none"> • PEEP Program • Five to Thrive • STAR Analysis • Arousal Program 		<p>Practitioners increase on knowledge on how to support and nurture parents, families and children resulting in positive outcomes for all.</p> <p>Quantitative Data Children's progression on the tracking scale</p> <p>Qualitative Data Parental engagement and progression within support programs.</p> <p>Parents and carers are aware of the needs of their individual child and can provide the nurture and care they require.</p> <p>Parents and carers are aware of the needs of their individual child and can provide the nurture and care they require.</p>
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