



# Bowhouse Early Learning and Childcare

## Improvement Plan 2022/2023

### 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.



## Improvement Priority 1: Literacy - Early Language

**Stretch Aim:** 100% children will make progress in early language as evidenced through the tracking scale

NIF, Care Standards, HGIOELC

What data / evidence informs this priority?	What do you aim to achieve?	How will you achieve this priority?	Expected Impact	Measures of success.	Actual Impact
<p>Evidence suggests that there can be an 18 month vocabulary gap in children from the least affluent families compared to children from the most affluent families. Universal support is offered to all children in the form of a visualised and literacy rich environment. In this demographic we can expect to be providing ELCC to learners and families who will require targeted support.</p> <p>From tracking, Session 2021-2022 identified little progression of phonological awareness amongst most children. The tracking scale also identified that the vast majority of children's storytelling were observed as re-creations of storylines and characters from media platforms. This was evidenced through role-play.</p>	<p>All staff will be able to provide quality opportunities for role play within the environment.</p> <p>To increase staff knowledge &amp; understanding of quality interactions, Early Language and phonological awareness.</p> <p>We aim to increase children's vocabulary in order to bridge the 18 month vocabulary gap.</p>	<p>We will work with a multi professional collaborative approach, SALT and parent partnerships as priority.</p> <p>A fortnightly storybook role-play experience will be promoted in the environment.</p> <p>Children identified through the key word assessment will engage in nursery/early narrative.</p> <p>Role play provocations through-out the setting.</p> <p>ACI training with SALT.</p> <p>Environmental print and stimulating mark making tools throughout the environment.</p> <p>Bookbug sessions with parents.</p>	<p>Improved provision and higher quality experiences to promote language through role play will be evident in the environment.</p> <p>Children's early language will improve.</p> <p>With improved oral language and communication children will be able to express themselves leading to better engagement across the curriculum and improved outcomes overall.</p> <p>Children will be able to re-tell stories showcasing their cognitive abilities in creative ways.</p> <p>Partnership working will improve parents understanding of early language.</p>	<p>Falkirk Council tracking scale to track progress in Early Language.</p> <p>A base line keyword assessment will identify children who need targeted interventions and individualised support.</p> <p>Staff confidence will be measured by ACI training.</p> <p>A shared approach to planning and evaluation will evidence early language development</p>	

		<p>Role-play/play boxes</p> <p>Books with environmental sounds (phonological awareness).</p> <p>RaRa Basket</p> <p>Quiet spaces (ear defenders) to encourage sharing stories with peers and adults</p> <p>Book and rhyme of the moment</p> <p>To provide challenge and depth to early language by having stimulating mark making experiences as a provision throughout the setting.</p>		<p>holistically across the setting.</p> <p>The Renfrewshire word finding assessment to measure vocabulary gains in targeted children.</p>	
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## Improvement Priority 2: Self, social and emotional wellbeing

**Stretch Aim:** 85% of targeted families will engage in our Nurture group.

What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
<p>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.</p> <p>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'</p> <p><b>Government responsibilities</b></p> <p>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.</p>	<p>Identified families will develop an increased understanding of how to nurture their child's development and wellbeing.</p> <p>Staff will support the nurture group, which in turn will enhance their ability to engage parents and encourage leadership at all levels.</p> <p>A supportive community will be developed to promote a nurturing culture that is based on positive relationships with all stakeholders.</p>	<p>Nurture groups to support parents with</p> <ul style="list-style-type: none"> <li>• Interactions with their child.</li> <li>• Responding to their needs.</li> <li>• Emotions</li> <li>• Routines.</li> <li>• Play</li> <li>• Parenting</li> <li>• Cooking</li> <li>• Language/ communication.</li> </ul> <p>Yoga/ Mindfulness</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"> <li>• Health</li> <li>• SALT</li> <li>• Ed Psych</li> <li>• Aberlour</li> </ul> <p>CLPL</p> <ul style="list-style-type: none"> <li>• PEEP Program</li> <li>• Five to Thrive</li> <li>• STAR Analysis</li> <li>• Arousal Program</li> </ul>	<p>Parents and carers have a deeper understanding on the importance of play.</p> <p>Parents and carers are more confident at providing supportive strategies to support their child's needs</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>Practitioners increase on knowledge on how to support and nurture parents, families and children resulting in positive outcomes for all.</p>	<p>Parental engagement and progression within support programs</p> <p>Staff confidence</p> <p>Children's progression on the tracking scale</p> <p>Quality of play and interactions between child and parent/carer.</p>	

<b>Improvement Priority 3: Early Mathematics</b> <b>100% children will make progress in early mathematics as evidenced in the tracking scale.</b>					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
<p>From monitoring learning journeys in session 2021/2022 it was clear that children had engaged in numeracy rich opportunities across the ELC. These experiences mostly centred on shape, position, movement and pattern. Staff had developed their understanding of 'counting collections' and provocations were set up in the environment. Most children used these collections for loose parts play or schematic play such as trajectory or transporting.</p> <p>Wider professional learning within the school has highlighted the need for developing an understanding of conceptual numeracy at early level to improve numeracy outcomes for children as they progress through the school.</p>	<p>Children will have an improved understanding of the concept and value of number.</p> <p>Children will use the counting collection materials to count and will be able to discuss value.</p> <p>Rich experiences will be identified from the Natural Numeracy audit.</p> <p>Staff will have increased confidence delivering high quality numeracy experiences, environments and interactions.</p>	<p>Counting Collections</p> <p>CLPL on Natural Numeracy</p> <p>High quality small and large loose part resources.</p> <p>Numeracy provocations across the setting</p> <p>Maths through stories</p> <p>Classifying &amp; categorising focus</p> <p>STEM experiences</p>	<p>100% of children will have experienced early level numeracy experiences which will support conceptual understanding at P1.</p> <p>100% practitioners will have increased knowledge and confidence in supporting early mathematics.</p> <p>100% of children will make progress in early mathematics as evidenced on the tracking scale</p>	<p>Staff confidence</p> <p>Children's progression on the tracking scale</p> <p>Numeracy rich observations</p> <p>Environment audits</p> <p>Planning</p> <p>Evaluations</p> <p>Learning Stories</p>	

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