Falkirk Council
Children's Services

Bowhouse Early Learning and Childcare

Improvement Plan 2024/2025

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.

Contextual Factors			
Bowhouse ELC is part of Bowhouse Primary school which is an integral and supportive part of the Grangemouth community. Our children arrive with us one month after their third birthday and remain with us until they leave for school. The majority of children that attend the nursery reside in the village of Grangemouth and a significant number transfer from Rannoch ELC where many have been from 2 years of age. All of our 3-5 children access the government funded allocation. We are registered to cater for 56 children. Children have all meals in the ELC space.			
Community Demographic			Geographic and economic Influences
Our Staff • Head teacher • Depute Head teacher • Senior Early Years Officer • Pedagogue • 8 Early Years Officers • 1 SfLA • 2 Early years assistants	**Our children and families** • 58 children + families • A high level of ASN • 17% children are EAL	**Partners** • Families are a valuable part of our team • Grangemouth cluster partners • Cluster support EY central team (Fiona Pascall • YMI • SALT (Louisa McGuire) • Educational Psychology (Eoin Kean) • Health Visitors • Social work • Forth valley college • Barnardo's • Employment training unit	**Amenities:** • Play park • Local library • Local shopping centre • ASDA **Demographic** • Grangemouth is a large town with a busy port and strong links to the petrochemical industry. • There is a great sense of community in Grangemouth and people who live here are very proud that they do. • There are approximately 4000 people living in our catchment area with housing mainly Local Authority owned. • Our community is an area of high deprivation, some significant • Most children are in SIMD 1 and SIMD 2 with the

			remaining majority in SIMD 3 and SIMD 4.
Attendance			**Parental Engagement**
			• Majority of parents attend meetings to talk about their children's learning. • Almost all targeted families attend bookbug and Peep sessions • Majority of parent's engage with twiitter posts which share learning • Almost all targeted families attend family learning. • Less than half of the parents engage in ELC evaluation or improvement events.

Achievements

2024-2025	**2023-2024**
Employment training unit links resulted in 6 parents achieving paediatric first aid certification and food hygiene certification. Almost all staff were Peep trained last year. Almost all staff trained in ACI Jodie successful in her university application for Froebel course Began piloting childminder and nursery link project Invited to host numeracy event in 'learning to achieve festival'	HMIe awarded very goods across all areas Achieved gold award in communication environment Senior EYO completed BA Senior EYO successful in interview for PEYO in Falkirk 4 staff as Falkirk Froebel consultants

Head teacher invited to present at RIC on leadership	

Priority Area:	ELC leadership Leadership of Learning Personalised support Practitioner professionalism Developing creativity and skills for life and learning Parental/Carer involvement and engagement Learner pathways and progress ELC Improvement	**Improvement Performance information** HGIOELC 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

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?

In session 2023-2024 over 18% of children were referred to SALT and all of these children benefited from either universal or targeted support. We know from research that children from the most disadvantaged demographics can have a vocabulary gap of up to 18 months. From our assessment of data from 2023/2024 we can see that only 17% of anti-preschool children were considered to be showing inventiveness and engaging with increasing depth in oral language. 38% of children who transitioned from Bowhouse ELC into P1 August 2023 did not achieve Early Level in reading by June 2024. Improving oral language is a local authority priority. A focus in listening and talking is linked to current national priorities, in particular reducing the poverty related attainment gap (Growing up in Scotland).

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of Success
Most pre-school children who do not have an identified ASN will engage deeply with confidence and competence in oral	1. Froebelian principle focus: Creativity and the power of symbols Knowledgeable nurturing educators		**People's Views** All staff have sound knowledge of how to promote phonological awareness in both responsive and intentional planning. Staff

language (1) and phonological awareness (2). Universal and targeted literacy learning and support is having a positive impact in almost all groups of learners.	**1. Oral Language** • Development of role play core provision and monthly audit. • A full time pedagogue has been deployed for this session. • Planned gatherings with a focus on early language including helicopter stories and ring games. • Poetry baskets and quality picture books will be present in agreed areas of ELC. • Pedagogue will work with families to upskill them in developing their child's oral language. • Focus on Froebel mother songs Continue to: • Fortnightly story book with role play experiences to be promoted throughout the setting. • Quality interactions and developmentally appropriate communication		are confident is using poetry and helicopter stories. **Direct Observations** Monthly role play audits will be used to track and measure the number of engaging role play provocations present in agreed spaces. Children will be observed using increased language in the ELC and learning stories. **Quantitive Data** Assessment and progression framework tracking scale. Almost all pre-school children will have made progress in phonological awareness as demonstrated on the tracking scale. **Qualitative Data** Learning Journals will show that almost all children will have a good quality oral language observation which focuses on early Language behaviours and skills. Children will have specific next steps and interventions to support them to achieve these.

	strategies will be used to promote oral language. • Almost all children who are on a deferred year are in a narrative group. • Book bug & book bug at home • Nursery and early narrative groups 2. **Phonological awareness** There is a clear focus on the development of children's skills in early language. • Children who need a language intervention are identified quickly (key word assessments/ phonics screening) • What's in the bag/poetry baskets • Staff will be confident in utilising resources 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. • YMI • Tracking and monitoring of children's progress is well-understood and consistent and used effectively to secure improved outcomes for all children		
Ongoing evaluation/actual impact:			

Improvement Priority 2: Pattern & Shape

Aim: Almost all children will make progress in pattern and shape and this will be evidenced in their skills progression and tracking scale.

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 pattern and shape in N4 however they then show less progression as they progress through pre-school, which could mean that there is a greater need for depth and breadth. Staff have evaluated that there is a requirement to refresh their understanding of pattern and shape and how resources and space can be used to extend thinking and develop curiosity.

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) (2). Almost all children will make progress in pattern and shape. Interactions, spaces and experiences evidence opportunities to explore pattern and shape in greater depth.	Further research & CLPL sessions delivered to all staff to support: • Pattern and shape. • Maths through stories Exploration of stages of sorting, matching and categorising resources. Effective planning to ensure renewed focus on cooking, baking, sewing and woodwork to support pattern shape and measure. Shared expectations on understanding of stages of block play with a focus on stage 3		**People's Views** All staff will be confident in their interactions, in delivering experiences and developing spaces to support pattern, shape and measure. **Direct Observations** Natural numeracy Audits to ensure numeracy opportunities are throughout environment. **Quantitive Data** Assessment and progression framework tracking scale.

Continue to support numeracy through counting collections	Froebel block play training (advisory consultants utilised)		Almost all pre-school children will have made progress in pattern, shape and measure **Qualitative Data** Learning Journals will show that almost all children have a quality observation evaluating their progress in pattern, shape or measure.
Ongoing evaluation/actual impact:			

Improvement Priority 3: Inclusion, Self, social and emotional wellbeing

Stretch Aim: All staff will be confident in delivering a developmentally appropriate pedagogy which ensures that all children are included and their voice are heard through planning, learning journals, floor books and meetings (article 12)

Targeted parents will have increased confidence in supporting their child's needs.

What data/ evidence informs this priority:

There is a higher level of children with ASN within the setting. From conversations, observations of children and reviews with families, staff and some parents have voiced their need for support with challenging behaviours, emotional regulation and supporting children with ASN to ensure the well-being and development of every child. Staff recognise that there is a lack of consistency and differences in skill set across the whole staff team and there is a requirement for more specialist training in supporting children with ASN.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of Success
All practitioners will be confident in supporting children with additional support needs. All staff will be consistent in their pedagogical approach to behaviour. Identified families will develop an increased understanding of how to nurture their child's development and wellbeing. Children's voice will be visible throughout the setting. .	**Staff:** 1. Refreshed focus on Froebeilian nurturing self-regulation & slow pedagogy. 2. Staff will be confident and consistent in using agreed approaches (arousal cycle). 3. Targeted staff will be confident in using SCERTS approach. 4. All staff will be responsible for actions in child's plan. 5. Communication rich environment 6. All children will have a voice. 7. Research/trauma informed/work with ASN team. **Parents** 1. PEEP groups to support parents with:		**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. Practitioners observed using consistent strategies during room observations. **Quantitive Data** Children's progression on the tracking scale Leuvens Scale of wellbeing and involvement. Y charts **Qualitative Data**

	• Interactions with their child. • Responding to their needs. • Emotions • Routines. • Play • Parenting • Cooking • Language/ communication. 2. Supporting parents to access targeted parenting support for ASN 3. Supporting parents to feel empowered though well-being sessions. 4. Staff have protected time to ensure GIRFEC records are relevant and supportive to the child. 5. Practitioners will ensure that children and family voice is in journals.		Parental engagement and progression within support programs. Parental feedback Partnership feedback and validation Staff evaluations.