



## **South Lanarkshire Council**

# **ELC Improvement Plan and Standards and Quality Report 2023/24**

## **Hollandbush Nursery**



## ELC Improvement Plan and Standards and Quality 2023/24

### Context of ELC setting

### Our ELC setting:

Our ELC Setting:

Hollandbush Nursery is a purpose-built nursery situated in the Hamilton area of South Lanarkshire. Although there are no specified Early years catchment areas within SLC the nursery mainly serves the town and surrounding district. The nursery is non-denominational and welcomes all children.

We cater for children whose ages can range from 2 years up to 5 years. We have the capacity for 122 children at any one time. We cater for 20 FTE children aged 2-3 years and 104 FTE children aged 3-5 years who have access to 2 welcoming, bright and curriculum rich playrooms. The nursery offers extended day provision 52 weeks per year between the hours of 8 am until 6 pm.

We are a team of professional, responsible, dedicated individuals who are deeply committed to the happiness and well being of the children in our care and to providing a wide range of enriching learning experiences and opportunities as well as working in partnership with our parents and the local and wider community.

**Our Vision: At Hollandbush Nursery 'Quality' is at the heart of everything that we do. Our vision is therefore quite simply to provide the Highest Quality of Care and Education to our children and families.**

Our aim is to support our children to understand the world in which they are living in, to reach their full potential and equip them with the skills for learning, skills for life and skills for work.

	Manager/ Head of Establishment	Depute	Team Leader	Early Years Practitioners	Early Years Support Worker	Trainee/ Apprentice	Nursery roll	
	1	1	1	26	5	2	N2 (0-2 year olds)	0
							N3 (2-3 year olds)	71
							N4 (3 years olds)	66
							N5 (4 years olds)	23
							Deferred	12

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Strategic Priority 1 **Improvement Planning** and **Standards and Quality Reporting** for 2023/2024

<b>Priority 1: Attachment based practice</b>				
<b><u>NIF Priority (select from drop down menus)</u></b> Placing the human rights and needs of every child and young person at the centre of education <b><u>NIF Driver</u></b> School and ELC leadership Teacher and practitioner professionalism	<b><u>SLC Priority (select from drop down menus)</u></b> <b>Ensure inclusion, equity and equality are at the heart of what we do</b>  Improve Health and Wellbeing to enable children and families to flourish	<b><u>HGIOELC QIs (select from drop down menus)</u></b> 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion Choose an item.		
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity and Time scale</b>	<b>Measures</b>	<b>ELC Lead</b>
<b>Rationale</b> - Through understanding behaviours, using consistent strategies and self-reflection staff will embed an attachment informed practice. This is to ensure we provide a child centred approach which will then form closer relationships with all service users and ensure that all children feel nurtured and have secure attachments within the early stages of life.	Children and families benefit from staff that are well trained, competent, and skilled. This will also lead to better outcomes for the children regarding experiences, their learning, and interactions.  Staffs understanding of the differentiated curriculum is key to providing an optimum learning environment and ensures learning is relevant and purposeful, which will result in better outcomes for our children.	<ul style="list-style-type: none"> <li><b>Improving Communication</b> – the use of language to translate the world of secure attachments. Linking to the Nurture principles: all behavior is communication.</li> <li>The importance of <b>nurture</b> for the development of wellbeing.</li> </ul> <p><b>Transitions</b> – attachment informed practice promoted. <b>12 Months</b></p>	<p><b>Key Tasks: Self-reflection</b> - Using reflection tools e.g., videos, reflection sheets &amp; peer assessments, will enable staff to develop their practice, Use of tool, behaviour, trigger, Action, Response.</p> <p>More confident, skilled practitioners who offer a high-quality service. Positive secure attachments with all stakeholders. Ensuring a smooth transition process for all. Transitions are well prepare using effective communication with children’s families and all professional involved. Staff adopt positive approaches, restorage</p>	<b>Ambassador and Lead</b>

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		<p>SIMOA – Promoting SIMOA throughout the building with working party groups with the children.</p> <ul style="list-style-type: none"> <li>Introducing SIMOA to parents</li> </ul> <p>12 Months</p>	<p>approaches and solution orientated meeting.</p> <p>SIMOA will be well embedded within the life and practice of the nursery.</p> <p>Children will feel safe secure and confident throughout the transitions of the day.</p>	
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
<p><b>Quality Framework</b> - 1.5 Effective Transitions, 4.1 Staff skills, knowledge, and values.</p> <p><b>Health and Care Standards</b> – 1.1,1.6,1.29,4.16,4.18,3.6,3.7,3.9,3.14</p> <p><b>The National Standards</b> – Sub Criteria 6.2, 4.1, 5.2</p> <p><i>Realising the Ambition</i> – 7.3, section 8</p>				

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<b>Priority 2: Family Partnerships</b>				
<p><b><u>NIF Priority (select from drop down menus)</u></b> Closing the attainment gap between the most and least disadvantaged children and young people <b><u>NIF Driver</u></b> School and ELC leadership Parent/carer involvement and engagement</p>	<p><b><u>SLC Priority (select from drop down menus)</u></b> <b>Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</b>  Ensure inclusion, equity and equality are at the heart of what we do</p>		<p><b><u>HGIOELC Qis (select from drop down menus)</u></b> 2.7 Partnership 2.5 Family learning Choose an item.</p>	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity and Time scale</b>	<b>Measures</b>	<b>ELC Lead</b>
<p>Through feedback and consultations with staff and parents. Parental involvement within the nursery was a common thread. Our aim is to work collectively and collaboratively to raise the attainment gap by involving parents in their children's learning. This is to ensure strong partnerships with parents/carers increase family engagement in children's development and</p>	<p>Our setting will value the contribution parents/carers and families make to children's learning. We will establish positive relationships that are fostered to support confidence and self-esteem within families.</p> <p>Family partnerships will be fully embedded within the value and aims of the service.</p> <p>There will be a range of experiences on offer to meet the needs of all families.</p>	<p><u>Woodland Warriors</u> – Children will participate in a 6-week block at the woods where they will participate in a range of experiences each week. Parents will attend of week 6 so observe the progress that the children have made. - <b>6 months</b></p> <p><u>Book bug sessions</u> – Children and families will participate in a 4-week block where they will be participating in a range of stories, puppets and story sacks developing talking and listening skills as well as turn taking. - <b>6 months</b></p>	<p><b>Key Tasks: Self-reflection</b> - Using reflection tools e.g., videos, reflection sheets &amp; peer assessments, will enable staff to develop their practice.</p> <p>More involvement from parents, carers, and families, leading to more confident happy children.</p> <p>Flexible open door system where parents feel confident and comfortable to spend more time within the nursery environment using the nursery meeting room on a regular basis.</p>	<p><i>All SMT</i></p> <p><i>All Staff team.</i></p> <p><i>Lead Coordinators</i></p>

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<p>learning and impacts positively on the progress children make</p>	<p>A positive impact on the children’s learning and development.</p> <p>As a result of our family learning programmes, families will have high aspirations as individuals and as a family. They will have a sense of achievement and successes will be recorded and celebrated.</p> <p>Practitioners work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances.</p>	<p><u>Gardening groups</u> – Gardening groups will run at periods though out the year where parents are free to pop in and help develop various areas within the nursery. <b>12 months</b></p> <p><u>Happy Harmonies-</u> A 6-week program where families and children participate in a music class developing listening and talking skills. - <b>6 months</b></p> <p><u>Stay and Play sessions</u> – Termly stay and play sessions where families are invited into the nursery to spend time playing alongside their child, having the opportunity to see all the learning which takes place within our nursery. - <b>6 months</b></p>	<p>Evaluations after each activity to measure the success of the sessions and if any changes are needed.</p>	
<b>Progress and Impact</b>			<b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b>	
<p>Quality Framework 1.4, 1.1 1.5</p> <p>Links to the Health and Social Care Standards 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23</p> <p>The National Standard for Early Learning and Childcare Providers Sub Criteria 5.1 , 5.2</p> <p>Realising the Ambition 3.4 5.4 8.7 section 9</p>				

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Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024

<b>Priority 3: Outdoor Learning</b>				
<b><u>NIF Priority (select from drop down menus)</u></b> Improvement in children and young people's health and wellbeing <b><u>NIF Driver</u></b> School and ELC leadership Teacher and practitioner professionalism	<b><u>SLC Priority (select from drop down menus)</u></b> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy  Choose an item.		<b><u>HGIOELC QIs (select from drop down menus)</u></b> 1.3 Leadership of change 2.3 Learning teaching and assessment Choose an item.	
<b>Rationale for strategic priority</b>	<b>Outcome (Intended impact)</b>	<b>Operational activity and Time Scale</b>	<b>Measures</b>	<b>ELC Lead</b>
<ul style="list-style-type: none"> <li>Through understanding the benefits out the outdoor learning environment and following on from last year's improvement plan we are continuing to drive forward a more robust outdoor learning environment. We have relooked at the layout of the playrooms ensuing we have a safe secure zone where children can independently get dressed for the outdoor learning environment and freely access the outdoor zone.</li> </ul>	<p>Continuous improvement will lead to more positive successes and achievements for all children are central to our planned implementation of strategies for improvement.</p> <p>All practitioners will feel confident to initiate well-informed change and share responsibility for the process of change.</p> <p>Children feel valued, safe, and secure. They are successful, confident, and responsible. Children contribute effectively to the</p>	<ul style="list-style-type: none"> <li>Involving families in our woodland warriors' program – 12 months</li> <li>STEM packs to promote planting and growing at home. 12 months</li> <li>Outdoor ambassadors to continue with outdoor training through EOLAS - 12 months.</li> <li>More valuable outdoor training for all practitioners. - 12 months</li> </ul>	<p><b>Key Tasks: Self-reflection</b> - Using reflection tools e.g., videos, reflection sheets &amp; peer assessments, will enable staff to develop their practice.</p> <p>Independent children scaffolding their own learning.</p> <p>Responsible citizens taking responsibility for looking after living things.</p> <p>The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p> <p>Children can talk about their learning and achievements with practitioners and peers.</p>	<p>SMT</p> <p>All Staff</p> <p>Outdoor Ambassador</p> <p>STEM Ambassador</p>

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	<p>setting and its community in purposeful and innovative ways. They enjoy and are actively involved in learning through spontaneous play opportunities, well-planned, purposeful play and through relevant real-life experiences. They are highly motivated and fully engaged by the range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors</p>	<ul style="list-style-type: none"> <li>• More meaningful resources to support investigation in the outdoor environment. - <b>12 months</b></li> <li>• Continue to promote independence in children leading their own learning. - <b>12 months</b></li> </ul>	<p>Practitioners, children, and parents/carers share and use a range of assessment information to improve learning and development, and to reflect on the quality of practice.</p>	
<p><b>Progress and Impact</b></p>			<p><b>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</b></p>	
<p>Quality Framework 1.4, 1.1 1.5 - 3.1 3.2</p> <p>Links to the Health and Social Care Standards 1.1 1.2 1.6 1.29 2.2 2.3 2.9 3.14 4.2 4.16 4.18 4.23 – 2.2 3.1 3.2 4.1 6.2</p> <p>The National Standard for Early Learning and Childcare Providers Sub Criteria 5.1 , 5.2 – Sub Criteria – 4.1 4.2</p> <p>Realising the Ambition 3.4 5.4 8.7 section 9 – Section 5,6,7,9</p>				

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**Maintenance Agenda**

Key actions	Relevant stakeholder involvement	Timeline for completion
Outdoor Training	<i>EOLAS</i>	<i>12 Months</i>
ACES Training	HON	6 Months