



**Early Years Quality Improvement Partnerships**

# **Annual Supporting Improvement Visit Report Year 2019 - 2020**

|                        |                              |
|------------------------|------------------------------|
| <b>PROVIDER:</b>       | <b>BURNTISLAND PLAYGROUP</b> |
| <b>EYQIP TEAM:</b>     | <b>ANNE THYNNE</b>           |
| <b>DATE OF REPORT:</b> | <b>21 JANUARY 2020</b>       |

### QI 1.3 : Leadership of change

#### Themes

- Developing a shared vision, values and aims relevant to the ELC setting and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

#### Descriptor

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvements change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children.

#### Challenge Questions:

- How effectively do we engage others in developing a shared vision and purpose for our setting and work?
- To what extent is our vision ambitious and challenging? How do we know?
- How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide?
- How effectively do we communicate our vision with children, families and partners? How successful are the approaches used to ensure that everyone has a say in shaping our future direction?
- What examples do we have of successfully nurturing creativity and promoting innovation?
- What examples do we have of practitioners successfully collaborating with one another through critical enquiry?
- In what ways are we maximising opportunities for practitioners to work and learn together?
- How do we know that our professional learning is making a difference for children and families? How effective are our approaches to planning for continuous improvement?
- What positive impact has our planning for continuous improvement had on outcomes for children and families?

### Major Strengths:

- There is a shared vision for the development of the setting based on the Improvement Plan.
- Staff have worked well together to make improvements to the outdoor area.
- With the support of the teacher, the manager has planned for staff to visit other settings to gather more knowledge and see good practice linked to the development of learning walls. This is beginning to have some impact on playroom practice.
- Staff have had opportunities to attend CPD courses to develop their skills and knowledge using learning walls. Staff should continue to develop learning walls as a method of further engaging children in their learning.
- The playgroup is engaging with a range of stakeholders to improve provision and to plan for the expansion of ELC within the setting.
- The manager is **visible**. She works on the floor, modelling practice and setting expectations.
- The manager is part of a working party with other local nurseries to ensure that transition to Primary 1 is well planned and consistent.
- Plans have been made to create a questionnaire to gather feedback from parents and carers around 1140 hours to ensure that the setting is meeting the needs of the community.

### Aspects for Development:

- Use self-evaluation more rigorously to plan for continuous improvement and reflect on the impact of developments.
- Continue to consider ways to successfully gather feedback from parents.

**QI 3.2 : Securing Children's Progress****Themes**

- Progress in communication, early language, mathematics and health and wellbeing
- Children's progress over time
- Overall quality of children's achievement
- Ensuring equity for all children

**Descriptor**

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success.

**Challenge Questions:**

- In what ways do we ensure children are making progress across all aspects of their learning and development?
- How do we ensure children understand their own progress in a meaningful way?
- Reflect on the current balance of adult and child-initiated learning experiences. Are both leading to progress? What could be improved?
- How effective are our approaches to tracking progress and achievement? What needs to improve?
- How effective are we at sharing children's progress with parents/carers?
- Do we truly value contributions and children's achievements from beyond the setting? Would parents/carers recognise their role in this?
- How well do we use and analyse information to improve outcomes for children and families? For example, data about 27/30-month reviews, developmental milestones and the levels of multiple deprivation in the areas in which our children and families live.



**Major Strengths:**

- The learning wall and interest table are positioned next to the door to give children an opportunity to share learning with their parents and carers.
- There is evidence of some enhancements to the core provision linked to the children's current interests.
- The environment is well organised with good quality resources. The outdoor area has recently been developed. Children were engaged in the learning experiences on offer.
- Children are able to access a variety of texts. The setting has ensured that there are opportunities to share books in many of the nursery areas.
- PLJs are available for children to access and there are regular opportunities for parents/carers to meet with keyworkers to discuss their child's progress.
- Staff record significant observations of learning in PLJs with progress of learning recorded using curricular tracking sheets. This enabling children's learning to be monitored and build on.

**Aspects for Development:**

- Continue working towards ensuring that there is a literacy and numeracy rich environment both indoors and outdoors. Particularly consider opportunities for children to mark make and have a purpose for developing early writing skills using real and imaginary contexts.
- Continue to develop staff's confidence in using learning walls and extending learning. Ensure that children are encouraged to engage with the learning wall, have opportunities to make decisions about their learning and can talk about their growing knowledge and skills.
- Continue to ensure that the language of learning and progression is used in PLJ observations to record children's achievement.



**Agreed Next Steps:**

Continue improvement journey set out in your improvement plan, considering strengths and areas for development highlighted during visit.

|                             |                    |
|-----------------------------|--------------------|
| Name of EYQIP team members: | <b>Anne Thynne</b> |
| Date:                       | <b>21/01/2020</b>  |

|                |                          |
|----------------|--------------------------|
| Signed off by: | <b>Stewart Westwater</b> |
| Date:          | <b>31/01/20</b>          |

