



Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Cleddens Early Years Centre
Head Teacher / Head of Centre	Isabel Bott
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale	
 VISION, VALUES AND AIMS TEMPLATE	 The Early Years Curriculum.docx

	Looking Forwards – 3 Year Improvement Plan Priorities		
	<small>Bullet point key priorities for the next 3 years</small>		
Session	2023/2024	2024/2025	2025/2026
Priority 1	Health and Wellbeing <ul style="list-style-type: none"> • Outdoor Learning Forest Kindergarten	Health and Wellbeing <ul style="list-style-type: none"> • Outdoor Learning Forest Kindergarten	Health and Wellbeing <ul style="list-style-type: none"> • Establish veg garden • Health eating Sustainability
Priority 2	Further develop family learning and partnerships with link primary schools	Expand family learning opportunities to involve the wider community	Intergenerational learning Links with older generation – families & wider community
Priority 3	Develop STEM and numeracy for all <ul style="list-style-type: none"> • Environment and resources • STEM 	Develop STEM and numeracy for all <ul style="list-style-type: none"> • Environment and resources • STEM 	Develop Curiosity, Creativity & Self-expression for all <ul style="list-style-type: none"> • Curiosity, Creativity & Self-expression • Froebel

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	<ul style="list-style-type: none"> Numeracy 	<ul style="list-style-type: none"> Numeracy 	
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Section 2: Improvement Priority 1	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 1	Heath & Wellbeing - Outdoor Learning and Forest Kindergarten
Person(s) Responsible	Head of Centre, Depute Head of Centre, Senior Early Years Workers, Outdoor Champions and outdoor working group Working with all staff, other professionals, outside agencies, Children and families

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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<p>Delete / copy as required</p> <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Placing the human rights and needs of every child 	<p>Delete / copy as required</p> <p>Curriculum and assessment Choose an item. Choose an item.</p>	<p>Delete / copy as required</p> <p>QI 3.3 Developing creativity and skills for life and learning QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion</p>	<p>Delete/copy as required</p> <p>1.3 play and learning 2.1 Quality of the setting for play and learning Choose an item.</p>	<p>Delete / copy as required</p> <p>Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child</p>
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and young person at the centre of education; Choose an item.				and young person at the centre of education Choose an item.
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Outdoor Champions (0-2, 2-3, 3-5 room) • Forest Kindergarten Leader (3-5) • Fund Raising • Woodwork (3-5) • Play on pedals (3-5) • Eco school • Sun safety 	<ul style="list-style-type: none"> • Accessing training • Portable storage for outdoor learning resources • Resources for Forest Kindergarten • Self-evaluation tools • Grants/fund raising • Networking groups both internal and council wide.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Outdoor Learning training for Champions • In-house training for all staff by champions • Visiting other centres • Professional reading • Outdoor learning team tile – sharing learning 	<ul style="list-style-type: none"> • Questionnaires • Learning Journals • Stay and play sessions • Family learning • Newsletter • Notice boards • Curriculum Evening

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<ul style="list-style-type: none"> Increased levels of well-being, positive behaviour and engagement will be observed in children during outdoor learning 	<ul style="list-style-type: none"> Outdoor Champions to be identified Outdoor champions to attend training sessions Champions to set up team tile to share resources and training Audit of outdoor resources Risk assessments reviewed to incorporate benefits risk assessment for children Introduce opportunities for 2-3 year olds to join 3-5 years in their garden 	<ul style="list-style-type: none"> Ferre Laevers Questionnaire for staff, children and parents Feedback from stay and play/workshops Learning journal observations Floor books Time sampling observation of use of outdoor space 	<ul style="list-style-type: none"> Oct 23 & Apr 24 Sept 23 Ongoing Ongoing Ongoing Nov 23, Jan 24, May 24 	

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<ul style="list-style-type: none"> All children will have daily free flow access to outdoor learning 	<ul style="list-style-type: none"> Outdoor Champions leading outdoor learning At least one door will be opened from 8-6 pm in 3-5 room Door will be opened in 2-3 room from 8-6pm Baby room children will have access to outdoor play one every morning and once every afternoon Outing to increase outdoor access 	<ul style="list-style-type: none"> Event sampling & time sampling observation Monitoring by senior staff to ensure doors are opened when required Outing forms Learning Journals Floor books Wall displays Children’s voice 	<ul style="list-style-type: none"> Sept 23, Jan 24, May 24 Daily to begin but increasing timescale once established Ongoing Ongoing Ongoing Ongoing Dec 23, Jun 24 	
<ul style="list-style-type: none"> Children will develop risk benefit awareness and responsibility for their safety while learning in an outdoor environment. They will be confident in making choices to extend their own learning using natural resources 	<ul style="list-style-type: none"> In house training for staff Area to be used for forest kindergarten identified and established. Resources gathered to take be used kindergarten Rules of forest kindergarten clearly explained to children Fire build training 	<ul style="list-style-type: none"> In house training delivered to staff Staff able to confidently establish the kindergarten area Feedback from staff Leaning journals Floor books Childrens voice Parents Questionnaires 	<ul style="list-style-type: none"> Oct 23 Nov 23 Jan 24 Mar 23 Mar 23, Mar 24, June 24 Mar 24 June 24 	

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and the environment	<ul style="list-style-type: none"> • Visit from forest ranger • Visits to other centres 			
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Section 2: Improvement Priority 2	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 2	Family learning and partnerships with link primary schools
Person(s) Responsible	Head of Centre, Depute Head of Centre, Senior Early Years Workers, Nursery Teacher, Family Champions and family involvement working parties Working with all staff, other professionals, outside agencies, Children and families

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
.Placing human rights and needs of every	Parent/carer involvement and engagement	QI 2.7 Partnerships QI 2.6 Transitions QI 2.5 Family Learning	1.4 Family engagement 1.5 effective transitions	Closing the attainment gap between the most and least disadvantaged

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child and young person at the centre of education • Closing the attainment gap between the most and least disadvantaged children and young people Choose an item.	School and ELC improvement Choose an item.			Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item.
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Opportunities for Leadership	Resource Requirements
Family Champion Families connect leader Workshop leads Stay and play leads Family fun leaders Link with schools	Specific resources for family connect Source staff training Triple P facts sheets Exchange box resources Workshop resources Other professionals such as Educational psychologist, speech and language, primary school

Professional Learning	Parental Engagement and Involvement
Family Champion networking Source training for families connect Visits to other Centres	Families Connect Coffee mornings Workshops Stay and play Curriculum evening Family fun events

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	Learning libraries Graduation Christmas sing a long Family stay and play Volunteers to help organise events Family fund raising
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Progress will be enhanced through a shared understanding of children’s interests and developmental needs.	<ul style="list-style-type: none"> Care plans and progress updates Further develop parents contributions to learning journal Curriculum evening 	Learning Journals, care plans, support for all, TAC , Questionnaires, parent consultations, curriculum evening	<ul style="list-style-type: none"> Ongoing care plan reviews Aug 23, Nov 23, Feb, May 23 	
Families will engage more in the daily life of the centre. Children will be settled, confident and share the home/nursery experiences	<ul style="list-style-type: none"> Stay and play Family workshops Families connect Triple P Drop in sessions Coffee mornings with guests 	Ferre laevers observations, general observations, planning, learning trackers, questionnaires, feedback. Learning journals, records of attendance at events, display,	Calendar of events Aug 23 Starting Sept 23 and ongoing	

Section 2: Improvement Priority 3	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 3	Develop STEM and numeracy for all
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with?

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
.Placing human rights and needs of every child and young person at the centre of education <ul style="list-style-type: none"> • Improvement in skills and sustained, positive school-leaver destinations for all young people; • Improvement in attainment, particularly in Literacy and Numeracy. 	Curriculum and assessment School and ELC improvement Choose an item.	QI 3.3 Developing creativity and skills for life and learning QI 3.2 Ensuring children's progress Choose an item.	1.3 play and learning 2.1 Quality of the setting for play and learning Choose an item.	Improvement in attainment in numeracy and Maths Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item.

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Numeracy Champions • Woodwork leads • Technology resource management • Science • Developing loose parts area • Block play 	<ul style="list-style-type: none"> • Accessing training • Natural resources to promote numeracy • Woodwork resources & storage • Self-evaluation tools • Grants/fund raising • Networking groups both internal and council wide.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Woodwork training in-house to other staff • Numeracy champion training • Science • Block play – Frobel training • Visits to other centres – EDC and beyond 	<ul style="list-style-type: none"> • Questionnaires • Learning Journals • Stay and play sessions • Family learning • Newsletter • Notice boards • Curriculum Evening • workshops

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	

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<p>Children will have more opportunities to engage in STEM with both indoor and outdoor leading to improved understanding and application of these skill across the curriculum</p>	<ul style="list-style-type: none"> • woodwork area further developed to ensure it is available to all children on a daily basis • children will have daily access to woodworking experiences • Visits by children to other centre to see woodwork in operation in a range of ways • Numeracy to be promoted in all areas of the playroom • Stem champions/leads team to be set up to share resources training knowledge and experience 	<ul style="list-style-type: none"> • learning journal • woodwork participate spreadsheet • feedback forms • children’s voice • planning • floor books • displays of woodwork items created • Observations 	<ul style="list-style-type: none"> • ongoing • ongoing • Dec 23 • Oct 23 • Ongoing • Ongoing • Oct 23 • Sept 23, Feb 24 	
<p>Engagement in numeracy experiences for all children will increase throughout the centre</p>	<ul style="list-style-type: none"> • Numeracy champions will support the delivery of numeracy in all areas • Numeracy champion to attend training 	<ul style="list-style-type: none"> • Maths recovery • Learning journals • Planning • Floorbooks • Tracking & monitoring 	<ul style="list-style-type: none"> • Oct 23, Jan24 • Ongoing • Ongoing • Ongoing • Ongoing • Sept 23 	

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	<ul style="list-style-type: none"> • More loose parts resources to support numeracy • Audit of environment for supporting numeracy • 30 days wild – Math week Scotland (Sept 23) • Block play 	<ul style="list-style-type: none"> • Children questionnaire (30 days wild) 		
Children will develop an interest in science and be able to share their learning	<ul style="list-style-type: none"> • Home links • Science area within 3-5 playroom • Develop staff skills through professional reading, National STEM network • Science champion to be identified • Visit to high school 	<ul style="list-style-type: none"> • Learning journals • Planning • Floorbooks • Tracking and monitoring • Feedback • displays 	Feb 24	

East Dunbartonshire: Education Service
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