


Framework for Centre Improvement Planning 2024/2025

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
Include links to these documents.  Visiona, Values & Aims Working Docu

	Looking Forwards – 3 Year Improvement Plan Priorities		
	<small>Bullet point key priorities for the next 3 years</small>		
Session	2024/2025	2025/2026	2026/2027
Priority 1	Communication	Social media to support communication with families	Numeracy rich environment
Priority 2	Quality of learning experience	UNCRC- Bronze Accreditation	ECO- Schools- Green Flag
Priority 3	Leadership of learning	Forest Kindergarten	Forest Kindergarten

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Section 2: Improvement Priority 1	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 1	Communication
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Isabel Bott, Adele Loughran & Michelle Baxter work with all staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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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 Choose an item. Choose an item.	Parent/carer engagement and family learning School and ELC improvement Choose an item.	QI 1.4 Leadership and Management of practitioners QI 2.7 Partnerships QI 2.6 Transitions	1.5 effective transitions 1.4 Family engagement Choose an item.	Placing the human needs and rights of every child and young person at the centre of education Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Family Learning and engagement working group Zone/Room advocates 	<ul style="list-style-type: none"> Notice boards Communication books Learning Journals

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Training on use of sway for newsletters • Website • Learning Journals 	<ul style="list-style-type: none"> • Questionnaires • Family participation events • Learning Journals • Engagement in self-evaluation of the centre • Workshops • Parental input buttons on Learning Journals • Enrolment days • Care plan reviews

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?	
Transition for home to nursery will be smoother and therefore improving children’s wellbeing	<ul style="list-style-type: none"> • All 3-5 parents/carers invited to enrolment day and open the month before the child’s start date • Care plans completed by parents prior to open day • All new under 3’s parents invited to enrolment and visit 	<ul style="list-style-type: none"> • Parent feedback • Learning Journals • SFA meetings • Observations • Staff Questionnaires • Holistic tracker • Support for all meetings 	<ul style="list-style-type: none"> • Aug 24 • Aug 24 • Sept 24 	

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	<p>prior to arrangement of settling days</p> <ul style="list-style-type: none"> • All under 3's care plans completed prior to settling • Robust system for sharing information on new starts • Latest newsletters, holiday dates and family event calendar shared at open day/1st visits • Enrolment packs to be prepared in advance for 0-2, 2-3 & 3-5 rooms • Notice boards for each keyworker group in 3-5 room, 2-3 room & 0-2 room to share information of staff shifts, annual leave etc with families • Staffing booklet for 3-5 room and 2-3 room shared with parents when there are any staffing updates 		<ul style="list-style-type: none"> • Sept 24 • Sept 24 • Sept 24 • Aug 24 • Aug 24 • Implement Aug 24 – ongoing reviews 	
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<p>Children will feel safe & secure in their environment and with staff who are supporting them</p>	<ul style="list-style-type: none"> • Regular staff meetings for sharing of information • Zone/room meeting to ensure children’s needs are being met • Zone room communication books too support information sharing with all staff • Drop off and collection communication book (3-5 room) and named staff to support drop off and collection • Parents entering room to collect children Under 3’s • Implementation and sharing of nurture principles with parents 	<ul style="list-style-type: none"> • Minutes of meeting • Communication books • Staff rotas • Newsletters • Displays • Group call • Learning Journals 	<ul style="list-style-type: none"> • Implement Aug 24 – monthly minutes • Implement August 24-monthly • Monthly reviews • Sept 24 • Dec 24 	
<p>Improved partnerships and communication with parents will improve outcomes for children</p>	<ul style="list-style-type: none"> • Review vision, values and aims • Regular newsletters new friendlier format 	<ul style="list-style-type: none"> • Parent questionnaires • Staff questionnaires • Learning Journals • Next steps 	<p>Sept 24</p> <p>Every 2 months minimum</p>	

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<p>learning and development in all areas of the curriculum</p>	<ul style="list-style-type: none"> • Child’s voice in newsletter • Learning Journals messages • Group call messenger • 6 monthly meetings with parents/carers • Weekly stories of group time activities shared with parents • Parent/staff groups to support planning of family events such as Christmas sing a long and family learning events • Twitter 	<ul style="list-style-type: none"> • TAC meeting minutes • SFA meeting records • Holistic tracker • Care plan reviews • Personal learning plans • Overview tracker for care reviews 	<p>As required</p> <p>As required</p> <p>As required</p> <p>Nov 24</p> <p>Dec 24</p>	
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Section 2: Improvement Priority 2	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 2	Quality of Learning Experiences
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? SLT, Seniors, Equity & excellence lead All staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in children and young people’s health and wellbeing; Choose an item.	Curriculum and assessment School and ELC improvement Choose an item.	QI 3.1 Ensuring wellbeing, equality & inclusion QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	1.3 play and learning 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities Choose an item.	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people’s mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements
Resource management group Froebel working group	New resources for all areas

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Professional Learning	Parental Engagement and Involvement
Language and communication-supporting every learner Friday Froebelian Friends LCFE Nurture	Fund raising Recycling Parent helpers in garden

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?	
Safe, clean and engaging learning environment will support children well-being and ensure they are provided with challenge and support relevant to the needs and interests	<ul style="list-style-type: none"> All areas will be well resourced with age and stage appropriate resources Regular audits to be carried out by all staff to ensure continuous provision is maintained Children to be consulted about 	<ul style="list-style-type: none"> Continued monitor of environment and required maintenance and repairs Regular monitor of environment by SEYW Cleaning schedules Floorbooks, displays, learning journals 	<ul style="list-style-type: none"> From Aug 24 - Monthly From Aug 24 – Daily Aug 24 Oct 24 	

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	changes to the environment and resources			
Children are motivated, engaged, supported and challenged in all aspects of their learning	<ul style="list-style-type: none"> • Play provocations professional reading • Visits to other centre form sharing of good practice • Sharing good practice with other EYC in EDC and beyond • Staff newsletter for sharing good practice and new learning from training attended 	<ul style="list-style-type: none"> • Displays • Learning Journals • Floor books • Feedback form parents • SFA meeting • Personal learning plans • Staff 	Ongoing Monthly check ins	
The health and wellbeing needs of all children are support by confident and trained staff	<ul style="list-style-type: none"> • Health needs training opportunities • Parents sharing knowledge of health needs • Wellbeing assessments will be used to support children learning and development through SFA and TAC 	<ul style="list-style-type: none"> • Health care plans • Staff's comments on how they feel with knowledge on health care plans • Monthly reviews on medication and health needs in centre. 	Monthly from Aug 24	

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	communication and language development for children.			
Children’s learning will be enhanced through consideration of the pace of the day and daily routines	<ul style="list-style-type: none"> Daily routines in all playroom will be regularly reviewed to ensure they are providing the children with a balance of challenging experience, outdoor learning and opportunities for rest and relaxation 	<ul style="list-style-type: none"> Observations of children Feedback for parents Child’s voice 	Termly	

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Section 2: Improvement Priority 3	
Early Years Centre	Cleddens Early Years Centre
Improvement Priority 3	Leadership of Learning
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? SLT, Seniors, Equity & excellence lead All staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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 • Improvement in children and young people’s health and wellbeing; Choose an item.	Teacher and Practitioner professionalism School and ELC improvement Choose an item.	QI 1.1 Self evaluation for self improvement QI 1.4 Leadership and Management of practitioners QI 3.2 Ensuring children's progress	2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led 3.3 Leadership and management of staff and resources	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Choose an item.

Opportunities for Leadership	Resource Requirements
Peer observation Planning working group Mentoring	Annual monitoring & self-evaluation calendar Learning walk paperwork Peer observation paperwork HGIOELCC CI Quality Framework

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Professional Learning	Parental Engagement and Involvement
Access to staff training through Professional learning calendar Opportunities for professional reading Professional reading station	Parent child workshops Curriculum evening Stay and play events Parent learning journal updates Our improvement journey display Questionnaires Feedback from events

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?	
Children’s well-being and development will be supported by staff who are well trained, knowledgeable and professional	Mentors used to support new staff and students Staff working groups to support and develop leadership skills Peer supports and observations Professional reading Monitoring calendar	Peer observations SLT learning walks PDRS Training records Monitoring records SLT Learning walks	Oct 24 Jan 25 May 2025	

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	<p>Training opportunities Professional reading station</p>			
<p>Children learning and progress will be recorded and any concerns identified and addressed timely.</p>	<p>Holistic tracker Progress meetings Personal learning plans and reviews Support for all meeting progress update meetings Action plans</p>	<p>Learning journals Support for all minutes TAC Meetings Ferre Laevers observations</p>	<p>Oct 24 Then termly</p>	
<p>Continuous improvement will ensure all children have continued access to high quality learning</p>	<p>Self-evaluation calendar Monthly self-evaluation opportunities Parent involvement in centre self-evaluation Children involved in self-evaluation Improvement wall display for parents to share progress and feedback from questionnaires</p>	<p>Self-evaluation records. Improvement wall "you said – we did"</p>	<p>Monthly check ins</p>	
<p>Management will support all staff to continue to increase their knowledge and experience which will support high quality learning experiences for</p>	<p>Visits to arranged to allow sharing of good practice with the local authority and further afield. Management & Senior LPG's</p>	<p>Floorbook for staff to share learning from visits and opportunities to share at staff meetings</p>	<p>ongoing Termly</p>	

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children ensuring they reach their full potential	Work group leadership opportunities PDR's	PDSA & Floorbooks PDR paperwork	Dec 24 Termly	
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