|  |
| --- |
| **CENTRE PRIORITY 1:** Curriculum  **Q.I: 5.1** |
|  |
| **TARGET : To use a monitoring tool to evaluate learning within the centre to ensure a high quality ELCC provision.**  | **EXPECTED IMPACT / BENEFITS : Manager and staff work together to evaluate learning using a tool which is based on dialogue and development. This will support practitioners to take ownership of their own development and build capacity in the staff team around CfE, leading to better outcomes for children.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **Timescale** | **Personnel**  | **Resource** **Implications** |
| 1. Introduce monitoring tool to staff and discuss how it will work in our setting2. Agree initial focus with staff members3. Include as standing item for discussion at staff meetings4. Monitor and Evaluate5. Staff training on floor books and curriculum. | August In-service daysAugust 2015 September 2015 and monthly ongoingOngoing at weekly staff meeting.August 2015 onwards | Centre Manager Centre ManagerCentre ManagerCentre ManagerCentre Manager  | All staffAll staffAll staffAll staffAll staff | Staff timeIdentified documentationEarly Years Training Programme. |
| **Monitoring and evaluation process :** Observation of children engaged in activities in and beyond the playroom. Discussion with children on the quality of their learning experience. Staff can confidently discuss and evidence the 4 capacities, 7 principles and the 4 contexts for learning.**Evidence:** | **Evidence :** Observations, quotes from staff and children, Photographs, engagement and involvement of the children.**Impact: (on the outcomes for children)**  |
| **CENTRE PRIORITY 2: Self-Evaluation Q.I: 5.9 & 9.4** |
| **TARGET :** 1. Evaluate where we are in relation to Building the Ambition
2. Explore ways of involving parents and the community in self-evaluation activities.
 | **EXPECTED IMPACT / BENEFITS :** 1.The team will be confident in their knowledge of what is best practice in creating a caring, nurturing setting for babies, toddlers and young children especially in relation to wellbeing, communication and creativity and we will be able to identify areas we need to improve on.2.Parents and Carers will play a greater part in identifying our strengths and what we need to work harder at. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **Timescale** | **Personnel**  | **Resource** **Implications** |
| 1. Each section of the guidance will be read, reviewed and discussed at monthly staff meetings. 2. Review vision, values and aims with parents and children via facebook asking the following questions: In one word what does SYFG mean to you?What does it feel like to be part of our centre?What do you like best about SYFG?What is the most important thing about our setting to you as a parent?What is the most important thing about our setting to your child?What is the most important thing our staff can do for your children?What are your hopes for your child when he/she comes to SYFG? | August 2015 and ongoingWeekly discussions, using evaluation documents.September/ October 2015  | Centre ManagerCentre Manager | All staffAll staffParents/CarersPartner Agencies | Time, reprographic costsTime |

|  |  |
| --- | --- |
| **Monitoring and evaluation process :** Monitoring of forward planning and playroom practice shows that staff are identifying more closely what we want children to learn and how best children learn and the range of learning opportunities is enhanced; questionnaires/discussion with staff, parents, partner agencies and children.**EVIDENCE:**Evaluation documents. | **Evidence :** 1. Minutes of staff meetings; Supervision reviews.2.Responses to Vision, Value and Aims questions.**IMPACT:** |

|  |
| --- |
| **CENTRE PRIORITY 3:** Family Engagement **Q.I.s: 2.1, 2.2, 4.1 & 9.3** |
|  |
| **TARGET :**  To research and explore innovative ways of involving parents as equal partners in their children’s learning & development. | **IMPACT / BENEFITS :**  We know from research that the best outcomes for children will be when parents are involved in their child’s learning from the earliest age and they are given opportunities to help support their children’s learning and development .  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **Timescale** | **Personnel**  | **Resource** **Implications** |
| 1. Identify and attend Nancy McGrath Course-Engaging Fmilies to maximise children’s learning.
2. Cascade key ideas to the staff team
3. Identify staff who would like to take a leadership role in the following:

a) PATHS – parental involvement b) Grandparents involvement – intergenerational work c) Parental involvement in learning  d) under 3 s – staff member/s responsiblee) 3-5 - staff member/s responsible1. Support staff by signposting to certain links/resources to assist in their tasks for example –

Play @ HomePlay, Talk, ReadBookbugFacebookMake use of shared practice opportunities- visiting other establishments to learn new strategies. | August 2015 Sept/Oct 2015Linked to task 2 and ongoing through 2015/16-Gillian/Jenna-Claire and Rachael-Aileen/AnitaRachaelParent engagement on achievement wallCheck timescale from Early Years Team. | Centre ManagerCentre ManagerCentre Manager Centre ManagerCentre Manager | All staffAll staffAll staffAll staff | Course costs, transport costs, cover costsTimeTimeStaff time/trainingStaff time |

|  |  |
| --- | --- |
| **Monitoring and evaluation process :** Playroom monitoring, Monitoring of forward planning; questionnaires/discussion with staff, parents, children and partners will ensure our understanding of how young children learn is better understood and practised by all, including practitioners, parents, the wider education community and adapted to supporting our children's learning more effectively.**EVIDENCE:**Views via Social mediaParents open eveningDisplaying the importance of play both online and in the centreDisplays on sharing walls.**IMPACT:** | **Evidence :** Forward planning, children’s work samples, minutes of staff meetings; playroom displays, questionnaires/discussions. |

|  |
| --- |
| **CENTRE PRIORITY :** Developmental Milestones **Q.I: 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8** |
|  |
| **TARGET :**  To meet stretch aim in workstream3 “Detailed Aim: 90% of all Children within each CPP have reached all of the expected developmental milestones at the time the child starts primary school.” | **EXPECTED IMPACT / BENEFITS :**  Staff to be tuned in to where children are developmentally, early identification of delay, identify resource, support , plan, encourage development and implement strategies to assist development. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Tasks** | **Timescale** | **Personnel**  | **Resource** **Implications** |
| Introduce the Developmental Milestones tools to st aff.Introduce tool to parents.Start to observe the children’s progress.Review Observations at weekly staff meetings.Plan next steps as where necessary for appropriate children.If necessary contact external agencies for support.Review the implementation process and impact. | August 2015August 2015August 2015August 2015Ongoing from Aug 15.Ongoing from Aug 15.Ongoing from Aug 15. | ManagerManagerAll staffAll staffKey workerKey worker and managerStaff and parents. |  | Staff training, Milestone toolkitsParent booklets from the authorityAll staff to have adequate tooklitsUse social media and suggestion box, speak to parents and staff regularly. |

**Monitoring and Evaluating Processes:**

Staff ca evidence the child’s developmental stage and plan support appropriately,

**Evidence:**

SHANARRI wall in the hall has the targeted milestone highlighted

Parents booklet.

Developmental Milestone toolkits to go in PLP

Evidence:

SHANARRI wall in the hall has the targeted milestone highlighted

Parents have received their parents booklet and covering letter asking for feedback

Documents have been placed in the child’s PLP and outcomes are dated when observed.

Impact: