

# ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP 2024 / 2025



LETHAM  
NURSERY CLASS



Courage

Relationships

Relevance

Values

# Letham Nursery Our Vision



We want our Little Acorns grow to be a Mighty Oak. We will create a nurturing, environment which promotes enquiry, creativity, curiosity to ensure each child flourishes.

Dream, Inspire, Grow



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# Letham Nursery Our Values and Aims



## Belonging

*In our nursery we embrace uniqueness. We want everyone to have a feeling of security, of being supported and valued. We want everyone to have a sense of acceptance, inclusion and belonging.*

## Kindness

*In our nursery we encourage everyone to be considerate, generous, and helpful towards others. We also want everyone to be kind to themselves and be proud of their achievements within nursery and their wider environment.*

## Respect

*In our nursery we strive to accept other's for their uniqueness. We want everyone to respect other people, their property, the environment and know that they are responsible for themselves and others.*

## Creativity

*In our nursery we inspire everyone to use and develop their skills and abilities to produce work that is original. We want to ensure everyone has the opportunity to show enquiry, creativity and curiosity..*

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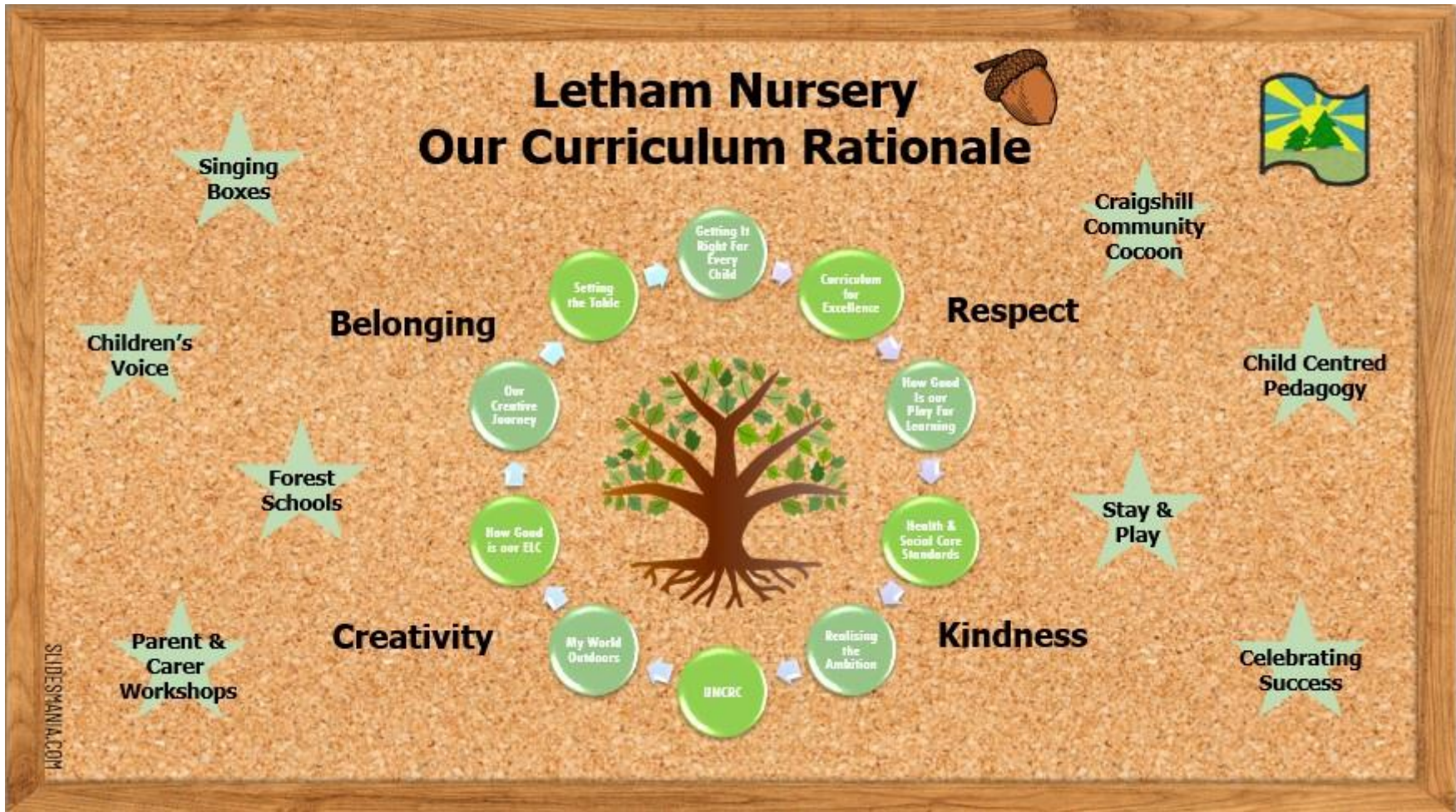
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Letham ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC, QFDCCSA*, CNH&SCS,	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All children will have opportunities to explore emotions through focused learning experiences throughout the ELC.</p> <p>Further development of children and families understanding of positive relationship policy including wellbeing indicators and their basic rights at nursery, home and in the wider community through the use of national frameworks.</p>	<p>3.1 2.1 2.3</p>	<p>Continue to provide meaningful, rich experiences to all children both indoors and out.</p> <p>Provide a seamless transition for new children settling at Letham Nursery, using 'The Colour Monster' to support this.</p> <p>Effective communication used between all staff to ensure a continuous child-focused approach.</p> <p>Continue to embed 'Getting It Right for Every Child' framework through a clear focus on well-being indicators and linked story.</p> <p>Provide stall at positive relationships policy workshop to further families understanding, focusing on well-being indicators.</p> <p>Nursery to continue to promote 'well-being character of the month' as we highlight this through our monthly sway, GIRFEC display and indicator focused lanyards.</p> <p>Consultative and daily planning to reflect the interest of the child, capturing child's voice and continuing their learning journey through the use of next steps, observations and floor books.</p> <p>Fully embed Forest School approach to improve the quality and quantity of all children's learning and overall well-being.</p> <p>Calm, quiet spaces are created for all children to explore, relax and regulate. <b>Dec 2024 - Regulation room being created to support well being and regulation within the setting.</b></p>	<p>Ongoing</p> <p>October 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>August 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2024</p> <p>Ongoing</p>	<p>Data from WL Measuring Time Outdoors audit tool.</p> <p>Learners are able to talk confidently about who can help and support them when/if required.</p> <p>Weekly staff meetings evidenced with minutes to ensure ongoing communication.</p> <p>Some children demonstrate understanding of well-being indicators through the consultative planning process.</p> <p>H&amp;WB tracker data provides staff with evidence to provide clear next steps for learning experiences.</p>



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<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>All learners will receive well planned experiences to support development of literacy and numeracy.</p> <p>ELC will focus on WL tracker statements and collate data to ensure focused, rich learning experiences for all children.</p>	<p>2.2 2.3 2.4 2.5 2.7 1.2 3.3</p>	<p>Continue to use progression pathways and WL Trackers to plan for next steps in learning experiences.</p> <p>Provide appropriate activities, resources and learning experiences to develop phonological awareness and number sequences 0-10 forward and back.</p> <ul style="list-style-type: none"> <li>- <b>Key workers are continuing working with their key groups to focus on literacy and numeracy based trackers to promote attainment in learning.</b></li> </ul> <p>Continue Big Bedtime Read, involving our children and families to support literacy development. – <b>Parents contacted and re-setting up packs to give out in January 2025.</b></p> <p>Continue to embed Word Boost within the nursery.</p> <p>Use of digital technologies to support the targeted learning and experiences linked to literacy and numeracy.</p> <p>Provide Book bug sessions for children and our families, focusing on literacy development.</p> <p>20 set nursery rhymes. These will be recorded by staff and one will be attached to our weekly Sway to build on literacy development.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>October 2024</p> <p>Ongoing</p> <p>November 2024</p> <p>October 2024</p> <p>Ongoing</p>	<p>Most staff are familiar with the use of WL Tracker data to collect information and use this to inform their practice and plan for next steps.</p> <p>Big Bedtime Read data showing an increase of reading at home for some families.</p> <p>Learners experiences in literacy and numeracy provide support and challenge, based on their age and stage of development.</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Focused and targeted interventions relating to literacy and numeracy to ensure progress for individual identified children.</p>	<p>2.2 2.3 2.4 2.5 2.7 1.2</p>	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p>		<p>Documented in PEF Plan</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p>	<p>3.3 2.2</p>	<p>Children have free-flow access which allows them to join in with quality, rich play experiences both indoors and out.</p>	<p>Ongoing</p>	<p>Children are observed to be more confident in managing and assessing their own risk through play. Some children can talk about their learning and plan for next steps.</p>



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<p>All learners will have the opportunity to explore the wider environment to promote the holistic development of all, fostering resilient, confident, independent and creative learners</p>		<p>Delivering ELC workforce provision, providing children with opportunities to develop skills for life and work.</p> <p>Provide 'skills for life' experiences for our families. Involving our parents and families with opportunities to 'stay &amp; play' and regularly join in with their child's nursery experiences.</p> <p>Embed 'Passport of Experiences' for all of our learners. Providing a focused map of experiences that our children will tick off throughout the year.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Microsoft Forms used to collate feedback from families.</p>
<p><b>Embed How Good Is Our Play For Learning framework to support children and staff:</b></p> <p>Through the use of HGIOPFL, staff will ensure a quality learning experience for all children as they use this framework to monitor their own practice and that of others.</p>	<p>1.1 1.2 2.2 3.1</p>	<p>Continue to use floor books, consultative and daily planning to collate child's voice, plan for next steps.</p> <p>Continue to use HGIOPFL audit tool which allows support staff to self-evaluate their own practice and the environment around them.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Most staff are confident in using HGIOPFL audit tools to show the progression in their practice and the nursery environment, focusing on child-led, adult-initiated and adult-led experiences.</p>
<p><b>Inclusion of ELC families throughout their child's nursery journey:</b></p> <p>All families will be provided the opportunity to involve themselves with experiences within the nursery throughout each term, including themselves in discussions relating to their child's overall nursery experience.</p>	<p>2.5</p>	<p>Continue to offer 'Stay and Play' sessions for families to join in with their child's daily learning experiences.</p> <p>Offer 'Nursery Natter', collating parents voice and ensuring regular communication between nursery and families. – <b>Now beginning January 2025</b></p> <p>Continue to communicate regularly through our monthly &amp; weekly sway, sharing children's learning, dates for the diary and other key information.</p> <p>Continue to encourage parent helpers within our nursery to support the running of 'Big Bedtime Read', 'Planting and Growing' and 'Craigshill Cocoon'.</p>	<p>Ongoing</p> <p>October 2024</p> <p>Ongoing</p> <p>October 2024</p>	<p>Feedback collated through Microsoft forms, general discussion at pick up/drop off, parents consultations and Seesaw which allow staff to plan for future experiences.</p>

\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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