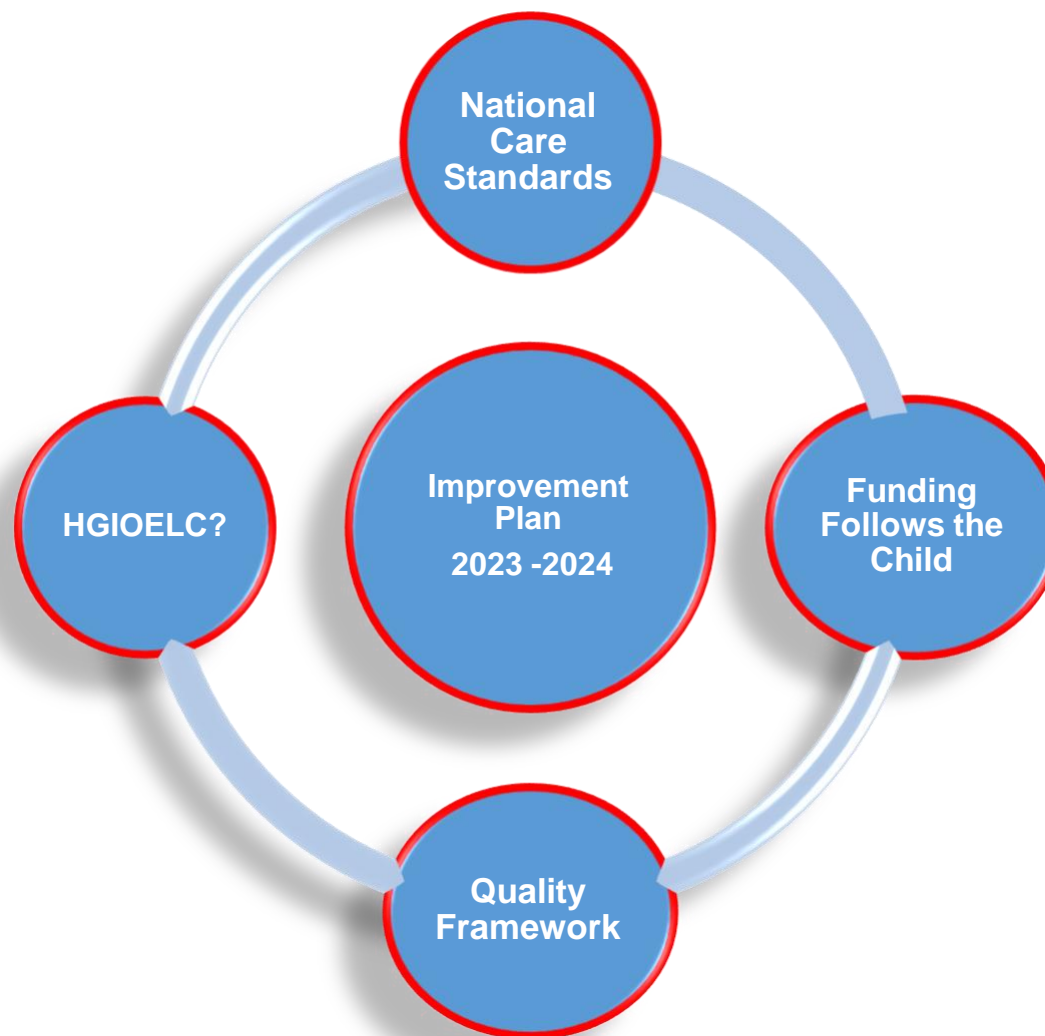




**Falkirk Council**  
*Children's Services*

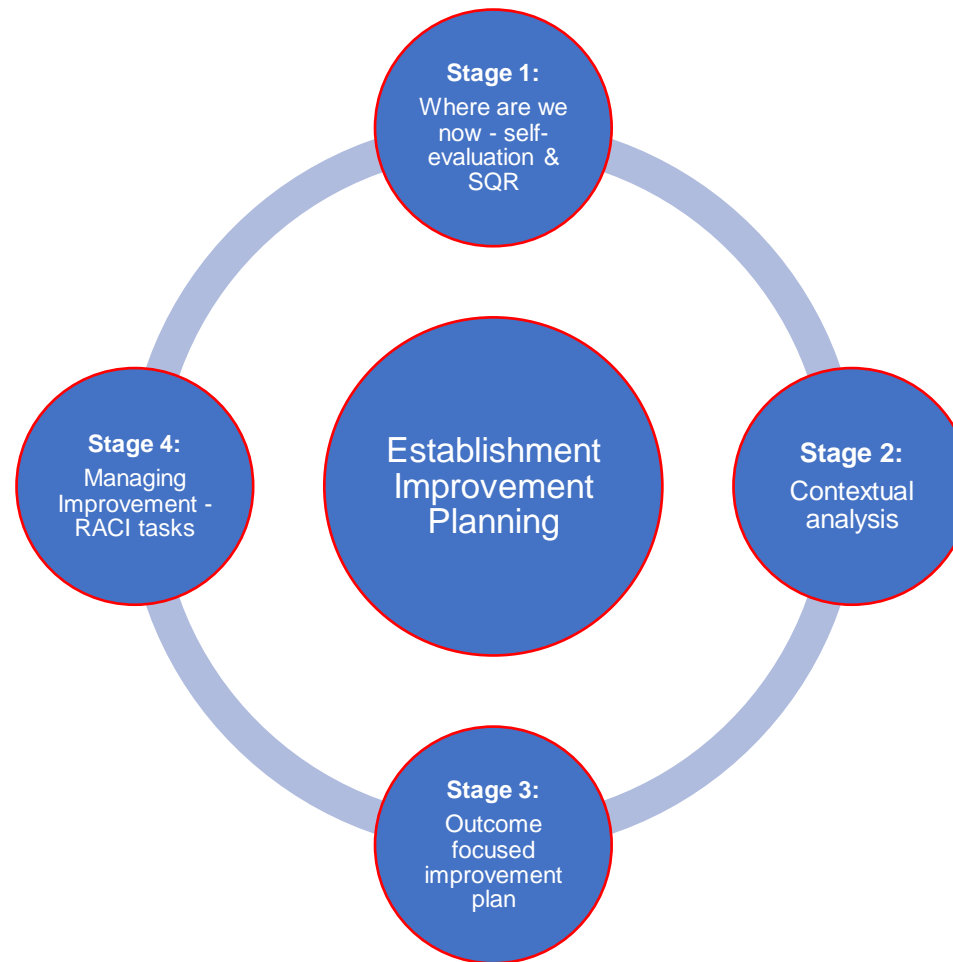
Establishment Name:

**Tiptoes Children's Nursery Ltd**




# Falkirk Council Children's Services

## Establishment Improvement Planning Cycle



**Contextual factors**

Tiptoes Nursery is a prosperous nursery, based in the heart of Stenhousemuir providing Early Learning and Childcare for children between the ages from 3 months to five years. We offer flexible hours from 7.30am till 6pm over 51 weeks of the year, providing both term time and full year placements. We also work in partnership with Falkirk Council to provide Council funded sessions for children aged 3-5 years through allocation. Our families are primarily based locally in Kinnaird, Larbert and Stenhousemuir. We are registered to cater for 66 children at any one time and currently have 98 children on roll.

<b>Community Demographic: People</b>		<b>Geographical and economic influences: Place</b>	
<p><b>Our staff</b></p> <ul style="list-style-type: none"> <li>Registered Nursery Manager: Megan Farrell</li> <li>Registered Deputy Manager: Michelle Hammer</li> <li>SEYP: 4</li> <li>EYP'S: 14</li> <li>MA'S: 2</li> </ul> <p>3 staff who currently hold their BA. Staff working towards a higher qualification: 4</p>	<p><b>Our children and families</b></p> <ul style="list-style-type: none"> <li>Registered for 66 children at any one time with 98 children on roll.</li> <li>38 children on the roll are in the 3-5 room.</li> <li>48 Boys &amp; 52 Girls on roll</li> <li>Children with ASN: 2</li> <li>Children with EAL: 3</li> <li>Deferred children: 1</li> <li>No. of children involved with Care Group: 0</li> <li>SIMD:</li> </ul>	<p><b>Partners</b></p> <ul style="list-style-type: none"> <li>Collaborative work as part of Larbert cluster</li> <li>Cluster support EY Central Team</li> <li>Educational Psychologist</li> <li>Local Food Bank</li> <li>Pedagogues</li> <li>Parents</li> <li>New Carron Court Nursing Home</li> <li>SALT</li> <li>Health Visitors</li> <li>Social Work</li> </ul>	<p><b>Amenities</b></p> <ul style="list-style-type: none"> <li>Wooded area. (Edge of Larbert High School)</li> <li>Play Park (5 min walk)</li> <li>Local Library (5 min walk)</li> <li>Local shops and café (5 min walk)</li> <li>Forest Area (15 min walk)</li> <li>Nursery Allotments (15 min walk)</li> <li>Charity Shops (10 min walk)</li> <li>Food Bank (5 min walk)</li> <li>Clothing Bank (5 min walk)</li> </ul>
<b>Attendance</b>		<b>National &amp; Local Expectations</b>	
<ul style="list-style-type: none"> <li>We offer flexible session times and offer availability for ad-hoc sessions which allows existing parents to feel supported daily.</li> <li>Overall attendance rate of 85% from August 2022 to present.</li> <li>Management and senior staff liaise with colleagues in health and social work about children's attendance if there is involvement from their service.</li> </ul>			
		<b>Parental Engagement (in learning)</b>	
		<ul style="list-style-type: none"> <li>Parents are very supportive of the nursery and engage well in children's Learning Journals.</li> <li>100% of Parents completed WMTM paperwork.</li> <li>We use Microsoft forms to gather parents' feedback on our service and ways that we can improve.</li> <li>Created a new Instagram account to involve parents and potential new families of our improvements.</li> <li>100% of Parents attend Personal Plan and tracking of learning visits.</li> <li>The nursery offers Stay &amp; Play sessions all year round for all families to engage in children's learning.</li> </ul> <p>Parents attend themed family outdoor walks to support their child's learning.</p>	
<b>Attainment</b>		<b>Achievement</b>	
<ul style="list-style-type: none"> <li>Leuven Scales is used to monitor each child's learning and engagement on a daily basis, and recorded in planning records across the setting.</li> <li>Children's progression is tracked using learning journals, and 76% of children are making good progress in Health and Wellbeing.</li> <li>Tracking information shows that 75% of children are making progression through completed next steps.</li> <li>Tracking data shows gaps in staff's understanding of intentional planning.</li> </ul>		<ul style="list-style-type: none"> <li>We continue to promote leadership at all levels through a variety of leadership opportunities. (New Champions, BA's and Level 4 students)</li> <li>All staff contribute to the Local community and encourage families to do so too through home links.</li> <li>After an unannounced Care Inspectorate Inspection visit in June 2023, we were graded Good for the 4 Quality Indicators that were inspected.</li> <li>Child Led planning in all playrooms.</li> <li>The setting have gained their Eco Schools Flag by being green.</li> </ul>	
		<b>Priorities for 23/24</b>	
		<p><b>Priority 1</b> – Planning for a Child Centred Pedagogue</p> <p><b>Priority 2</b> – Promoting Leadership and responsibility at all Levels, through a variety of leadership opportunities.</p>	

**Priority One: Planning for a Child Centred Pedagogy**

National Priority:	<ul style="list-style-type: none"> <li>- Placing the human rights and needs of every child and young person at the centre of education</li> <li>- Improvement in children and young people’s health and wellbeing</li> <li>- Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>- Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>- Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	Local priority:	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Core quality provision</li> <li>- Effective Transition</li> <li>- Partnerships</li> </ul>
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What needs to improve?	How do we know?	Steps to be taken to achieve improvement	By whom?	By when?
Our current Visions, Values and Aims.	These are not in line with current thinking & Practice	The nursery setting will set out new Visions, Values and Aims in line with new approaches and include our current families, staff and children’s input.	All staff	August 2023
Quality of understanding child centred approach and planning for children’s learning.	Through monitoring and self-evaluation, the quality of planning, observational practice and next steps, areas for improvement were identified.	Develop staff knowledge through training around responsive and intentional planning and have learning opportunities available to the staff team across the curriculum.  The setting will work with our new nursery Pedagogue Claudette, to extend their knowledge across the curriculum.	SMT	On-going
Consistent approach to enabling environments for children.	Monitoring of environments and resources, identified improvements and refurbishments needed.	Support the staff team to create enabling environments which spark curiosity, creativity and enquiry. Learning spaces should offer children the opportunity to develop life skills, explore challenges and assess their own risks.	All staff	On-going
The recording of personal plans and how to use this information accordingly, to support both individual children and family needs.	Information recorded in current personal plans and What Matters to Me forms, lacks detail and is not being used effectively throughout children’s time at nursery.	Collate both parents and staff feedback around working documents, and develop these to support children’s routines and developmental needs.	All staff	December 2023

Evaluation & Progress RAG	Period 1	Period 2	Period 3

**Priority Two: Promoting Leadership and responsibility at all Levels, through a variety of leadership opportunities.**

National Priority:	<ul style="list-style-type: none"> <li>- Placing the human rights and needs of every child and young person at the centre of education</li> <li>- Improvement in children and young people's health and wellbeing</li> <li>- Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>- Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>- Improvement in attainment, particularly in literacy and numeracy.</li> </ul>	Local priority:	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Core quality provision</li> <li>- Effective Transition</li> <li>- Partnerships</li> </ul>
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What needs to improve?	How do we know?	Steps to be taken to achieve improvement	By whom?	By when?
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Increase all staff teams knowledge and skills around the understanding and implementation of their roles and responsibilities.	Through observations and discussions, it is evident the staff team require support surrounding their understanding of roles and responsibilities, and how to manage these with confidence.	Implement a consistent approach to support staff by providing regular in date learning opportunities, role modelling and observing practice through shadowing senior management.	SMT	On-going
Expand staff knowledge around continuous provision and how to maintain this.	Current provisions lack in depth information, and are not implemented holistically across the setting.	Senior staff will work collaboratively with other individual staff members, by implementing continuous provision across the setting to ensure that children have the opportunity to explore learning and make sense of world through real life contexts, maintained through monitoring.	SMT	October 2023
Leading staff to know their teams and children well, ensuring continuity of leadership across the setting.	Through professional reflection of practice, senior staff have identified areas of improvement needed.	SEYP's will continue to attend network meetings and receive continuous learning and development opportunities through training, management support, partnership nurseries, Quality Assurance and working alongside other professionals.	SMT	On-going
Maximise staff's responsibility by offering roles at all Levels, through a variety of leadership opportunities.	Through close observation of practice, management have been able to identify individual strengths that can be utilised across the setting.	Offering the full staff team Designated Leadership Roles across the setting, to explore new guidance, assess risk and contribute towards the settings achievements.	SMT	On-going

Evaluation & Progress RAG	Period 1	Period 2	Period 3