

# **Eastertoun ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP**

**2026 / 2027**



**Courage**

**Relationships**

**Relevance**

**Values**

## ELC Vision and Values



# Welcome to Eastertoun Nursery



## Our Values

Kindness



Nurture



Inclusion



Fun



## Our Vision

At Eastertoun Nursery we view all of our children as curious and capable individuals. Our vision is to foster creativity and inquiry in a safe, enabling and nurturing learning environment where every child is supported and encouraged to reach their full potential.

## Our Aims

- Provide a safe, supportive and nurturing learning environment which builds resilience and where every child is valued and respected as an individual.
- Create an enabling environment, both indoors and outdoors, which encourages creativity, curiosity and inquiry through the use of real-life and natural resources.
- Deliver a curriculum which offers high quality, open ended and challenging experiences where adults sensitively intervene to support and facilitate children's learning.
- Embed the development of Literacy, Numeracy and Health and Wellbeing naturally within children's play experiences.
- Build positive partnerships with our parents/carers, other professionals and the wider community to support children in their learning and development.
- To continually review and develop our practices to meet the changing needs of our children and families.

# ELC Curriculum Rationale



| Eastertoun -ELC Improvement Planning for Ensuring Excellence and Equity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| ELC priorities linked to knowledge and data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Links to QIF ELC and HSCS                                                                                                                                                                                                                                                                                                                                               | Proposed actions -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Timescale           | Measures of Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on improvement in wellbeing:</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>To develop happy, aspirational and confident children by ensuring that they have valuable roles in contributing to the life of our community.</b></p> <p><b>By June 2027, all practitioners will enhance their knowledge and understanding of social-emotional development, specifically self-regulation and executive function. Through professional learning and reflective practice, practitioners will demonstrate improved understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue.</b></p> | <p>Leadership and management of staff and resources</p> <p>Staff skills, Knowledge, values and deployment</p> <p>Leadership of continuous improvement</p> <p>Children experience high quality spaces</p> <p>Play and learning</p> <p>Curriculum</p> <p>Learning, teaching and assessment</p> <p>Nurturing care and support</p> <p>Wellbeing, inclusion and equality</p> | <ul style="list-style-type: none"> <li>Continue to develop nurturing approaches to support emotional wellbeing, confidence and resilience, through careful use of scripted responses and Trauma Informed Practice.</li> <li>Use of visuals, routines, sign along, song signifiers and communication supports consistently to help all children feel included</li> <li>Small Nurture group sessions to be used for targeted individuals</li> <li>Further develop our use of local community spaces e.g., woodland areas for forest schools/ local parks (To support wellbeing)</li> <li>Continue to build upon staff leadership roles, including leadership roles for our PSWs.</li> <li>EYO and PT will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function). (I Do)</li> <li>EYO will support the Pedagogy Pioneer/s to further develop their knowledge and understanding of social-emotional development (self-regulation and executive function) and support them to apply this knowledge in their practice. (We do)</li> <li>EYO will work with HT and Pedagogy Pioneer/s to plan and implement spread of increasing and developing knowledge and understanding of social-emotional development (self-regulation and executive function) and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance. (You do)</li> <li>Develop shared understanding of social-emotional development (self-regulation and executive function) and agreement of what this looks like in practice through agreed guidance and professional dialogue</li> <li>Integrate agreed strategies and approaches into daily routines and planning (e.g., co-regulation, visual supports).</li> </ul> | <p>By June 2027</p> | <p>Consistent use of visuals and communication supports by all staff during QI observations.</p> <p>Small nurture group set up as targeted skills session for identified pupils (Leuven scale to be used as pre/ post assessment of impact around engagement and wellbeing)</p> <p>Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area.</p> <p>Observation of practice- practitioners demonstrate consistent application of strategies that support self-regulation and executive function.</p> <p>Evidence of intentional planning for social-emotional development (e.g., in routines, spaces, interactions and experiences).</p> <p>Reduced incidents of dysregulation and increased self-regulation observed in the setting.</p> <p>An increase in the number of children on track in the ELC Tracker for specified statements around executive function and self-regulation.</p> <p>A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 in the specified statements around executive function and self-regulation.</p> |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Children's progress<br><br>Safeguarding and child protection                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              | Increased frequency of visits to local spaces, building up to weekly slots.<br><br>Leadership roles and impact evidenced through floor books.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches):</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>By June 2027, all practitioners in the setting will improve the quality of their interactions with children specifically consistently engaging in back-and-forth conversations and episodes of sustained shared thinking, with a focus on literacy and numeracy experiences.</b></p> <p><b>To provide inclusive and child centred approaches to literacy and numeracy learning with carefully planned, highly engaging experiences, spaces and interactions, both indoors and outdoors.</b></p> <p><b>For all staff to show increased confidence and familiarity with tracker statements, identifying and addressing gaps and areas of low attainment across literacy and numeracy, through analysis of data. (Termly 'What's the story' analysis to show priority areas for planning and provocations)</b></p> <p><b>For staff to identify individual support and challenge needs linked</b></p> | <p>-Leadership and management of staff and resources</p> <p>-Staff skills, Knowledge, values and deployment</p> <p>-Leadership of continuous improvement</p> <p>-Children experience high quality spaces</p> <p>-Play and learning</p> <p>-Curriculum</p> <p>- Learning, teaching and assessment</p> <p>-Nurturing care and support</p> <p>-Wellbeing, inclusion and equality</p> | <ul style="list-style-type: none"> <li>• Further develop use of song, storytelling and rhyme to enhance and enrich early language and communication skills. (link this to skills sessions and both indoor and outdoor experiences)</li> <li>• Continue to develop and improve our outdoor spaces to support play, exploration and learning, with a particular focus on literacy and numeracy experiences and provocations.</li> <li>• Continue to build upon staff leadership roles, including leadership roles for our PSWs. (literacy and numeracy components included)</li> <li>• Updated parent information to be shared via SWAY, highlighting the types of learning experiences which take place within an Early Years Setting. (literacy and numeracy included)</li> <li>• Further embed the use of digital technology across different areas of our setting</li> <li>• Track improvements in communication, language and engagement, specifically targeting Q1 learners with focussed interventions/ one to one skills sessions</li> <li>• Complete termly data analysis, highlighting gaps or trends across literacy and numeracy to identify priority tracker statements and priority cohorts of children.</li> <li>• Include detail of challenge and support for individuals on our planning formats.</li> </ul> | By June 2027 | <p>An increase in the number of children on track in the ELC Tracker for the specified statements identified as literacy and numeracy gaps within our data analysis</p> <p>A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 for the specified statements identified as literacy and numeracy gaps within our data analysis</p> <p>Increase in the number / frequency of quality of sustained shared thinking episodes, evidenced through observations recorded on Seesaw.</p> <p>Trackers and observations will evidence children making very good progress in awareness of rhyme and displayed communication.</p> <p>Provocations will consistently be used, both indoors and outdoors to increase curiosity and interest levels. This will be evident in all Q1 observations and the day to day set up of areas.</p> <p>All staff will be able to confidently talk about their leadership area/ role and identify changes and impact made. This will be evidenced through our leadership floor books.</p> <p>Updated learning sway shared with all families as part of our parent</p> |



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| specifically to literacy and numeracy and consider this in our planning formats and skills sessions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -Children's progress                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Literacy, Numeracy and digital audits completed to identify strengths and next steps. Next steps then actioned to ensure progression and improvement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              | <p>engagements/ sharing the learning priorities.</p> <p>Planning includes detail of individual support and challenge provided.</p> <p>Observations show an increase in use of digital learning experiences across multiple areas of the nursery.</p> <p>Digital audit completed and next steps actioned.</p> <p>Literacy audit completed and next steps actioned.</p> <p>Numeracy audit completed and next steps actioned.</p>                                                                                                                                                                                                                                                                                    |
| <p><b>Tackling the attainment gap between the most and least disadvantaged children (targeted approaches):</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>Consider our Q1 learners/ families and those considered to be facing disadvantage, ensuring equity and support routes are carefully planned for and provided to support our children and families.</b></p> <p><b>Consistently apply inclusive, impactful pedagogy to meet learner needs through inclusive and enabling environments, structures and routines , responsive and intentional approaches.</b></p> <p><b>By June 2027, the ELC setting will strengthen the home learning environment by continuing to implement a structured parent / carer</b></p> | <p>-Leadership and management of staff and resources</p> <p>-Staff skills, Knowledge, values and deployment</p> <p>-Leadership of continuous improvement</p> <p>-Children experience high quality spaces</p> <p>-Play and learning</p> <p>-Curriculum</p> | <ul style="list-style-type: none"> <li>Introduce small Nurture group sessions for targeted children</li> <li>Continue our partnership with the local Health visitor team, offering drop-in sessions and parenting support</li> <li>Develop a whole setting shared understanding through guidance and professional dialogue and professional learning</li> <li>Review and improve environments, routines, and inclusive approaches (through QI observations and feedback)</li> <li>Embed differentiation and intentional planning to meet learner needs.</li> <li>Use peer observation and enquiry to reflect and improve practice. (including best practice visits to cluster settings and beyond)</li> <li>Monitor impact through observations, engagement, and self-evaluation.</li> <li>Continue to design and deliver a parent / carer engagement programme as part of our leadership roles.</li> <li>Plan a calendar of workshops, stay-and-play sessions, and family learning event, following on from the continued success of this last session.</li> <li>Offer flexible times to maximise participation.</li> </ul> | By June 2027 | <p>Leuven scale used to measure nurture group impact (engagement and wellbeing)</p> <p>Continued partnership with Margie Lamont, aiming for termly drop-in sessions.</p> <p>QI observations show consistency in inclusive approaches across all nursery areas/ staff.</p> <p>Planning outlines supports and challenge in place for identified children.</p> <p>All staff complete at least one best practice visit this session. (Windyknowe visit)</p> <p>Family engagement Calendar in place with a monthly offer available, considering varied days/ times.</p> <p>Family engagement evidenced through observations on Seesaw.</p> <p>A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5.</p> |



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| <p><b>engagement programme (including workshops, stay-and-play sessions, and guidance on reading stories and quality interactions and increasing the number of books accessible at home) resulting in increased parental participation and providing targeted support for families affected by poverty.</b></p> | <ul style="list-style-type: none"> <li>- Learning, teaching and assessment</li> <li>-Nurturing care and support</li> <li>-Wellbeing, inclusion and equality</li> <li>-Children's progress</li> <li>-Safeguarding and child protection</li> </ul> | <ul style="list-style-type: none"> <li>• Promote reading at home (through shared resources/ lending library)</li> <li>• Introduce or expand book lending schemes and reading packs.</li> <li>• Provide guidance on sharing stories and establishing daily reading routines.</li> <li>• Develop guidance on quality interactions and share this with parents/ carers via SWAY/ Newsletter. Continue to promote this through the sharing of NHS and Scottish Government documentation and guidance.</li> <li>• Share simple strategies (e.g., talking, questioning, storytelling) through leaflets, videos, and workshops.</li> <li>• Promote SaLT and Enquire info.</li> <li>• Model effective interactions during stay-and-play sessions.</li> <li>• Provide books and learning materials, particularly for targeted families.</li> <li>• Signpost families to local libraries and community resources.</li> <li>• Target support for families affected by poverty. (including access to a small family larder supply)</li> <li>• Identify children and families requiring additional support, offering this with sensitivity and dignity.</li> <li>• Offer bespoke support to families who may require this (e.g. tailored resources, 1:1 guidance)</li> <li>• Build relationships and communication with all children and families to ensure positive relationships lead to positive change.</li> <li>• Continue to establish regular two-way communication (apps, newsletters, informal conversations).</li> <li>• Gather parent voice to shape provision. Monitor and review this to inform change. (ethos surveys/ stay and play surveys/ QR code, Parent comment sheets etc)</li> <li>• Track attendance at events and engagement levels, supporting low attendees to engage.</li> <li>• Gather parent feedback and review children's communication data termly.</li> </ul> |  | <p>strengthening the home learning environment through shared resource and approach. (reading and books as a key focus)</p> <p>Increased parental engagement in ELC activities and Seesaw through monitoring of attendance at workshops and engagement with Seesaw.</p> <p>Quality interactions information shared via SWAY/ Newsletter</p> <p>Local and National guidance e.g. NHS posters/ Scottish government posters are shared and visible in our setting.</p> <p>SaLT information visible in our setting.</p> <p>Family feedback on the number of stories read at home (tracker or record keeping provided to maximise engagement)</p> <p>Continue to replenish and re stock family larder unit.</p> <p>Termly Newsletter provided with communication and support avenues signposted for families.</p> <p>Positive parent feedback via surveys/ feedback sources e.g. QR code</p> <p>Increased attendance at family engagement experiences</p> <p>Child voice reflects positivity about their nursery experiences</p> <p>parent / carer feedback on their confidence / knowledge on how they can support their child's learning at home. (Microsoft forms)</p> |
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| <p><b>Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making</b></p> <p><b>By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making, focused on the Early Level</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> |  | <ul style="list-style-type: none"> <li>Continue to increase family partnerships, linking our parents and carers to learning about the world of work and employability.</li> <li>All staff to engage in CLPL to begin to explore the Curriculum Improvement Cycle and the changes and impacts that this will have on Early Year's and Childcare settings. (This will be provided at Authority level with details of content and change outlined by our central team across the session).</li> </ul> | By June 2027 | <p>Clear links will be evident between our curriculum and the World of work/ meta skills.</p> <p>Staff understanding and confidence will be reviewed through evaluation and feedback.</p> |
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★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare

★ HSCS - Health and Social Care Standards



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