

Busy! Busy! Busy!
What have the KingsWellies gang been up to this time

Halloween

Many thanks to Tesco (Westhill) for donating a number of lovely Halloween outfits for our children! Lots of fun was had by all!



Furry Visitors

We LOVED inviting our pets in to visit recently. They were all very well-behaved! Merlin the Great Dane was a huge favourite!

Children in Need and Cash for Kids

Many thanks to everyone who recently donated to our pyjama day for Children in Need. Many thanks also to Emma and all at Greenfern Bakery for donating a beautiful Pudsey cake. Tegan was delighted when she made the highest bid for it in our silent auction! We raised a total of £170.21 for this extremely worthwhile cause.

We also raised a whopping £116.92 for Coats for Kids through our recent bake sales. Many thanks for all of your kind donations.

Ailsa, one of our lovely trainees, has baked a beautiful gingerbread house which we are raffling for Christmas. Donations will also go towards Cash for Kids. You will find the gingerbread house and raffles in our reception area. Thanks Ailsa!

We are now collecting gifts for Northsound 1 Mission Christmas. Our gift donation boxes are outside each playroom. We are collecting gifts for less-fortunate children aged from birth to 18 years old. A list of gift suggestions is displayed above each box. Please help us make Christmas special for all children.



Facebook

Please "like" our new KingsWellies Facebook page. We will keep you updated with forthcoming events and lots of photos.



Christmas has arrived at KingsWellies!

We had a great day at our free Christmas crèche on 28th November. The children loved decorating the nursery and I am sure that you will agree that they have done an amazing job! Many thanks to all staff who supported this event.

Huge thanks go to Halina Miazek and her family for donating our three beautiful Christmas trees from their family forest. The nursery has made a donation to Alzheimer Research in thanks. I also got a HUGE surprise on Saturday when I saw the stunning flower arrangements made by Heather. WOW! You are in the wrong job Heather!





Interactive Learning Diary and Learning Journey Folders

We are very pleased to announce that we are now using the market leading Interactive Learning Diary (ILD) to assist us with the recording and planning of your child's educational development. This educational reporting and assessment tool is used in nurseries and schools around the U.K. and worldwide.

The Parent Portal function of this unique system allows children, parents and teachers to work closely together which is highly beneficial for your child in so many ways.

With your secure password access to the Parent Portal, you can not only observe your child's learning diary and discover which parts of their curriculum they are working on, you too can send in observations of your child's activities from home. Sports, hobbies and family excursions can all create exciting new learning experiences for children and can greatly assist in their educational development.

To set up your account:

1. Please come to the KingsWellies office where we can issue you with a Unique Registration Code.
2. Go to <https://portal.interactivelearningdiary.co.uk> and enter your Unique Registration Code, then follow the instructions to complete your registration.

For more information on the ILD, please visit
<http://www.interactivelearningdiary.co.uk>

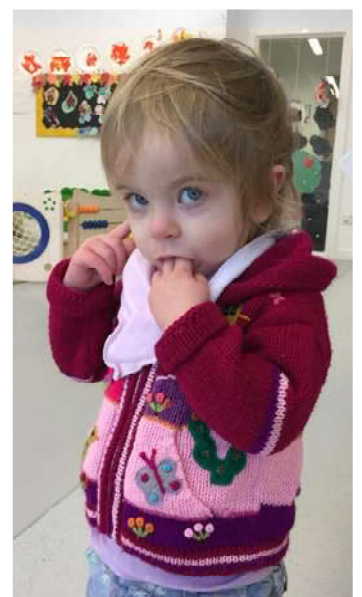
Continued...

Interactive Learning Diary and Learning Journey Folders ...Continued

Your child also has a Learning Journey folder which is kept in the playroom. This will form a record of their learning and development over their time at Kingswellies. We encourage the children to access these, talk about their learning and add items such as photos and art work. We would like you to be involved by sharing information about your child's interests and experiences outside of nursery.

If you would like to access your child's Learning Journey please see a member of playroom staff.

If you would like to discuss any aspect of your child's Interactive Learning Diary / Learning Journey, please see your Room Supervisor or one of the Depute Managers, Suzanne or Charlene, who will be happy to discuss this with you.



Individual Care Plans

Please complete and return your updated Care Plan as a matter of priority. Many thanks.

Important Christmas Dates for Your Diary

Important dates for your diaries over the next few weeks:

- Thursday 10/12/15 – Wellie Babies – Christmas Party and a very important visitor all the way from Lapland!! - 9.30am until 11.30am – ALL babies are invited to attend (even if they don't ordinarily attend nursery on a Thursday). Please wear your party togs!
- Thursday 10/12/15 – Wellie Tots – Christmas Party and visit from Santa – 2pm until 4pm – ALL Toddlers invited to attend (even if they don't ordinarily attend nursery on a Thursday). Party clothes!
- Friday 11/12/15 – Wellie Beans – Christmas Party and visit from Santa – 2pm until 4pm – ALL Pre-School children invited to attend (even if they don't ordinarily attend nursery on a Friday). Party outfits!

Please email Aimee at aimee@kingswelliesnursery.com to advise her that your child will be attending or let your room supervisor know. There is no need for parents to stay – enjoy the peace and quiet for a couple of hours! We really hope that ALL children will be able to attend and meet Santa!

- Tuesday 15th December – Wellie Tots – Christmas Sing Song from 4pm until 4.30pm. ALL toddlers and their parents are more than welcome to attend (even if you don't ordinarily attend on a Tuesday)
- Wednesday 16th December – Wellie Babies – Christmas Sing Song from 4pm until 4.30pm. ALL babies and their parents are invited to attend.
- Thursday 17th December – Wellie Beans – Christmas Sing Song from 4pm until 4.30pm. ALL pre-school children and their parents are invited to attend.
- Friday 18th December – Nursery closed at 6pm and reopens at 7.30am on Monday 4th January 2016!





KingsWellies Policies of the Month

This month we would like to provide you with the opportunity to consult on our KingsWellies Nursery Improvement Plan. In order to continuously improve, we require to be a very reflective and evaluative nursery. Our Improvement Plan is completed in consultation with all staff and is shared with the Care Inspectorate and Aberdeen City Council Development Officers. It outlines our priorities for improvement over the next 18 months. Please give us your comments and suggestions in how we need to improve.

Please also find attached our Policy Leaflet "Curriculum for Excellence – Explained." We hope that you will find this information useful.





Comments, Compliments, Complaints and Concerns

Please give us your feedback, good and bad! We are committed to delivering a quality service to all of our families. We are a very reflective nursery and only want to do our VERY BEST for all of our families! Please let us know how we are doing!



And finally.....

We would like to take this opportunity to wish all of our lovely children, families, friends and supporters a wonderful Christmas and prosperous New Year! We will VERY much look forward to working together as a team in 2016! Merry Christmas!

If you would like this Newsletter translated in to another language or an alternative reading format. Please do not hesitate to contact us.



Curriculum for Excellence - Explained

Published	October 2014 (V1)
Revised	Annually



Curriculum for Excellence

Curriculum for Excellence (or CFE) is the curriculum in Scotland which applies to all children and young people age 3-18.

It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The curriculum aims to develop in pupils the 4 capacities to enable them to become successful learners, confident individuals, responsible citizens and effective contributors.

What each of the 4 capacities means is explained in the diagram below:

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
Attributes	Attributes	Attributes	Attributes
<ul style="list-style-type: none"> • Enthusiasm and motivation for learning. • Determination to reach high standards of achievement. • Openness to new thinking and ideas. 	<ul style="list-style-type: none"> • Self-respect. • A sense of physical, mental and emotional well-being. • Secure values and beliefs. • Ambition 	<ul style="list-style-type: none"> • Respect for others. • Commitment to participate responsibly in political, economic, social and cultural life 	<ul style="list-style-type: none"> • An enterprising attitude. • Resilience. • Self-reliance
Capacities	Capacities	Capacities	Capacities
<ul style="list-style-type: none"> • Use literacy, communication and numeracy skills. • Use technology for learning. • Think creatively and independently. • Learn independently and as part of a group. • Make reasoned evaluations. • Link and apply different kinds of learning in new situations 	<ul style="list-style-type: none"> • Relate to others and manage themselves. • Pursue a healthy and active lifestyle. • Be self aware. • Develop and communicate their own beliefs and views of the world. • Live as independently as they can. • Assess risk and make informed decisions. • Achieve success in different areas of activity. 	<ul style="list-style-type: none"> • Develop knowledge and understanding of the world and Scotland's place in it. • Understand different beliefs and cultures. • Make informed choices and decisions. • Evaluate environmental, scientific and technological issues. • Develop informed, ethical views of complex issues 	<ul style="list-style-type: none"> • Communicate in different ways and in different settings. • Work in partnership and in teams. • Take the initiative and lead. • Apply critical thinking in new contexts. • Create and develop. • Solve problems.

Curriculum for Excellence

There are 4 **contexts for learning** in Curriculum for Excellence.

- Curriculum areas and subjects
- Ethos and Life of the school as a community
- Interdisciplinary learning
- Opportunities for Personal Achievement

Curriculum areas and subjects	The curriculum areas are the organisers for setting out the experiences and outcomes, Subjects are an essential feature of the curriculum, particularly in secondary school. They provide an important structure for learning. Throughout a young person's learning there will be increasing specialisation and greater depth.
Ethos and life of school as a community	A positive ethos in the school supports learning in its widest sense.
Interdisciplinary Learning	Interdisciplinary Learning enables children and young people to make connections between different areas of learning making it more relevant, challenging and enjoyable and also more coherent and meaningful.
Opportunities for personal achievement	There are opportunities for a range of achievements in the classroom and beyond and young people are encouraged to undertake activities which they find challenging.

There are **8 curriculum areas** in the primary curriculum, each containing a range of subjects.

Each of the curriculum areas is broken down into experiences and outcomes (E's and O's) which describe the knowledge, skills, attributes and capabilities and the progression for learning for each area.

Courses are planned by teachers around the E's and O's for their subject.

The 8 curriculum areas are:

- Languages
- Mathematics
- Social Studies
- Sciences
- Expressive Arts
- Technologies
- Health and Wellbeing
- Religious and Moral Education

KingsWellies Nursery

Improvement Plan



Year 1 – session 2015/16

Year 2 – session 2016/17

Improvement Plan 1: Key Development: Building our Nursery - Ethos and Expectations

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Ongoing staff familiarisation with key documents:</p> <ul style="list-style-type: none"> • KingsWellies Vision, Value and Aims • KingsWellies Policies, Processes and Procedures • Pre-Birth to Three • Curriculum for Excellence • National Care Standards • The Child at the Centre 2 • Building the Ambition • Journey to Excellence • SSSC Codes of Practice • Getting it Right for Every Child • Learning Through Play in the Early Years • Setting the Table • AIFL • National and Local Policies and Procedures <p>All staff to participate in Key Focused Tasks on a monthly basis as part of Collegiate Meeting with regards to familiarisation and understanding of these key documents.</p> <p>Monthly Staff Collegiate Meetings to be held with a focus on Improvement Plan and ongoing self-evaluation of nursery practices. Flexible Collegiate Calendar to be produced</p> <p>Ongoing staff training through Aberlour Futures, Aberdeen City Council training programme and own CPD. Staff to take responsibility for own learning journeys and see the importance of continuing professional development.</p> <p>Individual staff and Senior Management Team to discuss and plan individual staff learning journey with a focus on Improvement Plan and own development priorities. Make quality use of ACC Training Programme.</p> <p>Produce annual CPD / Support and Supervision Programme. Share with all staff. Implement throughout the course of the session.</p> <p>Make clear KingsWellies Vision, Values, Aims and Aspirations. All staff to be fully aware of roles and responsibilities.</p>	<p>Ongoing - Year 1 and 2 (May 2015 - August 2016)</p> <p>Monthly basis – first Wednesday of each month</p> <p>Monthly basis – first Wednesday of each month</p> <p>Ongoing – session 2015/16</p> <p>Ongoing – session 2015/16</p> <p>In line with CPD / Support and Supervision Programme By October 2015</p> <p>Ongoing</p>	<p>All staff</p> <p>Director to provide appropriate and focused tasks. Supervisors / Managers to guide and mentor staff in their completion</p> <p>All staff to attend. Director to lead meetings</p> <p>KR to produce Collegiate calendar</p> <p>Aberlour Futures</p> <p>Aberdeen City Council Training Programme</p> <p>SMT</p> <p>SMT</p> <p>Kerry</p>	<p>Improved staff knowledge, understanding and familiarisation of key KingsWellies policies and procedures, Local and National documents</p> <p>Improved learning experiences for all children as a result of increased staff knowledge and understanding</p> <p>Increased knowledge, understanding and confidence of staff when working with key documents</p> <p>Increased staff confidence in all areas of childcare with a focus on quality of interaction and curricular provision</p> <p>Improved staff development/training based on effective self-evaluation</p> <p>Improved staff morale</p> <p>Improvement in the quality of experience, care, the curriculum, learning and teaching</p>

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Staff have opportunity for distributive leadership , to lead whole nursery developments • Improved indoor and outdoor learning environment for all • Improved ethos of achievement and improved behaviour • Improvement in care, experiences, learning and teaching for all children • Regular professional discussions for all staff • Improvement in quality reflective dialogue • Improved understanding of key local and national documents with a focus on CfE and Pre-Birth to Three 	<ul style="list-style-type: none"> • SMT to monitor progress through each development • Impact on playroom practice • Children's Individual Learning Journeys and Interactive Learning Diaries and setting of individual targets • Questionnaires, evaluations, surveys, consultations • Playroom observations by SMT • Care routine observations by SMT • Sharing of good practice • Monitoring of resources • Increased enjoyment, creativity, motivation and enthusiasm by staff and children

Session 2015/16

Improvement Plan 2: Key Development - Self-evaluation

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
Quality Assurance will continue as high profile. Involve staff in all aspects of self-evaluation. Take a closer look at appropriate Quality Indicators from TCATC2 as identified by staff and stakeholders through broad brush audit.	January 2016	All staff	Improved awareness of KingsWellies' strengths and improvement priorities in consultation with all stakeholders – children, parents, friends, wider community, staff Improved use of variety of self-evaluation tools showing impact on classroom practice Improved communication with parents and wider community Improvement in the quality of care, experiences, curriculum and learning and teaching
Engage with self-evaluation tools built in to Building the Ambition. Use and discuss the Case Studies as to how we should respond as best practice practitioners within KingsWellies.	Ongoing – year 1	Kerry and all staff	
Use Level 5 exemplifications from TCATC2 and Journey to Excellence as examples of best practice. These are in line with the EXPECTATIONS of KingsWellies Nursery	Ongoing – year 1	All stakeholders	
Provide opportunities for modelling of good practice and to engage with colleagues from other partner providers and services	Ongoing – year 1 and 2	Parents, staff, children	
Use HMLe questionnaires with all stakeholders (parents, children, staff). Analysis of results to inform future improvement planning. Use on a 2 year cycle basis.	April 2016 – Year 1 April 2018 – Year 2	All staff	
Produce KingsWellies Quality Assurance Calendar. Share with all stakeholders.	October 2016	All staff	
Encourage increased parent/carer involvement – increased understanding of Pre-Birth to Three, CfE, sharing achievements, use of learning dialogue, policies of the month.	Ongoing		
Provide increased opportunities for parents to witness their children learning. Focus on use of digital Individual Learning Diary for ALL children in the development of KingsWellies Nursery Learning Journeys.	November 2015		
Staff to continue to self-evaluate own practice and set individual targets for improvement through Continual Professional Development (CPD) programme.	Ongoing		
Use the National Care Standards as evaluation tools / broad brush audit with all staff in order to evaluate and assess our future priorities for improvement. What are we doing well? What do we need to improve? Focus on the development of each Care Standard in order to realise our full potential.	Ongoing – focus during collegiate meetings		

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Improved staff familiarisation with key self-evaluation documents • Improvement in children's experiences, adult/child interactions and learning and teaching • The development of quality reflective language and dialogue between staff and other stakeholders • Regular professional discussions and peer observation opportunities for all staff – sharing of good practice and time to talk about learning • Effective transition practices between ages, playrooms and P1 • Enthusiastic and motivated children who are involved in determining next steps in own learning • Increased openness to new thinking and ideas by staff and parents • Heightened self-awareness of our performance by staff – aiming for EXCELLENCE with the determination to reach the highest standards! • Improved quality of experience for all children 	<ul style="list-style-type: none"> • Professional discussions – minutes, records, workshops, focus on sharing of good practice • Questionnaires, evaluations, surveys, consultations, policies of the month, comments complements and concerns, newsletters, open days, stay and play days • Quality Assurance Policy and Annual Calendar • Self-Assessment – Care Inspectorate • Professional Development – staff annual reviews and appraisals • Collegiate monthly meetings – minutes and agendas • Staff training • Observations / sampling of children's learning experiences • Observations / sampling of care routines • Observations / sampling of adult / child interactions • Setting of individual targets • Staff and parent discussion groups • Increased enjoyment, creativity, motivation and enthusiasm from staff and children

Improvement Plan 3: Key Development – Building Confidence in the KingsWellies Nursery Service / Provision of Early Education in KingsWellies

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
<p>Staff familiarisation and focus on National Care Standards 4-11:</p> <p>4. Engaging with Children – year 1 5. Quality of Experience – year 1 6. Support and Development – year 1 7. A Caring Environment – year 1 8. Equality and Fairness – year 2 9. Involving the Community – year 2 10. Involving Other Services – year 2 11. Access to Resources – year 1</p> <p>Staff familiarisation and focus on Provision of Early Education Quality Indicators from TCATC2:</p> <p>5.1 The Curriculum – year 1 5.2 Teaching for Effective Learning – year 1 5.3 Meeting Learning Needs – year 1 5.4 Assessment for Learning – year 2 5.5 Expectations and Promoting Achievement – year 2 5.6 Equality and Fairness – year 2 5.7 Partnerships with Children and Parents - year 1 5.8 Care, Welfare and Development – year 1 5.9 Engaging with the Wider Community – year 2</p> <p>Ongoing staff familiarisation with CfE Outcomes and Experiences – all children’s learning and play experiences to be planned, tracked, assessed, evaluated and moderated around Experiences and Outcomes and Principles and Practice Papers for 3-5 playroom</p> <p>Increased awareness of the importance of “enabling learning spaces” and “contexts for learning” when planning creative and stimulating extended play experiences within each playroom. Focus on:</p> <ul style="list-style-type: none"> • Free-flow play • Indoor and outdoor play environments • Room layout • Planned activity play • Enabling environments • Quality interactions 	<p>Ongoing</p> <p>Year 1 – session 2015/16</p> <p>Year 2 – session 2016/17</p> <p>Year 1 & 2</p> <p>Year 1</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff Depute Managers to lead</p>	<p>Improved staff knowledge and understanding of key national documents and their importance in all that we do within our playrooms and practice</p> <p>Improvement in the quality of the experiences, care, curriculum, learning and teaching and meeting children’s needs</p> <p>Improved use of variety of self-evaluation tools showing impact on playroom practice</p> <p>Improved awareness of KingsWellies’ strengths and improvement priorities</p> <p>Improved knowledge and understanding and familiarisation of the content of Experiences and Outcomes and Pre-Birth to Three</p>

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
Ongoing focus on the development of Literacy, Numeracy and Health and Wellbeing Across Learning. Make use of Edinburgh City Quality Literacy, Numeracy and Health Audit / Assessment and Planning Trackers.	Ongoing – year 1 & 2	All staff	Improved relationships with all families as we get to know them well
Focus on developing good routines and processes within each playroom	By January 2016	Supervisors / Depute Managers to lead	
Focus on development of comprehensive and consistent Individual Care Plans and Chronologies for each child	By October 2015	Charlene to lead	
Focus on the development of high quality Learning Journeys for each individual child through use of digital ILD and engagement with children in their own learning	By November 2015	Suzanne to lead	Evidence of meaningful assessment and planning for individual next steps in Individual Learning Journeys, digital Interactive Learning Diaries
Ongoing awareness raising with parents and all stakeholders – Pre-Birth to Three, CFE curricular events / Open Events (termly) / sharing achievements / Parent's Evenings / Stay and Play dates / Open door policy / Transition Events / ILD / Care Plans, Newsletters, Policies of the month	Ongoing	All stakeholders	
Focus on development of Key Person system as model of best practice	Ongoing	All staff	
Engage with our local community through making effective use of community facilities eg. Swimming, visits to local businesses, local amenities, charity events. Provide opportunities for children to take part in wider community through dance, language lessons, jo jingles, pe lessons, visits from local musicians, dancers and artists	Year 1	Depute Managers / Supervisors to lead	
Provide opportunities for children to take part in wider community through charity events, Eco Schools, Forest Schools and Rights Respecting behaviours	Year 2		

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Improved links with local, business and wider community • Children and staff pursuing a happy and active lifestyle • Improved indoor and outdoor learning environment for all • Increased motivation, self-esteem, enthusiasm for all staff and children • Staff and children will develop a sense of physical, mental and emotional wellbeing • Improved ethos of achievement and improved behaviour • Children will develop respect for the feelings, values and views of others • Improved quality of experiences and interactions for all children • Effective transition for all children – between age and stage and into P1 • Improvement of learning and teaching of all children • Improvement of quality of adult/child interaction • Heightened understanding of local and national policies and procedures • Regular professional discussions with a focus on being creative and reflective • All staff, children and parents know, understand and share a common vision, ethos and set of aims for the nursery • Happy nurtured, safe, achieving children • Improved learning experiences for all children 	<ul style="list-style-type: none"> • Impact on playroom practice – monitoring by SMT and peer monitoring with a focus on sharing of good practice • Impact on learning and teaching for individual children • Feedback from staff, parents, children, partner agencies • Ongoing professional discussion • Collegiate minutes and agendas • Individual child progress reports • Questionnaires, evaluations, consultations, surveys, workshops

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Improvement Plan 4: Key Development – Getting It Right For Every Child (GIRFEC)

How will we get there?	When will we get there?	Who will be involved?	Desired Impact
Staff familiarisation and keeping up to date with GIRFEC and GIRFEC for Aberdeen City Council Children	Ongoing – Year 1 and 2	All Staff	Putting the child at the centre and developing a shared understanding across all practitioners in KingsWellies and all agencies
Ongoing Child Protection training for all staff including an opportunity to discuss and review Nursery and Authority Policies	Ongoing Week 1 prior to opening	Aberlour Futures Training ACC Training	Staff will understand the central principles of Getting It Right For Every Child with a specific focus on GIRFEC for Aberdeen City Council children
Staff to continue to develop knowledge and understanding of well-being indicators in the SHANARRI wheel, My World Triangles and Resilience Matrix as audit tools to record and share information that may indicate a need or a concern and then take action as appropriate	Year 2	Kerry to lead	Improved care and welfare for all children through effective use of improved communication systems with parents, all services and other agencies
Ongoing staff involvement in the compilation of IEPs, Care Plans, CSPs, IAFs, Individual Care Plans and digital learning diaries as appropriate	Ongoing		Enhanced awareness of the variety of needs of individual children and quicker and more cohesive action to meet these needs
Develop and establish the use of Rights Respecting language and behaviour throughout the nursery. Work towards UNICEF Rights Respecting School Award	Year 2 Year 3	Supervisors / Depute Managers to lead	Children and their families get the right help at the right time
Ensure effective transition for all children, between stages / playrooms and develop improved partnership working, other agencies, other partnership providers and P1 schools	Ongoing	Supervisors / All staff	The removal of barriers to learning for children and families
Focus on developing staff understanding of attachment issues and how we can best support each individual child	Ongoing	Staff training – ACC, Aberlour Futures, in-house	Committed to placing the rights of the child at the heart of our nursery ethos in order to improve wellbeing and to improve each child's own potential

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Improved staff awareness of national, local and nursery policies and procedures • Staff demonstrating a greater understanding of relevant legislation and the implications for individual children and the nursery • Improved staff awareness of their role in relation to delivering GIRFEC for Aberdeen City children • Happy, nurtured, safe, achieving children • Enhanced working together with other agencies and other providers • Improved learning experiences for all children • Refined procedures for the planning, recording, tracking and storage of documentation relating to all children with a focus on individual care plans, chronologies, Individual learning journeys and Interactive Learning Diaries 	<ul style="list-style-type: none"> • Impact on playroom practice • Impact on quality experiences, learning and teaching for all children • Staff training successfully completed impacting on adult / child interactions • Monitoring of progress • Feedback from staff, parents, partner agencies, children and training providers • Ongoing professional discussion • Individual child progress reports • Questionnaires / evaluations / workshops