



newsletter



September 2016

"Together we make a family!"



Follow us on Twitter and like us on Facebook!

Two great ways for you to keep up to date with all the latest news from the KingsWellies gang!

What have the gang been up to now.....?

Football Training, Book Bug Visit and Pyjama Drama

We have really enjoyed our football training with Alison from Aberdeen Football Fun on a Friday morning at the multi-purpose court! We are learning some excellent ball handling and team work skills!

The Book Bug Librarians from Westhill Library also came for a visit and told us ALL a story! We LOVED singing songs and hearing the very funny stories from our Book Bags. Our favourites were "Owl Babies, Goodnight Tractor and The Disgusting Sandwich!" We even made our own VERY disgusting sandwiches in the mud kitchen!

We all had exciting Pyjama Drama time where we learned about some of Roald Dahl's most famous stories. We loved pretending that we were Charlie in the amazing chocolate factory and also meeting the Big Friendly Giant in the BFG! The Trunchbull from Matilda was quite scary but we were all VERY brave!

We are looking forward to visits from the Forest Ranger and the Child Smile dental nurses during October. We will also be enjoying lots of Outdoor Education with a focus on Literacy and Numeracy. WE have been busy building our BUG HOTEL, examining our Wormery and are planning a community litter pick. **I have attached our Literacy and Numeracy Outdoor Education Activities for your information, so that you can see what we are up to!**



Our Wellie Beans children are now working in learning teams / groups. Each group will be very involved in choosing what they would like to learn about whilst at nursery. Look out for our topic webs, floor books, talking tubs and learning plans.



Grow Well Choices

This term we will be embarking on a whole nursery topic called Grow Well Choices. Grow Well Choices has been developed by NHS Grampian and is about the importance of being healthy and making healthy choices. It fully supports the delivery of the Curriculum for Excellence Health and Wellbeing Experiences and Outcomes and the principles within the Pre-Birth to Three Curriculum. The sessions will include fun activities around the following:

- **Be active together**
- **Eat well together**
- **Smile – healthy teeth**
- **Feeling peckish and making healthy snack choices**
- **Healthy balance – a good night's sleep, physical activity and food intake**
- **Going to the games – growing well and taking care of ourselves and our friends**



Spree Books

Please return your spree book or money to the nursery office ASAP. The nursery will receive a minimum of £4 for every book sold. This will be used to purchase new resources for the children. Huge thanks.

Staffing Update – Best Wishes to Kate

Unfortunately Kate will be leaving us on the 20th of October. Kate has worked for a total of 45 years since she was 15 (sorry Kate) and has decided that this is the right time for her to retire and enjoy the next phase of her life. Kate has had an extremely busy and professional working life. She first started working in a law firm, followed by managerial positions in a dental practice, the radiology department at ARI, the Care Inspectorate, Cornhill Hospital, Langstane Press, Aberdeen Football Club and finally KingsWellies! We will REALLY miss Kate but wish her ALL the very best for her future. She wants to enjoy LOTS of holidays, spend time with her family and is really hoping to get a new puppy! Kate has promised that she will keep in touch and has already been roped in to helping out at the Christmas parties. We will miss you Kate. Thank you for all of your hard work and commitment to us!

I am however delighted to say that Aimee will become our new Reception Manager and Scott will become the “new Kate!” Scott will join us full time as our Office, IT and Maintenance Manager. This will be a HUGE benefit to the nursery as Scott really is a jack of all trades. He is also a fully qualified teacher and he LOVES working with the children on their teaching and learning. Exciting times ahead!

Congratulations to Paul and Laura

Paul has just completed his SVQ3 in Social Services (Children and Young People). He is now a fully qualified Nursery Practitioner! He achieved this in record time (just under a year) and we are VERY VERY proud of him! This is a real achievement (whilst also working full time) as there was a huge amount of study and additional training involved. Well done Paul! You are our Worker of the Month!

Laura has also been promoted as a member of our Senior Management Team. Laura will take up the role of Relief Depute Manager and will cover in the absence of Marcia and/or Suzanne. Congratulations Laura! You are a HUGE asset to our nursery. Caroline will step up as Room Supervisor in the Wellie Tots room when Laura is our Depute Manager.

Welcome to Jenna

Welcome also to Jenna who has just joined the KingsWellies team this week. Jenna will work between all of the rooms providing additional support where needed. We are lucky to be OVER our staff ratio on a daily basis. This provides a better quality provision for our children.



WOW – Look how smart we look!

Lara and Max love their new schools and look particularly smart in their school uniforms! We really miss you both!

Ruby would like you to tell her which school your pre-school child will be going to. This will help us to plan groups, transition, activities and is very helpful information to the nursery. There is a chart up outside the Pre-School door. Please complete it for us.



Visit from our Early Years Development Officer

As a partner provider nursery with Aberdeen City Council, we work very closely with the Early Years Development Team. We were delighted to welcome our new Development Officer, Muriel Milne, in to nursery this week. Muriel will carry out regular quality assurance and monitoring visits with us in our pre-school room. This will ensure that we are providing a high quality service for all of our children. Muriel was very pleased with what she saw and commended us on our learning, teaching and strong teamwork. She commented that the learning environment was imaginative, creative and stimulating and that all children were engaged and happy in their learning. She also felt that the teams in each room were working very well together and were bringing a range of skills and expertise to the nursery. Well done everyone! I will keep you updated with future visit reports.

Loose Parts Play – Help! We need Stuff!

Loose parts create richer learning environments for children to play, giving them the resources they need to do what they need to do. Loose parts aren't prescriptive and offer limitless possibilities. Static, unchanging play spaces do little for children whereas environments which can be manipulated, where things move and can be moved, open worlds of possibility.

At KingsWellies, we see the importance of loose parts play and have been trying hard to collect lots of loose parts. **We already have many tried and tested loose parts but we really need your help to collect MORE so that we can keep things interesting. Please hand in anything suitable that you may have.** We promise that we will make very imaginative and creative use of it. If you would like to find out more about Loose Parts Play, I have attached a link to The Loose Parts Play Toolkit which I hope you will find useful.

<http://www.inspiringscotland.org.uk/media/58451/Loose-Parts-Play-web.pdf>

The list of possible loose parts is endless but can include:

Appendix 5: Tried and tested loose parts

Natural

- Wooden pennies (slices of wood about 3 inches thick)
- Logs of different heights and widths
- A variety of lengths of wood
- Willow or hazel rods at least 1.5m long
- Sticks – various lengths
- Whisky barrel planters: for mixing and collecting

Surfaces and features

- Planted willow tunnels, dens and fedges (a fence / hedge)
- Water: supplied from an outside tap; a barrel pump, water butt or jerry cans with taps
- Sand (and small resources for sand play and maintenance – including sieves, buckets, spades, trowels, long handled sturdy brooms, brushes, rakes etc.)
- Gravel - chuckies
- Bark chips
- Mud
- Long grass
- Trees – worthwhile planting for future generations of children
- Fire pit (temporary or permanent)

More temporary

- Chalk
- Straw bales
- Cardboard boxes – various sizes and shapes
- Leaves, feathers, shells, pine cones
- Stones / pebbles / cobbles
- Air drying modelling clay
- Tree brushings
- Leaves

Man-made

- Quick drying materials such as organza, fleece blankets and shower curtains
- Tarpaulins (various sizes and colours - big, small, green, blue, white, transparent etc.)
- Milk and bread crates
- Wooden pallets – tough ones
- Tough buckets
- Cable drums or reels
- Tubes, guttering and funnels (plastic or bamboo), hosepipe, bore pipes
- Nets
- Tyres – bicycle, motorbike and car
- Large shallow tray
- Trolley on wheels to help aid tidying up, e.g. garden trolley / sack trolley, tub truck trolley, large metal trolley or small trolley
- Wheelbarrow
- Old suitcases
- Baskets for collecting / transporting
- Resources to enhance small world play, for example mini figures, dinosaurs and vehicles
- Steering wheels
- Computer keyboards
- Old clothes for dressing up, e.g. jacket suits, waistcoats, handbags
- Portable seats/ sit-upons: aluminium bubble-wrap, camping ones, gardening mats

Useful little bits

- Velcro straps
- Fence clamps and hooks
- String, paracord, high vis guy ropes
- Big karabiners
- Pegs – Ecoforce have spring-free pegs
- Duct tape, masking tape



Kids Rock – Music, Story and Imagination

Leanne, our Pre-School Supervisor (currently on maternity leave) will be joining us during this term to hold very exciting and creative “Kids Rock” classes with our children. Leanne is an accomplished musician, singer and songwriter and has performed in many bands. We are very excited to work with her on her music, story and imagination classes.



Macmillan Big Coffee Morning

The world’s biggest coffee morning is Macmillan’s biggest fundraising event for people facing cancer. Last year alone, £25 million was raised and this year they aim to raise even more. In order to support this very worthwhile charity event, the KingsWellies gang will spend next week baking and selling to our parents and friends. All proceeds will go directly to Macmillan. Many thanks for your support.



Interactive Learning Diary and Learning Journey Folder

If you would like to sign up to view your child’s digital Interactive Learning Diary (ILD), please see Aimee or Suzanne who will provide you with your own unique registration code. This excellent tool assists us with the recording and planning of your child’s educational development. We have had excellent feedback from parents who are able to access and observe their child’s learning whilst at nursery. You can also send in your own observations of your child’s activities from home.



If you would like to take your child's Individual Learning Journey Folder home, please see playroom staff who will be happy to oblige. We only ask that you return it within a week and that you complete the evaluation form within. We encourage our children to access these folders all of the time and to be proud of their learning and achievements.



Autumnal Topics

We are looking forward to celebrating and exploring a variety of different Autumnal topics:

- *Concepts of light and dark*
- *Seasons – Autumn and Winter*
- *Colours*
- *Animals – nocturnal, diurnal and crepuscular!*
- *Festivals and traditions*
- *Diwali – Festival of Lights*
- *Pumpkins and tasty treats*
- *Halloween – why not bring in your pumpkin lanterns for our pumpkin competition?*



Medication Forms

We cannot administer any medication without fully completed medication forms. Please ensure that ALL details within our Medication Administration Form are completed properly and fully, otherwise our staff will be unable to accept them. Many thanks.

KingsWellies Polices of the month

Please find attached our **Nursery Improvement Plan for session 2016/17**. You can also find copies in our reception area. Please give us your feedback. What else do we need to improve upon?

I have also attached extracts from our **Literacy and English Policy** and our **Numeracy and Mathematics Policy**. We are focusing on **outdoor learning opportunities which encourage Literacy and Numeracy**. I hope that you find the attached Literacy and Numeracy activities useful. Our children are "little sponges" and are learning ALL of the time!

All of our policies can be found on our website and also outside each room. Your feedback is very important to us.

Two Week Holiday Closure

Just a reminder that we are closed for two weeks over the Christmas holiday period. We close at 6pm on Friday 23rd December and reopen at 7.30am on Monday 9th January 2017! It will be here before we know it! We CAN'T WAIT to decorate the nursery again this Christmas. Even bigger and better this year!

Comments, Compliments and Concerns

PLEASE give us your feedback, good and bad! If you have any concerns, you MUST let us know. We are always here to listen and we take your comments extremely seriously. We should always be your first point of contact. We are a very reflective nursery and genuinely want only the very best for all of our children, families and staff! Please make us your first port of call if you have any comments, compliments or concerns!

If you would like this newsletter or any other documentation translated in to another language or an alternative reading format, please do not hesitate to contact us.



Numeracy & Mathematics Policy

Published	March 2015 (V1)
Revised	Session 2017/18



KingsWellies Nursery – Outdoor Education
Numeracy and Mathematics
Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Angle, Symmetry and Transformation	
<p>In movement, games, and using technology I can use simple directions and describe positions. MTH 0-17a</p> <p>I have had fun creating a range of symmetrical pictures and patterns using a range of media. MTH 0-19a</p>	<ul style="list-style-type: none"> • Make a maze and give directions to a (blindfolded) partner. • Use beebots on a marked out grid in the outdoor area. • One child acts as guide holding up arrow symbols → ↓ children move according to the symbol. Challenge: add numerals to indicate number of steps. • Use an obstacle course to introduce positional language such as on, out, under, on top of. • Looking at patterns in the local environment e.g. patterns of bricks, fences, windows, and tyres. Children can take rubbings of different surfaces. Challenge: children create their own pattern using outdoor chalks or coloured blocks. • Children create a symmetrical pattern using natural materials.
Data Analysis	
<p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b</p> <p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c</p>	<ul style="list-style-type: none"> • Collect and sort natural materials e.g. leaves, pine cones, shells or twigs and sort objects into sets, count them and then match numerals to the amounts. • Pupils could carry out a traffic survey and display findings. • Match or sort different coloured resources e.g. hoops or bean bags. • Go for a walk around the nursery building and playground on a mini treasure hunt to look for signs. • Look for and discuss the meaning of road signs. • Record weather patterns to decide what to wear or what games to put outside etc.

KingsWellies Nursery – Outdoor Education
Numeracy and Mathematics
Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Estimation and Rounding	
<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.</p> <p style="text-align: center;">MNU 0-01a</p>	<ul style="list-style-type: none"> Estimating then compare directly two lengths, using language: longer, shorter and the same as. Hide beany snakes or drawn snakes of assorted lengths (5cm-100cm) in the outdoor environment. Invite the children to hunt and 're-capture' them. Encourage the children to estimate whether each snake found is longer, shorter or the same as the one on the measuring table. Compare and record on a simple tick chart. Estimate how many trees / flowers are in the Eco garden, number of bricks, windows or paving slabs, and then count with 1:1 correspondence. Estimate heights / lengths – ones which can and can't be measured e.g. heights of trees, plants etc. Estimate quantities and then check then e.g. paving slabs, numbers of windows or bricks. Children fill different sized clear containers with stones. Pupils to estimate which one holds "more / less"
Fractions, Decimal Fractions and Percentages	
<p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts.</p> <p style="text-align: center;">MNU 0-07a</p>	<ul style="list-style-type: none"> Draw chalk circles and introduce the concept of sharing. The children then move from group to group as they share out a number. You can use small circles and have stones, twigs to share. Or they can share children in larger circles. Children find a leaf and tear it in half
Measurement	
<p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.</p> <p style="text-align: center;">MNU 0-11a</p>	<ul style="list-style-type: none"> Pupils compare the weight of items found in the environment e.g. pebbles, stones and sticks which is "heavy / heavier" and "light / lighter". Use a rain gauge or containers to describe capacity using "full" and "empty". Use hands to measure objects around nursery e.g. height of fence, bins or length of bench. Pupils get themselves into height order standing or lying down.
Money	
<p>I am developing my awareness of how money is used and can recognise and use a range of coins</p> <p style="text-align: center;">MNU 0-09a</p>	<ul style="list-style-type: none"> Children go to shops and use coins to buy a stamp for their letter or an apple snack.

KingsWellies Nursery – Outdoor Education
Numeracy and Mathematics
Early Level

# Experiences and Outcomes	Outdoor Learning Opportunities
Number and Number Processes	
<p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.</p> <p style="text-align: center;">MNU 0-02a</p> <p>I use practical material and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.</p> <p style="text-align: center;">MNU 0-03a</p>	<ul style="list-style-type: none"> Place number tiles in a circle. Use a spinner arrow in the middle. When the arrow points to a number 93, for example), everyone stamps, claps or jumps three times. Place number tiles 1-12 in a circle round the spinner. Play "What's the time Mr Wolf?" Using the arrow to decide the time. Put an object on 2 of the numbers and if the spinner points to one of these, it is dinner time. Make a number track 0-10 with floor tiles. Roll an outdoor dice to move an object (or themselves) along the number track. Arrange number tiles (1 to 10 or more) in a solid rectangle. Take turns to throw two fleece balls on them. Say what number they have landed on. Challenge: Add the numbers together. Arrange all the numerals on the ground. Children take it in turn to roll two dice, and then pick up the highest or lowest numeral from the ground. Keep playing until you have collected two numerals the same. Introduce terms first, then, next and last through team sports, games and races (inked to P.E.) in the playground. Use existing playground markings or draw a number line with chalk. Pupils then cover up and identify the missing number. Give pupils numbers 0-10. Pupils run around with numbers visible to all. Ask them to get into numerical order beginning at zero. Challenge: Begin at the highest number. While in line children recite even and odd numbers and pupils could either jump forward or crouch down. Lay out a hop scotch board or number track in the playground. Pupils jump on number before 5, number after 6. Use a box of maths flashcards. Pass them round to the music. When the music stops take out the card and answer the question. Number ping pong – split the class into two groups As and Bs. Group A asks a question and throws ball or bean bag to B who answers and then repeats the process going down the line. <p>#</p>

KingsWellies Nursery – Outdoor Education
Literacy & English
Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Patterns and Relationships	
<p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.</p> <p style="text-align: center;">MTH 0-13a</p>	<p style="text-align: center;">See angle, symmetry and transformation section.</p>
Properties of 2D and 3D Objects	
<p>I enjoy investigating objects and shapes and can sort, describe and be creative with them.</p> <p style="text-align: center;">MTH 0-16a</p>	<ul style="list-style-type: none"> • Identify 2D and 3D shapes in the environment e.g. bins are cylinders. Photograph them and display results. • Create 2D and 3D models using objects collected. e.g. can pupils make a car, house etc. • Pupils work in groups using skipping ropes to make 2D shapes.
Time	
<p>I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.</p> <p style="text-align: center;">MNU 0-10a</p>	<ul style="list-style-type: none"> • Draw weather symbols in the playground pupils can plot when it is sunny / cloudy in the morning / afternoon. Role play what children are doing at 9 o'clock – ring a bell, 1o'clock – eating lunch. Links to Social subjects / Drama

Literacy & English Policy

Published	March 2015 (V1)
Revised	Session 2017/18



KingsWellies Nursery – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Listening & Talking	
<p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p> <p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen LIT 0-2a / ENG 0-03a</p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p>	<ul style="list-style-type: none"> • Encourage all children to find a 'magic spot' outside, this spot can be used for many activities, reflective time, and solitary activities and it is their special place that no one else can use. • Regular outdoor activities: circle time gatherings, storytelling and listening, sharing events during plenary songs, games and dance, pupil council / eco meetings. • Create a storytelling seat / area outside as a dedicated spot for outdoor storytelling. • Gather leaves outside and then get into a gathering circle to discuss what they have found, i.e. size, shape, colour. • Sticky bands round children's arms, using double sided tape, encourage children to find things outside and stick to keep. During plenary ask children to discuss in a gathering circle what they have found. • Listen for the number of sounds you can hear around you. Hold up one fist, every time you hear a sound, raise a finger. Afterwards recall the sounds heard. • Practise copying the sounds you hear outside. Cats, dogs, gulls, cars etc etc. • Using digital sound recorders let the children record sounds outside. After each sound, ask "What is it?" Leave a 6 second pause then say the answer. Use the recordings for future listening quiz. • Hide pieces of a giant jigsaw in various locations outside, children partner up and then locate the missing pieces, encourage children to talk and listen to each other. • Owl ears – get the children to pretend they are scooping up water using their hands as pretend cups. Ask them to tip out the water then put the "cups" behind their ears and listen. Cupped ears collect sound like satellite dishes on the side of your head. This is how rabbits, owls and deer hear. • If any child discovers a snail or a slug encourage the children to leave it on the ground and hum to it. Experiment with different pitches. At the correct pitch, the creature will uncurl, stretch its antennae and start moving. • Kim's Game – using objects found outside. • Outdoor treasure chests – any work undertaken outside can be placed in the chest for future discussions • Play eye spy but have the children run and touch the object outside before coming back to you. Or have 2 teams and when a child guesses correctly, a child from each team goes and touches the object and comes back to the group

KingsWellies Nursery – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Listening & Talking	
<p>To help me understand stories and other texts, I ask question and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-09a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</p> <p>LIT 0-09b / LIT 0-31a</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</p> <p>LIT 0-10a</p>	

KingsWellies Nursery – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Reading	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p>	<ul style="list-style-type: none"> • Have blankets, sleeping bags and cushions available to make reading outside comfortable. • Develop outdoor stories over a few days. This allows for repetition of the story, familiarity and an opportunity for children, using props to stimulate interest. For example using <i>Handa's Surprise</i> by Eileen Browne. Toy animals could be hidden in trees around the nursery grounds for children to look for. African material (to make dresses, skirts etc) can be used outside with baskets of fruit for re-enacting the story. The fruit illustrated in the story could be eaten outside as a snack with the seeds or pips planted afterwards to see if they will grow. African games can be played outside, such as using spinning tops or playing jack, but just using small pebbles. • Trip to local library. • Environmental print walks in nursery grounds and local areas. Look for signs in the nursery grounds such as emergency exits. Fire hoses, alarm locations. Let them take photographs and use them for future discussions. • Laminated photographs and texts for outside to continue children's interests and themes outdoors. • Use tents / shelters for reading areas. • Make an outdoor alphabet big book – use photos and objects to develop the book over the year. • Photograph objects in the nursery grounds from different angles. Laminate the photos and let the children match them. • Have a basket of pebbles with pictures and letters painted on them for telling stories. • Use hidden objects to focus on prepositions – hide animals in, beside, under, over, on top of places in a garden and have the children describe the location. • Bury plastic letters in the sandpit for the children to find. • Play alphabet hide 'n' seek where children hide and hunt for letters. • Have sponge letters in the water area. • Go on a Bear Hunt!

KingsWellies Nursery – Outdoor Education

Literacy & English

Early Level

Experiences and Outcomes	Outdoor Learning Opportunities
Writing	
<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways LIT 0-19a</p>	<ul style="list-style-type: none"> • Let children make signs and symbols for places and objects in the outside area e.g. signs on bikes to represent emergency services, road and rail signs for a road or railway track, superhero symbols on capes and costumes, instruction signs such as 'no entrance' and 'remember to wash your hands'. • Have alphabet tiles outside for large scale printing or pouring water over them to see the imprint left behind. • Make letters using stones and sticks. • Using chalk, make an alphabet trail for the children to follow around the playground. • Have writing equipment ready to go. Transparent labelled boxes containing felt tip pens, rulers, writing equipment, pencils and crayons. • Have a blackboard / whiteboard outside. • Have a pin board for posting pictures and messages. • Have clipboards and scoreboards for games and children carrying around with them. • Have interesting pieces of paper. Show children how to roll up metre strips of paper with a secret message that can be stored in crack in a wall or put in a pocket. • Make water trails and patterns using bottles with a hole in the bottom encouraging mark making. Also use spray bottles, hoses and watering cans as well as a variety of cups and containers. • Paint and draw on walls with a variety of media. • Make patterns in the sand / digging areas. • Take sticks on walks and use for drawing, making messages, dragging along the ground, poking in puddles and dirt. • Draw round objects such as logs. • Use chalk on playground and sticks in sand. • Have mark making materials available for small world play, e.g. chalk to make a roadway, runway, train track. • Spell simple CVC words, by jumping from letter to letter on a tile mat or on letters chalked onto tarmac. • Create hopscotch and other jumping games but use letters instead of numbers.

KingsWellies Nursery

Improvement Plan

Year 2 – Session 2016 / 17

Improvement Plan 1: Key Development: Building our Nursery – Culture, 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 • How Good Is Our Early Learning And Childcare? • 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 • ECERS / ICERS / SSTEW (ACC Pilot) • National and Local Policies and Procedures 	Ongoing - Year 2 (August 2016 – August 2017)	All staff	Improved staff knowledge, understanding and familiarisation of key KingsWellies policies and procedures and ALL Local and National documents
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.	Monthly basis – first week of each month	Director to provide appropriate and focused tasks. Supervisors / Managers to guide and mentor staff in their completion	Improved learning experiences for all children as a result of increased staff knowledge and understanding
Monthly Staff Collegiate Meetings to be held with a focus on Improvement Plan, Care Inspectorate Action Plan, ECERS, ICERS, SSTEW and ongoing self-evaluation of nursery practices. Flexible Collegiate Calendar produced and fully implemented	Monthly basis – first week of each month	All staff to attend. Director to lead meetings KR to produce Collegiate calendar	Increased knowledge, understanding and confidence of staff when working with key documents
<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>Fully implement KingsWellies CPD / Support and Supervision Programme. Share with all staff. Implement throughout the course of the session.</p>	<p>Ongoing – session 2016/17</p> <p>Ongoing – session 2016/17</p> <p>Ongoing in line with CPD / Support and Supervision Programme</p> <p>Ongoing</p>	<p>Aberlour Futures Aberdeen City Council Training Programme</p> <p>SMT</p> <p>SMT</p> <p>Kerry</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>

Make clear KingsWellies Vision, Values, Aims and Aspirations. All staff to be fully aware of roles, responsibilities and expectations.			
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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, Pre-Birth to Three, ECERS, ICERS and SSTEW and How Good Is Our Early Learning And Childcare? 	<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 • Comments, compliments and concerns from parents, staff and children • Playroom observations by SMT • Care routine observations by SMT – ongoing basis • Sharing of good practice • Monitoring of resources • Monitoring of routines • Use of scoring sheets and audits in ECERS, ICERS and SSTEW on an annual and ongoing basis when looking at more specific aspects of practice • Increased enjoyment, creativity, motivation and enthusiasm by staff and children • Making good use of Challenge Questions and Level 5 Illustrations within How Good Is Our Early Learning and Childcare?

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 How Good Is Our Early Learning And Childcare and identify priorities for improvement by staff and stakeholders through broad brush audit and ongoing consultation.	Ongoing	All staff	Improved awareness of KingsWellies' strengths and improvement priorities in consultation with all stakeholders – children, parents, friends, wider community, staff
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 2	Kerry and all staff	Improved use of variety of self-evaluation tools showing impact on playroom practice
Use challenge questions and Level 5 Illustrations from How Good Is Our Early Learning And Childcare as examples of best practice. These are in line with the EXPECTATIONS of KingsWellies Nursery	Ongoing – year 2	Kerry and staff	Improved communication with parents and wider community
Aberdeen City Council Pilot – Pilot the use of Early Childhood Environment Rating Scale (ECERS 3), Infant/Toddler Environment Rating Scale (ITERS) and Sustained Shared Thinking and Emotional Well-being Scale (SSTEW) in all rooms. Use the scales and audits to quality assure practice and ensure that we are fulfilling the “Brilliant Basics!” Scales to be used annually to produce improvement plans with tight deadlines for staff to implement improvement priorities.	Ongoing – year 2 September 2016	SMT / Ruby to lead All staff	Improvement in the quality of care, experiences, curriculum and learning and teaching
Provide opportunities for modelling of good practice and to engage with colleagues from other partner providers and services	Ongoing	All staff	
Use Education Scotland/Care Inspectorate questionnaires with all stakeholders (parents, children, staff). Analysis of results to inform future improvement planning. Use on a 2 year cycle basis.	January 2017	All stakeholders	
Review and implement KingsWellies Quality Assurance Calendar. Share with all stakeholders.	Ongoing	All stakeholders	
Encourage increased parent/carer involvement – increased understanding of Pre-Birth to Three, CfE, sharing achievements, use of learning dialogue, policies of the month, forward planning processes.	Ongoing	All stakeholders	
Provide increased opportunities for parents to witness their children learning. Further focus on use of digital Individual Learning Diary for ALL children in the improved development of KingsWellies Nursery Learning Journeys. Ensure that ALL staff regularly undertake effective observation, evaluation and assessment of	Ongoing – Year 2	All staff – training required	

<p>all children's learning. This also to include identification and implementation of informed next steps for individual children (Care Inspectorate Priority).</p> <p>Staff to continue to self-evaluate own practice and set individual targets for improvement through Continual Professional Development (CPD) programme.</p> <p>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.</p>	<p>Ongoing – Year 2</p> <p>Ongoing</p>	<p>All staff</p> <p>All staff / stakeholders</p>	
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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, curriculum 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 ECERS / ICERS / SSTEW – audits and scoring sheets to be used to evaluate practice and to determine improvement priorities 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 (Year 2): 8. Equality and Fairness – year 2 9. Involving the Community – year 2 10. Involving Other Services – year 2</p> <p>Staff familiarisation and focus on Provision of Early Education Quality Indicators from How Good Is Our Early Learning and Childcare? (February 2016), with a particular focus on:</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum – Specific focus on Literacy Across Learning, Numeracy Across Learning and Health and Wellbeing Across Learning 2.3 Learning, Teaching and Assessment 3.2 Securing Children’s Progress</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. This to include identification and implementation of informed next steps for individual children.</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 • Learning through play • Outdoor education – focus on Literacy and Numeracy outside <p>Make use of Edinburgh City Quality Circle Literacy, Numeracy and Health Audit / Assessment and Planning Trackers to identify improvement priorities.</p>	<p>Ongoing</p> <p>Year 2 – session 2016/17</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – year 2</p> <p>Ongoing</p> <p>Ongoing</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>

Focus on developing good routines and processes within each playroom	Ongoing – year 2 (Session 2016/17)	All staff	Improved relationships with all families as we get to know them well
Focus on ongoing implementation of comprehensive and consistent Individual Care Plans and Chronologies for each child		Supervisors / Depute Managers to lead	
Focus on the ongoing implementation of high quality Learning Journeys for each individual child through use of digital ILD and engagement with children in their own learning		Charlene to lead	
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		Suzanne to lead	
Focus on ongoing implementation of Key Person system as model of best practice		All stakeholders	
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 3	All staff	Evidence of meaningful assessment and planning for individual next steps in Individual Learning Journeys, digital Interactive Learning Diaries
Provide opportunities for children to take part in wider community through charity events, Eco Schools, Forest Schools and Rights Respecting behaviours		Depute Managers / Supervisors to lead	

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

Session 2016/17

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 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	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 / 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 with 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