



Rainbow Nursery

Improvement Plan 2025/26

Planning framework

As part of Children's Services, Rainbow Nursery has developed this improvement plan to address the needs of our setting in line with the local and national priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their place , attracting others to move here and share in the opportunities Renfrewshire has to offer.	We will support a strong and flexible local economy —with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.	We want Renfrewshire to be a fair place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.	We are working towards a greener future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.	We want our employees to feel proud to work for Renfrewshire Council because we are a values driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.
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Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities					
Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment

Our Vision, Values and Aims

- Our vision is to promote the delivery of high-quality early learning and childcare in disadvantaged areas of Renfrewshire, mainly in Regeneration Outcome Agreement target areas to ensure children have the best start in life, are ready to succeed and live in positive and inclusive environments.
- Provide a welcoming ethos that focuses on families & friendships, working together to develop a shared vision for change and improvement within our setting and local community.
- Our pedagogical approach places a large focus of child-led learning, influenced by a variety of play theories such as Reggio, Montessori, Froebel, Curiosity Approach and Hygge.
- We greatly support outdoor learning, risky play and loose parts play throughout all our learning environments.
- We place a high value on promoting positive mental health and wellbeing for the children and families we work with.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children, parents, board members and the local community we used a variety of methods of getting the views of those who are involved in the life and work of Rainbow Nursery such as parent questionnaires, formal staff meetings, informal discussions, 1:1 consultations with staff, professional dialogue, environment audits, children's mind maps, children's drawings, photographs, observations.

We have also consulted with our partners across and out-with the Council to assist us in the delivery of our priorities.
Engage Renfrewshire, Education Psychology services, Health Visitors and training providers.

All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our plan meet the needs of the establishment and articulate with the local and national priorities.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include

- Reflecting on key early years documents and guidance
- Using the key drivers of National Improvement Framework as benchmarks.
- Encouraging staff to be self-reflective of their own practice.
- Through staff review and development processes.
- Using Care Inspectorate and Health & Social Care Standards as guidance for improvements.
- The use of a robust moderation calendar to monitor quality of practice.
- Documentation of children's learning – observations, artwork, wall displays, photographs, etc.)
- Children's development trackers to assess progress.
- Adopting a 'Plan, Do, Study, Act' cycle for improvement.
- Carrying out environmental audits.
- Using floor book to evidence progress.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 – Develop the outdoor learning environment to create an inspiring and high-quality play space that supports cross-curricular learning while promoting curiosity, imagination and independence.

NIF Priorities	Highlight as appropriate	NIF 7 Key Outcomes (see page 2 for full descriptors)	Highlight as appropriate
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 		<ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<ul style="list-style-type: none"> Evaluation of last plan identifies that further improvements could be made to outdoor area to build on the progress made so far. Management observations highlight that space could be better utilised if further development is carried out. Following staff self-evaluation of a recent outdoor learning training session, it was identified that Staff feel the need for further training on how to promote learning in the outdoor area. 	<ul style="list-style-type: none"> Further development to the outdoor area creating zoned areas for more focussed and meaningful learning – Spring 2026 Across the year we expect Staff knowledge and confidence to grow, and the team enthusiastically and confidently provide outdoor learning opportunities across all age groups. 	<ul style="list-style-type: none"> From observations of play and learning taking place in the outdoor area Seeking feedback from the children, Staff and parents. Creating a garden/ community floor book to document learning 	<ul style="list-style-type: none"> Further improvements to outdoor area through creating zoned areas within the garden for more focussed and meaningful learning experiences. Relocation of 0-2 and 2-3 play areas to enable continuous free flow for the younger age group. This will be achieved by separating the outdoor area and moving the resources to a more convenient position. Source training for staff to further develop their skills and knowledge on providing an outdoor environment that fosters purposeful, play based experiences.

		<ul style="list-style-type: none">• Daily health and safety checklists in place for staff to complete. Management will regularly audit these.	<ul style="list-style-type: none">• Create a garden committee to utilise our growing area on a regular basis and coordinate regular gardening activities.• Strengthen links with Renfrewshire Environmental Trust and tap into available resources.• Staff will introduce environmental audits to plan and implement changes to the outdoor environment.• Management will carry out audits of the outdoor environment to ensure all spaces are being utilised and a high standard of learning is available.• Further promote links with local nurseries to observe what outdoor learning looks like at other settings.• Strengthen links with the wider community by utilising available resources.• Staff will encourage parents to participate in outdoor learning with their children such as planting activities through stay and play sessions.• Raise awareness of the SIMOA campaign across the staff team by sharing practice notes and resources during staff meetings. This can be extended to children and families as they learn how to keep themselves safe.
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Improvement Priority 2 – Develop high quality learning, teaching and assessment that leads to improved attainment in literacy.

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Outcomes (see page 2 for full descriptors)

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- **High levels of achievement across the curriculum with action to close the poverty-related attainment gap**
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<ul style="list-style-type: none"> • Data from the progression toolkit, highlights that children would benefit from more focussed learning around literacy. Average percentage achieved in literacy for academic year 24-25 was 55% • Planning and tracking systems used to record and assess children's progress identifies children would benefit from more targeted support in this area. 	<ul style="list-style-type: none"> • A rise in the number of children who are achieving 'demonstrating consistency' by the end of the academic year. • An increase in key activities that focus on literacy developmental milestones by the end of Term 1. • A lower percentage of children in the 'Early Stages' of developmental milestones by the end of the academic year. 	<ul style="list-style-type: none"> • Results will be recorded on the progression toolkit • Staff observations and individual children's tracking progress will provide further information to track progress. • Implementation and evaluation of a medium-term plan that focusses on 3 literacy focussed developmental milestones each term. 	<ul style="list-style-type: none"> • Implement a medium-term plan that focusses on 3 Literacy Developmental Milestones each term. <ul style="list-style-type: none"> Term 1 – <ul style="list-style-type: none"> • I can recognise words in songs, games, poems and words that rhyme . • I can identify and tap out syllables • I can draw a picture with detail and tell my own story about it. Term 2 – <ul style="list-style-type: none"> • I can mark make using a range of materials and can communicate what my marks making means. • I can explore some letters and their sound. . • I can recall and communicate about characters and events in stories.

			<p><u>Term 3 –</u></p> <ul style="list-style-type: none"> • I can listen, respond and recall information appropriately in different context . • I understand non-verbal cues and can communicate using speech, signs or actions . • I can use role play to recreate or invent situations • Early Years graduate will work with small focus groups providing experiences linked to developmental milestones set out in medium term plan. • Rainbow staff will work closely with Early Years Graduate to ensure focus group work extends into the playroom and is included in room planning. Regular evaluation meetings will take place. • Implement the Imagination Library and aim to get 100% sign up within the nursery. • Introduce a lending library • Appoint staff member to take on role of literacy lead. • Enrol staff on Book bug training and hold sessions with the children across all age groups. • Home link bears will be introduced to all playrooms to encourage parental involvement and support learning at home.
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			<ul style="list-style-type: none">• Staff will source IT resources to further develop literacy and numeracy skills with children.• Management team will initiate contact with other local nurseries to share practice.
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Improvement Priority 3 – Develop and implement robust quality assurance systems.			
NIF Priorities		NIF 7 Key Outcomes (see page 2 for full descriptors)	
Rationale for change		Outcome and Expected Impact	
<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 	<p style="text-align: right;">Highlight as appropriate</p>	<ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality 	<p style="text-align: right;">Highlight as appropriate</p>
<ul style="list-style-type: none"> SCSWIS feedback highlights importance of continuing to embed, sustain and evaluate the current planning process in place Room observations by Management have highlighted areas for further development. Significant staff change over within team New team in 3-5 room within last 12 months New Senior in place and New Manager 	<ul style="list-style-type: none"> An increase in staff confidence and ability when planning for key children across all curricular areas. This will ensure all children are experiencing learning opportunities in line with their interest and stage of development – ongoing throughout academic year. A knowledgeable staff team who are confident with all nursery policy and procedures. Improvement in the daily procedures in the nursery to ensure compliance with best practice guidance - Immediate and ongoing. 	<ul style="list-style-type: none"> Management will record room observations. Areas for further development will be recorded and actioned with a follow up date. Staff will receive individual staff supervisions. Further discussions and feedback will be sought during regular staff meetings. 	<ul style="list-style-type: none"> Regular room observations carried out to highlight good practice and identify areas for further development. Hold monthly management meetings with Senior room staff to discuss findings of room observations and plan action to take going forward. Regular staff meetings to discuss areas to develop within the nursery Regular individual supervisions with staff to discuss performance and strategies to further develop their skills and knowledge. Annual appraisals to set goals for the year ahead. Individual training plans for staff clarifying goals for the year and how these will be achieved. Introduce peer assessments amongst the team to strengthen team bonds and give further opportunity to share skills.

		<ul style="list-style-type: none">• Evidence recorded in online learning journals• Staff will complete self-evaluation forms following training.	<ul style="list-style-type: none">• Implement a monitoring calendar that focusses on a different area each month.• Carry out monthly evaluations of procedures in place for monitoring medicine, accidents and incidents.• Audit daily checklists on a regular basis to ensure these are being completed efficiently and effectively• Seek feedback from all service users on the service and collate the responses to identify further areas for improvement.• Devise a review sheet for the current Improvement plan. This will be completed monthly to evaluate progress made and action to take going forward.
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