

Context / Key Resilience Issue  
Our improvement plan priorities and how they link to Community Resilience

Priority 1:	By using the HANEN approach to communication 100% of our staff will be trained by December 2018. This will ensure that by June 2019 we will be providing a rich and inclusive language learning environment for all children in our nursery.
Community Resilience:	This will support the staff in their professional understanding and encourage them to keep working on their own skills, taking positive action. This will also support the children to have positive social interactions and will be supported by staff who nurture their resilience.
Priority 2:	By training 100% of our staff in ABC music pack by June 2019 we will provide a music rich environment where all children will access movement, touch and visual information to support their communication.
Community Resilience:	This will support the staff in their professional understanding and encourage them to keep working on their own skills, taking positive action.
Priority 3:	By further developing and enhancing our approaches to self-evaluation we will make a positive impact on the service we provide to at least 60% of our families by June 2019
Community Resilience:	This will support the staff in recognising that we can treat problems as a learning process, taking positive action when faced with issue or problem. By evaluating what we do it helps us have realistic goals and a sense of purpose.
Priority 4:	By improving the ways we communicate with parents and carers we will increase parents participation in the life of the nursery by 50%.
Community Resilience:	By involving parents in the life of the centre allows them to also develop and nurture resilience in their children. We will establish goals together. Parents taking part in our activities encourages personal resilience.

Activities embedded into daily routines that support community resilience

Play on Pedals	Riding a bike supports good general health which influences resilience Staff nurture resilience through encouraging perseverance and developing children’s optimism, giving them a belief in their abilities, celebrating success. Families are involved in the programme encouraging the wider community to cycle. Children are encouraged to look at being safe through wearing a helmet, riding safely in a space and looking after the bikes i.e. don’t drop them on the ground.
Use of ICT	Children are involved in the collating of their experiences and learning through online profiles. This is shared with parents. They also are involved in sending messages via twitter. Many of our parents have now signed up to twitter. These experiences support resilience through problem solving, embracing change, particularly for the parents, keep working on our skills,
Forest Visits	Children visit our Forest every week in all weathers. They have learned to embrace change, develop their problem solving techniques, work on their skills, take calculated risks, and care for the environment. They benefit greatly from being outdoors in the fresh air. Parents are encouraged to spend a session with their child in the forest. This encourages community resilience in embracing nature.

Community Partnerships  
We work in partnership with parents in all experiences and activities in the nursery.  
Cycling Scotland support our Play on Pedals Programme.  
We have made links with the Forestry commission for training in Forestschool approach.  
We have been supported by the Woodland trust - Trees, and TESCO - funding.  
We work closely with the primary schools and secondary schools encouraging pupils to be part of community projects.  
We work in partnership with Health visitors in the community who encourage families to attend and take part in the life of the nursery.

Jigsaw Family Learning Centre



Self Evaluation / Key QIs

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equity and inclusion
- 3.2 Securing Children's Progress
- 1.1 Self-evaluation for self-improvement
- 3.3 Developing creativity and skills for life and learning
- 2.7 Partnerships

Planning

To ensure all staff are fully trained and using HANEN approach

- Staff attending training over 3 evenings

To deliver music activities to all children particularly the preschool children who will be encouraged to perform.

- Member of the team attends external training
- Sharing of the training with the full team
- Timetabled delivery of ABC music to all children
- Performance by the children of what we have learned to parents and carers

To evaluate what we do including children, parents, staff and external agencies in the process.

- Using a range of evaluation techniques we will get everyone’s opinions.

To meet with parents, communicate with parents and involve parents in all aspects of nursery life.

- Timetable parents meetings
- Send regular emails to parents
- Involve parent’s in Forest sessions and Play on Pedals sessions
- Share children’s learning via online profiles on agreed dates.
- Key workers will meet with all parents once a term.

The Unfolding Story  
Play on Pedals  
Children are now very confident using bikes. Some are riding 2 wheelers some still on balance or scuttle bike. To encourage children to be safe in their community.



We are learning how to safely travel with our bikes.  
We are planning to establish a Play on Pedals transition programme with one of our local feeder primary school.  
STEM – as part of our digital developments we have introduced Go PRO for use of the bikes when we are in the community. Children film their routes and recall it to their friends back at nursery on the smartboard. It has encouraged lots of talk about places that are safe to travel whilst on a bike. This has sparked a real interest in MAPS. The children used google maps to find their own address. Some were annoyed that google maps did not have their street. They emailed google.

Assessment and Moderation

To support communication we have introduced Boardmaker, a symbolisation whole school approach. All staff are trained and using this approach across the nursery. It supports community resilience by allowing all children to access all experiences. We have worked with other settings to moderate their use of boardmaker. We are awaiting our Gold award assessment.  
We have received out GOLD award.  
We have linked with the primary school buddies when they have had a cycling week. We have compared skills and knowledge.