

DRAFT PRESCHOOL QUALITY IMPROVEMENT PLAN 2025



STEP 1 Analyse and Prioritise

Site name: Parafield Gardens Children's Centre

Goal 1: To improve children's ability to initiate and extend their own learning and develop stronger social skills through developing a strong sense of wellbeing and positive learning dispositions.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we strengthen our knowledge, skills and understanding of how to develop children's wellbeing and social skills, they will become more confident and involved learners, improve communication skills and initiate collaborative play with others.

Success Criteria

Children will:

Demonstrate and manage emotions in a developmentally-appropriate manner

Engage in safe play and interactions with others.

Demonstrate improved resilience and persistence in play.

Improve concentration while participating in learning and social experiences.

Develop a stronger sense of agency while exploring a broad range of learning interests.

Confidently initiate and engage in collaborative play with other children.

Demonstrate learner growth through child-initiated enquiry.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Each educator will build their capacity in understanding and using an enquiry	1.1.1 1.1.2 1.2.1	Terms 1 – 3	All educators participate in online/face to face professional development.	Range of children's books of different genres on wellbeing topics.

<p>focus to improve children’s wellbeing, learning dispositions and social skills.</p>	<p>1.2.2 1.2.3 5.1.1 5.2.2 6.1.2</p>		<p>All educators actively use the RRR as a tool for understanding wellbeing. Speech pathologist PD on intellectual stretch and communication.</p>	<p>Respect Reflect Relate (RRR) Document. Child Protection Curriculum Staff meetings NQS/EYLF documents Wellbeing Framework. Speech pathologist “You can do it” Survey of Young Children’s SEL skills – Early Years program Communication with families</p>
<p>Educators will collaboratively plan and implement learning experiences relevant to the wellbeing specific to each child’s learning goals.</p>	<p>1.1.1 1.1.2 1.1.3 1.2.2 1.3.1 4.2.1</p>	<p>Terms 1-4</p>	<p>All educators planning targeted focus around wellbeing areas Director - coaching/mentoring role and organising staff meetings/one on ones/PDP’s. Staff participation in meetings/planning/implementation.</p>	<p>Planning proformas and data RRR PDP Wellbeing Framework Developmental milestones EYLF documents</p>
<p>Educators will include an ongoing focus on agreed areas of wellbeing in the planning cycle proforma and implement relevant wellbeing learning experiences through a cycle of planning.</p>	<p>1.1.2 1.2.1 1.2.2 1.2.3 1.3.1 1.3.2</p>	<p>Terms 1-3</p>	<p>Educators developing data sets. Director/teachers leading process in the planning cycle process. Director coaching and mentoring. Educators participation in planning cycle.</p>	<p>The centre planning cycle proforma/other proformas. NQS/PQIP. Allocated time. Closure days. MS Teams and Do Jo. EYLF documents</p>
<p>Educators will further develop their understanding and use of critical reflection of children’s play, wellbeing</p>	<p>1.1.1 1.3.1 1.3.2</p>	<p>Terms 1 -4</p>	<p>Director/teachers developing tools for data analysis. All educators using proformas and analysis of pedagogical documentation. Staff</p>	<p>Pedagogical documentation. MS Teams Dojo and One drive. Closure days. Allocated time.</p>

and learning through the collection and analysis of relevant data.			participation in meetings. Planned regular data collection processes for each staff member. Change to more online data collection. State office support.	DfE support staff and Early Years Leader. Developmental milestones EYLF documents
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