IMPROVEMENT AS LEARNING – CYCLE OF INQUIRY OVERVIEW 2026

QIP: To strengthen children's resilience, persistence and wellbeing through all area of the curriculum

Coromandel Valley Kindergarten

Local Context

- Larger than previous years cohort groups (29 & 21)
- Diagnosed neurodivergent children with greater needs.
- 2 children in nappies.
- Thurs/Fri teaching team all new to site this year.
- Mixed ability cohort.

Where are we?

- Parents have indicated through their "getting to know you forms" that resilience is an area they would like their child to develop.
- Staff have indicated in PDP (2025) conversation their skills regulation is an area they would like to develop.
- Inconsistent used of language amongst staff relating to mindset and regulation.
- Staff have noticed many children openly sharing when they find something challenging, often using phrases like "I can't" as they work through new learning experiences.
- Some children are still developing their self-help skills and are building confidence in becoming more independent.
- Play is currently centred around familiar activities, with opportunities to further enrich and extend exploration.
- A number of children are continuing to develop their communication skills, both verbally and non-verbally, as they build connections with peers and adults.
- Self-reflection of the Public Education Strategy highlighted "Wellbeing" as an area that staff felt was developing at our site.
- Identified in our Self-Assessment QA5 as an area of improvement.
- Creating a cultural of safety to be inline with the updates to the NQS
- Identified in ESB assessment as an area to explore Exceeding Themes in QA5 to self regulation.

Where do we want to get to?

- Children who are independent and able to organise their own belongings.
- Children engaged and participating in deeper level thinking and play – through co regulation, peer regulation and independently.
- Children to have strategies to draw on when feeling dysregulated.
- Children able to recognise, name and respond to their feelings (emotional intelligence)
- Children to be effective problems solvers.
- Staff to use consistent vocabulary, approaches and strategies with children.
- Children to understand the "Rights of the Child"
- Children approach learning and challenges with a growth mindset.
- Parents develop skills and knowledge on how to be coregulated with their child and develop their child's wellbeing.

Wellbeing

How might we get there?

- Berry Street Training PD
- 3 family conversation slots throughout the year (T1, T2, T3) to improve communication and relationships with parents, with one learning goal focus to be around Wellbeing.
- Play Naturally OT incursions to promote regulation through nature. Provide resources and feedback to parents.
- Support social connections with children through peer and coregulation
- Improve implementation and resources for KSCPC.
- PDP focus related to QIP goal for staff.
- Staff development around growth mindset language.
- Improvement use of visuals to support.
- Improve planning cycle, with embedded QIP focus.
- Update Philosophy to reflect values relating to QIP and safety of children through emotional regulation.
- Parental workshop – connect with Self-Regulation Team
- Staff to attend COLT PD training and workshops.