

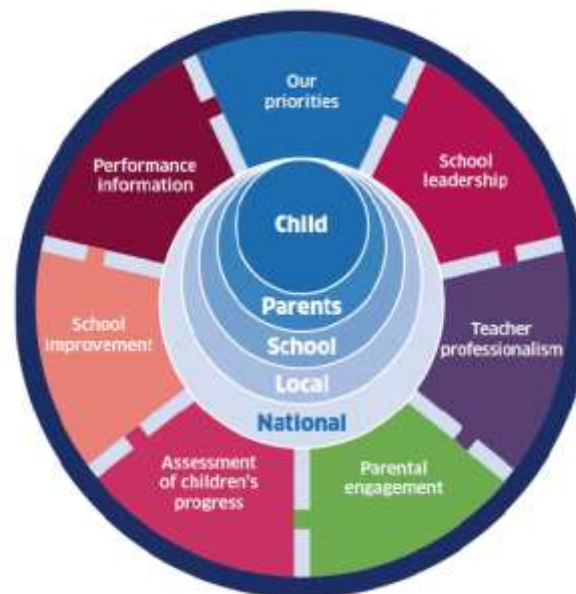
## Education and Learning Directorate

### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2023 - 2024)

**School:** Calside Nursery

**Date:** March 2023



## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.*

### Our Vision, Values and Aims

#### Nursery Vision Statement

**At Calside Nursery our vision is to provide a safe, secure and stimulating environment for children to explore and maximise their full potential whilst ensuring that every child's wellbeing is at the very core of our practice.**

We are committed to creating a positive environment built on mutual respect, trust and cooperation between parents, staff, children and the wider community. Children are at the core of everything we do, and we strive to provide challenge, breadth and depth of learning and opportunities for all, to develop skills for life, learning and work.

#### **The things we value in our nursery are:**

*Respect      Friendship      Responsibility      Enjoyment      Creativity*

#### **Our Aims**

*Play nice      Everyone joins in      Good friend      Arting (creativity)      Learning      Be Kind*

- To create a safe, secure and stimulating environment for every child.
- To respect and value every child as an individual.
- To support and encourage children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To promote a healthy lifestyle and ensure that a child's holistic wellbeing needs are met.
- To provide a welcoming and engaging environment for parents and carers.
- To value parental contributions in the role of educator and to encourage and support them in that role.
- To work in partnership with other agencies and within our communities to support the welfare of our children.
- To build on teamwork and cooperation and to value individual strengths and skills within our team.
- To maintain a commitment to training so that our children are receiving the benefits of skilled/qualified staff.

#### **Review Date: March 2024 onwards**

We have begun the process of reviewing the visions, values and aims / rationale in conjunction with the school.

#### **Review Activities (as appropriate)**

Working with school colleagues to revisit the vision, values and aims / curriculum rationale.

Work with children to revisit the above and collect their views and responses.

Parents to be involved by asking them what their vision is for the nursery and what is important for them in relation to their children's learning experiences.

Create a new Vision, Values and Aims / Rationale that links with the school's beliefs but also tailored for nursery.

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<b>Nursery Priority 1</b> <b>Planning for Children's Learning Experiences</b>  <b>NIF Priority</b> <b>Improvement in attainment particularly in literacy and numeracy</b>  <b>NIF Driver</b> <b>Assessment of Children's Progress</b>  <b>School Improvement</b>  <b>HGIOELC QIs</b> 1.1 Self-Evaluation 1.2 Leadership of learning 2.2 Curriculum 3.2 Securing Children's Progress	<p>The work has finally been completed in nursery. The staff team has created a nursery environment that is providing children with a breadth of learning opportunities.</p> <p><i>Parental Comment: The range of activities is fantastic. My son comes home with new knowledge and experiences daily.</i></p> <p>We have evaluated using Good Practice Sheets and ECERs scales to ensure that we are offering children challenge within their learning experiences.</p> <p>Through observing children we can see that they are engaged within the setting and using their imagination, knowledge and understanding to extend their play and learning.</p> <p>We have implemented the Achievement of a Level, tracking and monitoring paperwork for Literacy, Health &amp; Wellbeing and Numeracy. This paperwork is supporting us to identify where our individual children need more support in their learning but also where there are gaps within the learning so that we can then deliver these areas of the curriculum.</p> <p>The outside area of the nursery has gone through many different changes within the past year to make sure that we are utilising this area to its maximum and fully embedding the curriculum. We are continuing to build on the outside learning zone while learning about nature, growing herbs, fruit and vegetables and following the children's interests. This area is continually changing as we evaluate and develop.</p> <p><i>Parental Comment:</i></p>	<p>Staff to continue to work with Early Level to ensure a shared approach:</p> <ul style="list-style-type: none"> <li>• Monitoring and tracking</li> <li>• Progression Frameworks</li> </ul> <p>Continue with TLQ and Pre TLQ.</p> <p>Continue to review the provision within the nursery setting both inside and outside and build on children's learning experiences.</p> <p>Develop further home link learning resources (story sacks) to support literacy and numeracy.</p> <p>Staff to continue to access training to develop further their knowledge to extend children's learning opportunities.</p> <p>Continue to develop networks for sharing good practice.</p> <p>Develop opportunities for promoting parental help with Gardening Group.</p>

- *You are working hard to develop the nursery environment including the outdoor area.*
- *You are meeting the needs of my child in a caring, supportive way which means he is happy and learning. You are working hard to develop the nursery environment including the outdoor area.*

We have implemented the Pre TLQ and TLQ sessions for groups of children. These are still ongoing at this time and will be evaluated at the end of the programme. Initial evaluation is that they are working well in helping children develop their listening and communication skills.

Self-Evaluation is ongoing through discussions, HGIOELC and using different frameworks. Individual team members have taken responsibility for devising different areas of the nursery and managing them (mark making / physical / outside etc..)

Staff members have undergone training to support curricular areas ( Pre TLQ / TLQ/ Numeracy / Outside play )

The CAPER scheme is progressing well, good parental input, children regularly accessing books.

Collaboration with Early Level in the Primary School to build a shared approach, supporting children as they move on from Nursery into Primary One.

We have worked with other establishments and within our cluster to develop our planning, personal learning plans and other areas, sharing good practice to support our learners.

<p><b>Nursery Priority 2</b> <b>Parental Engagement</b></p> <p><b>NIF Priority</b></p> <p><b>Improvement in children and young people's health and wellbeing.</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children.</b></p> <p><b>Improvement in attainment particularly in literacy and numeracy</b></p> <p><b>NIF Driver</b></p> <p><b>Parental Engagement</b></p> <p><b>HGIOELC QI's:</b></p> <p><b>2.4 Personalised Support</b> <b>2.5 Family Learning</b> <b>2.7 Partnerships</b> <b>3.1 Ensuring Well-being Equality and Inclusion</b></p>	<p>The staff team has worked hard to ensure that parents have been supported in their child's health and wellbeing. Care Plan meetings have been undertaken regularly to ensure that children's needs are being met. We are aware of family dynamics and ensure that all parties are involved in discussions where appropriate.</p> <p><i>Parental Comment: Good communication with parents. All staff are caring and approachable and I feel they all go the extra mile. Overall an excellent nursery.</i></p> <p>Personal learning plans have been handed out to parents at regular intervals to gain feedback from parents and to obtain their views on what next steps should be put in place for their child.</p> <p>We have worked closely with parents and other agencies to ensure that children are accessing the support they need: speech and language, sleep, toileting and behaviour, working with parents to create plans and implement routines.</p> <p>Class Dojo has allowed parents the opportunity to share with us what achievements their child has out with the nursery setting. The translation function within this app ensures that we are encompassing all our families.</p> <p>We have implemented a soft finish to our day which encourages parents to come in from 2.30pm each day and see what their children are working on in nursery.</p> <p>The staff team takes it in turns to welcome parent each day and pass on information. This allows families the chance to get to know everyone in nursery.</p> <p>Parents are encouraged in especially when children are settling into the nursery so that they can get to know the nursery team. This is also encouraged when children are requiring a little bit of extra support after holiday breaks.</p> <p>The nursery has created Stay and Play Workshops for practitioners to share learning with parents/carers. These are based around HWB, Numeracy and Literacy. For those that cannot attend we ensure that they are given literature to inform them of what is being shared. We rotate days to ensure that everyone is getting a chance to attend.</p>	<p>Create calendar of events for parental engagement.</p> <p>Use Class Dojo to ascertain what involvement the parents would like to have in nursery and what we can offer them.</p> <p>Evaluate parental involvement within the setting.</p> <p>Source nursery equipment to make it easier for practitioners to access Class Dojo.</p> <p>Create and hold workshops for parents, possibly add Digital / Transitions to Nursery/ School.</p>
--	--	---

	<p>Questionnaires are sent out to parents/children to get feedback on nursery life and learning so that we can include parent and children's views.</p> <p><i>There is a wide range of activities/experiences to support the children's learning and development:</i>  <i>21 responded Excellent &amp; 5 responded Very Good</i></p> <p><i>I am comfortable approaching staff to discuss my child's needs and progress:</i>  <i>24 responded Excellent - 2 responded Very Good</i></p> <p><i>My child's individual needs are met at the Nursery:</i>  <i>23 responded Excellent &amp; 3 responded Very Good</i></p>	
--	---	--

### 2.1.1 Report on the impact of PEF

*(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*

N/A

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p>Nursery Team have updated their vision, values and aims statement which was created involving parents and children and shared with stakeholders for their contribution.</p> <p>Nursery handbook has been updated, the new vision, values and aims included.</p> <p>The nursery work has been completed both indoors and outdoors and the staff team have worked hard to develop enhanced areas of learning for and with the children.</p> <p>We continue to work with the Early Level within the school to create a solid foundation for our learners and a seamless transition.</p> <p>The manager works alongside the SMT to ensure that she is aware of what is happening within the school and can join in with school life. Promoting good links within the school.</p> <p>Parental involvement through visits, meetings, workshops, Dojo allows parents/carers the chance to share their views and ideas on how we can enhance the nursery provision.</p>	<p>We are revisiting the Vision, Values and Aims and working with the school to develop a shared Vision, while also maintaining our own individuality. This will be reviewed again in March 2024.</p> <p>We are waiting this being sent to us for proof reading.</p> <p>We shall use continued self-evaluation to ensure that numeracy, literacy and health and wellbeing are fully implemented within our setting - 2023/24</p> <p>Work with colleagues within school to ensure a solid foundation across the Early Level. Working on shared approaches, planning and tracking.</p> <p>Work with the school and our nursery children to promote a Right Respecting Schools approach and build towards our Silver Accreditation.</p>	<p>Good 4</p>



<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>Children are encouraged to make choices in their play and learning. They are engaged within the setting and developing a variety of skills for life. Children look at their personal learning books and talk about their learning, they are involved in creating the Big Book and sharing their learning and knowledge.</p> <p>Parents and children are encouraged to share their ideas and views on learning and next steps for their children and the nursery, through meetings, Dojo and general discussions.</p> <p>The staff team has good relationships with the children, they are caring and plan for children's needs. Practitioners work with parents and other agencies to ensure that programmes are put in place for those children who require additional support.</p> <p>Monitoring programmes are in place for Personal Learning Plans, Achievement of a Level tracking to make sure that children are making progression in their learning.</p> <p>The staff team has made progression with the tracking paperwork and this has enhanced our knowledge of where we need to plan for individual children and specific areas of learning within the nursery.</p>	<p>Continue to support and encourage children to make their own individual choices within their learning.</p> <p>Continue to provide opportunities for parents to share their views using a variety of different methods.</p> <p>Staff team to continue to build on the good relationships we have with parents to support children with additional support needs. Sharing advice, knowledge and linking parents to other agencies for support.</p> <p>Continue to monitor staff interaction with children, planning for children's next steps and their progression.</p> <p>Tracking and monitoring to be fully implemented in line with school tracking system to ensure continuity and progression.</p> <p>Continue to work collaboratively with the Early Level staff to ensure continuity and progression in all areas: planning / tracking / assessment.</p>	<p>Good 4</p>
---	--	--	---------------

<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>As part of the Senior Management Team I have completed training in Child Protection and GIRFEC. Training is updated regularly for all members of the nursery staff team to ensure they have a good understanding of how to support / protect children.</p> <p>Supervision Spaces as part of the Barnardo's Wellbeing approach is in place for staff to support wellbeing.</p> <p>GIRFEC principles are embedded within our nursery setting and practices. We positively promote safety, health awareness, encouraging children to be respectful, responsible and support them to achieve their goals. We have introduced SHANARRI characters to support these areas within the setting, creating a SHANARRI wall for children to display their achievements.</p> <p>GIRFEC principles are embedded within our care plans and one-page profiles to ensure that we are taking a holistic approach for the child, these are updated twice a year or when matters arise.</p> <p>GIRFEC questionnaires sent out to parents and children to gain feedback and evaluation of our practice within the nursery setting.</p> <p><b>Children's Views:</b>  <i>NURTURED: Do you feel that the ladies care about you? How do they show this?</i></p> <ul style="list-style-type: none"> <li>• <i>Yes, they ask me questions</i></li> <li>• <i>Yes they do, Miss Potts gives cuddles</i></li> <li>• <i>Yes, gives me big cuddles</i></li> <li>• <i>Yip, if you fight the teachers tell you off, they look at the children</i></li> <li>• <i>Give me cuddles</i></li> <li>• <i>They love you; they do nice stuff for me. They look after me when I fall over, give me a plasters and cold compress</i></li> <li>• <i>Yes, cuddles and talking to me</i></li> <li>• <i>Yeah, they help me. They give me a fist pump when I am upset</i></li> <li>• <i>Yes with cuddles</i></li> <li>• <i>Yes, by telling me</i></li> <li>• <i>Help with puzzles and Miss Potts plays in the sand</i></li> </ul>	<p>Continue to access training in Child Protection and Girfec for all staff team members.</p> <p>Continue to provide supervision spaces for the staff team in line with the Barnardo's Wellbeing approach.</p> <p>Develop and Implement our Right Respecting School approach within nursery and link with the school.</p> <p>Continue to work with agencies to support and develop enhanced working with parents and give them support in areas of their concern.</p>	<p>Good 4</p> <p>9</p>
---	--	---	------------------------

	<p><i>with me</i></p> <ul style="list-style-type: none"> <li>• <i>Yes they play</i></li> <li>• <i>Yes, they look after me when I'm hurt</i></li> <li>• <i>They give me cuddles that time I tripped and hurt my leg</i></li> </ul> <p>Communication is vital with our parents. We use Class Dojo to allow us to have that instant interaction with parents. This has allowed practitioners, to share children's achievements in nursery, their next steps and other relevant information. It has also been beneficial for parents so they can ask questions, share children's needs, their concerns and achievements with us.</p> <p>Through continued work with other agencies we have built a substantial network of support for our children and families. This informs our individualised plans for children (Educational Visitors / Speech and Language / Health Visitors, Occupation Therapy). We work closely with families having regular Face to Face/Teams meetings to discuss how we can support individual children not only within the setting but also continuity and links with home, putting in place plans to support their holistic wellbeing. We are supporting parents by producing visuals for at home, working with them in areas such as toileting, behaviour and sourcing information and support where needed.</p> <p>We have worked with families to support their child's individual transition needs into our nursery, we have created individualised settling in programmes and organised visits out with nursery times to allay parental fears and concerns. The use of Class Dojo has allowed us to take photos of children when they start with us and give regular updates in the early days and weeks, depending on what is needed for the family unit.</p> <p>Communication and reporting to parents: settling in, discussing next steps, care plan meetings, sharing PLPs, Dojo conversations.</p>		
--	---	--	--

<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>The staff team has made progression with the tracking paperwork and this has enhanced our knowledge of where we need to plan for individual children and specific areas of learning within the nursery.</p> <p>Through ongoing self-evaluation using Good Practice and ECERs we have been able to add to our learning environment and implement further literacy, numeracy and health and wellbeing activities.</p> <p>Working with the Early Level within the school we are working together to ensure continuity of approach within tracking and monitoring.</p> <p>We have implemented the TLQ and PreTLQ programmes to support children's listening, talking and questioning skills.</p> <p>We continue to use self-evaluation resources to help us develop further in the nursery setting. (HGIOELC / Good Practice Guidance).</p> <p>The children are making good progression in nursery, the staff team are monitoring their children's progress and setting next steps in their learning.</p> <p>Children's achievements are shared with home and parents are encouraged to share their achievements out with nursery with us. Parents are encouraged to be involved in setting next steps for their children.</p> <p>Practitioners are developing their confidence in making professional judgements about how well their children are making progress in their learning and what opportunities can be offered to support them to progress further.</p>	<p>Continue to work with the Early Level to ensure continuity of approach in tracking / monitoring / planning.</p> <p>We shall use continued self-evaluation to ensure that numeracy, literacy and health and wellbeing are fully implemented within our setting - 2023/24</p> <p>We shall evaluate the TLQ and Pre TLQ for session 22/23 and make changes where necessary to improve these sessions.</p> <p>Develop our digital learning within nursery, encouraging active play experiences and continuous provision.</p> <p>Staff team to be aware of new progression frameworks and work with Early Level in school to ensure a streamlined process.</p>	<p>Good 4</p> <p>11</p>
--	---	--	-------------------------

<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p>Children make their own choices within nursery about where they want to play. They share ideas about what they would like to learn and support each other by joining in group discussions to build their ideas.</p> <p>PLP's are sent home termly, however parents can ask for them at any given time, we encourage parents to input into children's next steps and we share these with them on Class Dojo.</p> <p>The nursery staff are aware of the importance of HWB, Literacy and Numeracy being fully integrated in all areas of the nursery to support children's progression. This is supported through self-evaluation.</p> <p>Specialised programmes such as TLQ, Pre TLQ are devised and implemented to support children who require input in their Literacy skills.</p> <p>Home links, CAPER has been created to share with parents, sharing the importance of reading with children.</p>	<p>Continue to evaluate specialised programmes TLQ/Pre TLQ to ensure they are working well for children.</p> <p>Continue to look at ways to develop further home link learning - numeracy and other curricular areas.</p> <p>Staff team to continue to work with Early Level within school to ensure continuity of approach.</p> <p>Continue to evaluate provision and ensure that we are covering all areas of the Curriculum.</p>
--	---	---

<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p>Communication is paramount and the staff team have been proactive at engaging with all families, as we know the importance of building good relationships.</p> <p>We have held Stay and Play Workshops for parents to see what their children are learning, these have been based around HWB, Literacy and Numeracy.</p> <p>We have implemented soft finishes at the end of the day so that parents can come in and see what their children have been learning.</p> <p>We continue to encourage parents to share their views, concerns and ideas and listen to their feedback and take on board what they are asking of us where possible.</p> <p>We send out Questionnaires for parent and children to evaluate our practices.</p>	<p>Continue to involve parents in the life of the nursery, CAPER, gardening projects, trips and gathering their views on how we can improve the nursery experience.</p> <p>Continue to work with primary staff to share excellent practice in parental engagement.</p> <p>Support parents to become confident in supporting their children in their learning progression.</p> <p>Continue to support parents when children are transitioning into nursery and from nursery into school, provide opportunities for chats/meetings, provide appropriate paperwork and sessions where parents and children can familiarise themselves with the nursery.</p>
--	--	--

