



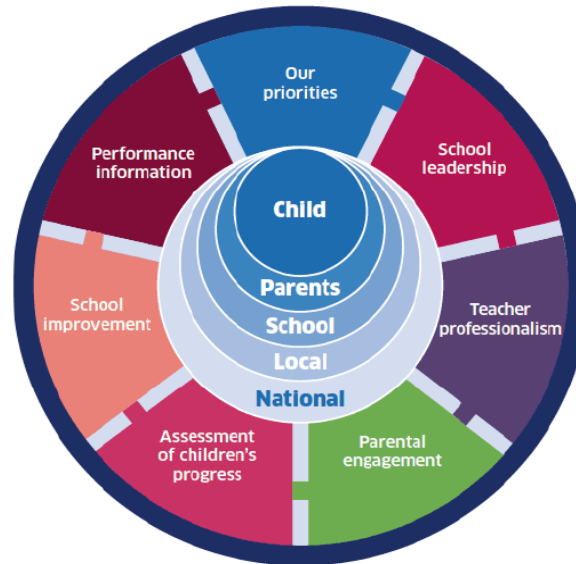
Education and Learning Directorate



# School/ELC Annual Standards and Quality Report

2024-25

Calside Nursery  
Date: March 2024



## 1. Vision, Values and Aims

### A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

#### **Nursery Vision Statement**

At Calside Nursery our vision is to provide a safe, secure and stimulating environment for children to explore and maximize 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.

#### **Nursery Values (created with our parents)**

Respect - Equality - Compassion - Kindness - Considering Others - Empathy - Acceptance - Honesty - Politeness

#### **Our Aims (created with our children)**

Share - Kind Words - Tell the Truth - Take Turns - We need to Listen - Help Everyone - Listen to Others - Be Good and Nice - Learn Stuff - Kinds Hands

- 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 – June 2025

#### 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.

Linking into the UNCRC Rights of the Child.

## 2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

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?

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)
<p><b>School Priority 1:</b> <b>Planning for Children's Progression and Learning through all areas of the Curriculum</b></p> <p><b>UNCRC:</b> <b>12: "the right to give their opinions freely on issues that affect them ..."</b> <b>28: "every child has a right to education"</b></p> <p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between most and least disadvantaged children and young people.</li> </ul>	<p>Continued self-evaluation both inside and outside the nursery has allowed us to provide further opportunities to enhance children's learning and progression, providing the challenge and breadth needed to expand their learning opportunities. The children's involvement in the evaluation has ensured that they are engaged in their learning environment.</p> <p>Most children are engaged in the nursery setting. They are making their own choices and building on their learning. Practitioners plan for children's continued learning and progression, using children's interests but also practitioner led planning. Achievements are recorded within personal learning plans and through our achievement of a level data.</p> <p><i>Parental Comments:</i></p> <ul style="list-style-type: none"> <li><i>Each week my child comes home having learned something new, it's fantastic.</i></li> <li><i>.... has settled very well and loves going to 'school.' He talks about a range of activities from the days of the week song, building train tracks and playing toilet tig which goes to show the range of activities on offer and how engaging they are.</i></li> <li><i>You are creating a fun safe nurturing environment where my child can grow and learn confidently</i></li> </ul> <p>Planning documentation has been changed to include focused areas that we are covering each week in Literacy and Numeracy, this ensures children are covering the curriculum at their level, setting them challenge and depth in their learning.</p> <p>Children on their own individual milestones are being supported with individualised learning plans (IEPs) created by keyworkers and other agency involvement (EV/OT/SLT) this ensures that everyone is working together, nursery and home, to provide support for children. Regular discussions ensure we are meeting children's needs, this is having a positive impact as we can support families when matters arise promptly.</p>	<p><b>Literacy</b> Share Elkan based approaches with staff team to enhance Listening and Talking skills within the nursery environment.</p> <p>Continue to develop TLQ and Pre TLQ to support children.</p> <p>Ensure that regular story and rhyme sessions are part of our nursery routines daily to enhance children's language skills, listening and concentration.</p> <p><b>Numeracy</b> Continue to use the documentation: DNK and Beyond Number to support children's progression in Numeracy.</p> <p>Staff to work across the school to refine the D&amp;G progression frameworks, and implement from August.</p>

<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• Curriculum and Assessment</li> <li>• ELC Improvement</li> <li>• Practitioner Professionalism</li> <li>• Parental/Carer Involvement and Engagement</li> </ul> <p><b>HGIOELC - QIs - National Standard Criteria</b></p> <p>1.1 Self-Evaluation for Self-Improvement</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>2.4 Personalised Support</p> <p>3.2 Securing Children Progress</p> <p>3.3 Developing creativity &amp; skills for Life and learning - (digital skills)</p>	<p><i>Parental Comment:</i></p> <ul style="list-style-type: none"> <li>• <i>We're really happy with how our son is being supported in his learning</i></li> </ul> <p>Staff awareness of progression frameworks has impacted on how we plan for our individual children and set challenge and breadth. It has allowed us to identify more quickly any gaps in children’s learning and provide learning opportunities to support children.</p> <p>Through training opportunities, the team have brought back a variety of knowledge that has been shared with others and impacted on what we are offering the children: Numeracy (DNK) (Beyond Number) and Literacy (Elklan), STEM working.</p> <p>Regular attendance at Early level stage meetings and clusters, sharing practice has provided the staff team with different ideas and opportunities for looking at learning, observations and tracking which has impacted on how we plan our approaches for the children.</p> <p>Regular opportunities to work with the Early Level within our school has provided a more streamlined approach for the children. This includes play pedagogy, monitoring, tracking and literacy and numeracy interventions. This ensures that we are supporting the children for their transitions into Primary One. This is evidenced by how well the children have settled into the primary setting and are working to achieve their goals.</p> <p>Almost all children are participating in the home link learning, CAPER scheme. Parents are engaged with the nursery and this has a positive impact on the children’s learning.</p> <p>Digital learning skills is still an area for development, the children have explored some learning but this shall be added into our improvement plan for 2024/25.</p>	<p><b>Digital Literacy</b> Resource equipment to support the enhancement of digital learning within the nursery.</p> <p>Work with the school digital leader to enhance our confidence in providing appropriate support for the children in this learning.</p> <p><b>STEM – other learning opportunities</b> Implement areas: wood working / tinker tables / sewing etc., to develop further skills in children’s learning.</p> <p><b>Tracking and Monitoring</b> Continue to moderate SEEMIS Progress and Achievement with the Early Level to ensure that we have consistency across the level.</p> <p>Staff to continue to triangulate data to ensure next steps are identified, and that learning/teaching is tailored to ensure all learners progress on their own learning journey.</p>
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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)
<p><b>School Priority 2: Parental Engagement</b></p> <p><b>UNCRC:</b>  <b>3: "when adults make decisions they should think how that will affect the child"</b>  <b>18: "parents should always consider what is best for the child"</b></p> <p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in child and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in attainment Particularly in literacy and numeracy</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>Parent / Carer involvement and engagement</li> <li>ELC Professionalism</li> </ul>	<p>Our close links with other agencies (OT/SLT/EV) and families have impacted on the support for children and ensured that we are getting it right for the individual child. This is evident within the individual plans that we have in place for the children that are supporting them to make progress.</p> <p>Nursery continues to support families through sourcing information to share with parents/carers to help them with aspects of their child's care and learning: behavior, toileting, speech etc., directing them to the appropriate agency, then working with them to achieve a dual approach.</p> <p>Termly parental workshops with a learning theme: (HWB, LIT, NUM, Creativity), have been created to share learning with parents/carers. These have been very well attended with almost all children having someone attend. The feedback from these events have been positive. The creation of SWAYS to share learning ideas has been met with positive impact:</p> <p><i>Parental Comment:</i></p> <ul style="list-style-type: none"> <li><i>It outlines just how much learning and development the children receive from nursery. I liked the examples, good to know we are doing some already and great ideas for new ways to bring literacy into day to day life</i></li> <li><i>Very good</i></li> <li><i>It was very helpful and informative in an easy to read way</i></li> </ul> <p>The loss of Class Dojo has had a major impact on parental engagement. We had until this point a great way for us to share immediately with parents what was happening in nursery, the parents loved the input, photographs and shared communication. Parents were mostly happy with our engagement with them. Since the loss of this tool, we have tried a variety of different ways to ensure parents are involved: leaflets, notice board outside, emails, photos, big books, however this approach has not suited everyone, our questionnaires/parental response has not been great, in fact quite poor as of late.</p> <p><i>Parental Comment:</i></p> <ul style="list-style-type: none"> <li><i>More updates hoping that Sway will now help with this!</i></li> </ul>	<p>Develop the use of SWAYS within the nursery to share a variety of different types of learning and information with parents: newsletters, daily life in nursery, different aspects of learning.</p> <p>Implement more opportunities for visits into the nursery by parents/carers to share their knowledge with the children and be involved in the setting (sewing/woodwork/reading/caper etc)</p> <p>Plan a calendar for parental engagement in August for the coming year, aligning with parental engagement calendar in P1.</p> <p>Update welcome pack materials, to include SWAYS.</p>

<p><b>HGIOELC – Qis - National Standard Criteria</b></p> <p>2.1 Safeguarding and Child Protection – Arrangements for wellbeing</p> <p>2.5 Family Learning</p> <p>2.6 Transitions – Quality of Support for children and their families</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, quality and inclusion</p> <p>3.2 Raising attainment and achievement</p>	<p>We have now created a general Nursery SWAY to share what the learning is in nursery; we are hoping that this will help parents to feel more involved in the everyday life of the setting. The staff team chat to parents every day at the start of the sessions asking how children are to ensure that we can support them through their day and we have soft finishes, which give us the chance to engage with parents and share information. Parents are encouraged to share with us if they are needing support, by building up our rapport with parents they feel that they can share with us any concerns, this is evident within our interactions.</p> <p><i>Parental Comment:</i></p> <ul style="list-style-type: none"> <li><i>Fantastic nursery with brilliant staff. I feel very confident sending my child to nursery knowing they will receive excellent well rounded care. Each week my child comes home having learned something new, it's fantastic</i></li> <li><i>The staff are very kind and welcoming when .... arrives which is reassuring for myself and for him. The information given home is great and very up to date.</i></li> </ul> <p>We share children’s personal learning folders with parents and ask them to share their views on next steps and what they would like their children to achieve.</p> <p>To share learning with parents we have displays around the nursery so that they can see what their child has been given the opportunity to explore.</p> <p>We have encouraged parents to come in and share with us their working lives. This has been positive and the children have used this knowledge in their play: shops/bank/builder/teacher. Parents have also been encouraged to come in and share their family’s traditions. This has a positive impact on children learning about different cultures/festivals.</p> <p>We have meetings with parents and other agencies to support children when they are transitioning to a new stage: home to nursery/nursery to P1. We work together closely to support parents and the child during this time. Parents have been welcomed into the nursery setting to see the nursery environment and meet team members.</p> <p>We have in place a “welcome pack” to support parents/children with the settling in process.</p>	
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## 2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator 1.3 Leadership of change	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<ul style="list-style-type: none"> <li>• Revisited our Vision, Values and Aims in conjunction with the school, parents and children developing a shared ethos for nursery. The rights of the child have been incorporated within our aims and the children are using "rights language".</li> <li>• Through ongoing self-evaluation of our nursery environment, children have been given further opportunities to enhance their literacy, numeracy and health and wellbeing skills.</li> <li>• Moderation activities working across Early Level: staff team sharing knowledge from training with peers, planning and assessment, creating a solid foundation for our learners and a seamless transition.</li> <li>• The manager works alongside SMT team to ensure that there are good links between the school and nursery.</li> <li>• The manager has distributed leadership to her team for areas of focus: Literacy, HWB and Numeracy.</li> <li>• The children are involved in decision making within the nursery and encouraged to share their thoughts and ideas for their nursery.</li> </ul>	<p>Revisit Vision, Values Aims – March 25</p> <p>Work with the school to achieve our Silver Right Respecting Schools award, and develop action plan for the Gold award.</p> <p>Revisit our Class Charter at the start of the new summer term.</p> <p>Implement and secure Rights of the Child, Global Goals and Meta-Skills within our nursery planning.</p> <p>Create a more in-depth self-evaluation calendar to ensure continuity of approach.</p> <p>Staff team to continue to develop working with colleagues to enhance their practice and support collaborative learning.</p> <p>Continue to evaluate the nursery setting, indoors and outdoors to ensure that it is proving breadth and depth of learning.</p>	<p>Good - 4</p>

Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six- point scale
<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Most children are making choices in their play and learning. They show a good level of engagement in the nursery setting and are developing a variety of transferrable skills within their play.</li> <li>• Most of our children are engaged in their learning and will share what they have learned within the Big Book. The majority of children utilise their personal learning books (PLP) and talk about what they have been learning and what they would like to learn.</li> <li>• The staff team are reflective practitioners and use this knowledge to develop and enhance their skills to provide challenge and depth within their activities for children.</li> <li>• The staff team display good relationships with the children: this is displayed by their awareness of children's care needs in the nursery, setting of their next steps and planning for future learning opportunities.</li> <li>• The staff team work closely with parents and other agencies to ensure that interventions are put in place to support all children and that parent's choices are taken into consideration.</li> <li>• Parents and children are encouraged to share their ideas and views on learning and next steps for their children and the nursery, through meetings and general discussions.</li> <li>• Staff team are fully aware that assessment is integral to the planning and learning for children. They have a better understanding now of Achievement of a Level and use this to plan for children ensuring any gaps in their learning is covered.</li> <li>• 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.</li> <li>• We have in place termly workshops in different curriculum areas to enhance parent's awareness of how we support the children in developing their Literacy, Numeracy, Creativity, Health and Wellbeing and share with them how they can support their child at home. We encourage feedback to further develop our sessions.</li> </ul>	<p>Continue to support, encourage and find different ways for children to make their own individual choices for their learning development.</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>Monitor staff interaction with children, planning for children's next steps and their progression.</p> <p>Continue to work collaboratively with the Early Level staff to ensure continuity and progression in all areas: planning / tracking / assessment, to build a solid foundation.</p> <p>Nursery and P1 staff to continue to work collaboratively to ensure shared approached and pedagogy.</p> <p>Continue to develop our Stay and Play workshops for parents/carers, sharing how they can support their child at home.</p> <p>Continue to evaluate provision both indoors and outside to ensure that we are providing continuous provision.</p>	<p>Good - 4</p>



<b>Quality Indicator</b> 3.1 Ensuring wellbeing, equality and inclusion	<b>How well are you doing? What’s working well for your learners?</b> <b>(Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation based on the six-point scale</b>
<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• 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 use SHANARRI characters to support these areas within the setting, creating a SHANARRI wall for children to display their achievements. We have implemented the UNCRC Rights of the Child alongside the GIRFEC principles.</li> <li>• GIRFEC principles are embedded within our care plans and one page profiles to ensure that we are taking a holistic approach for children, these are updated twice a year or when required.</li> <li>• To ensure a wellbeing approach we send out questionnaires to parents every year to gain feedback and evaluate our nursery environment. This takes into consideration the parent and child’s voice: <i>Do you feel that the ladies care about you? How do they show this?</i> <ul style="list-style-type: none"> <li>• <i>I get cuddles when I hurt myself.</i></li> <li>• <i>Hold their hands</i></li> <li>• <i>They know my name.</i></li> <li>• <i>Yes, cuddle me when I get hurt</i></li> <li>• <i>Yeah, because they love me, because I get cuddles and they like my hair</i></li> <li>• <i>Yes - they like me, that’s how they care</i></li> </ul> </li> <li>• As part of the Senior Management Team, the Nursery Manager has 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.</li> <li>• Through implementing a Rights Respecting Approach we are encouraging children to be aware of their rights within the nursery and the wider world. We have created our Nursery Charter and children have shared their views and thoughts on the ethos that nursery should have.</li> <li>• Communication is vital with our parents. The removal of Dojo has had a big impact on shared information We have begun to use SWAY to share our messages with parents and get their feedback, to ensure that we have covered everyone we also use emails, MS forms, paper copies and in person.</li> <li>• To ensure continued wellbeing of children we provide settling in reports, discussing next steps, care plan meetings, sharing PLPs and discussing children’s next steps in their care and learning.</li> </ul>	<p>Continue to implement fully the rights of the child within the nursery environment, supporting children to be aware of their rights and linking with the school to achieve his Silver Award.</p> <p>Revisit our Nursery Charter – August 2024</p> <p>Evaluate the nursery SWAY to ensure that it is working well for parents/carers, adapt where necessary.</p> <p>Continue to work with other agencies and families to provide the individualised support needed for children. Planning for interventions, putting in place support for their inclusion and wellbeing.</p>	<p>Good - 4</p>

	<p><i>Parental Comment</i>  <i>.... has come out his shell since starting nursery, he has better communication and can find ways to express his feelings.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• We work with families to support individual transition needs of children into our nursery, we have created individualised settling in programmes and organised visits outwith nursery times to allay parental fears and concerns.</li> </ul>		
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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>	<ul style="list-style-type: none"> <li>• The staff team have made good progress in using the tracking AOL documentation. They are building a shared understanding of standards to make confident professional judgements about how well their children are progressing and where to support them, planning for next steps in their learning.</li> <li>• Most children are engaging in their learning and are successful, confident children who contribute to the learning in the nursery setting. Children are observed playing an integral part of nursery life taking on board responsibilities.</li> <li>• Assessment is an integral part of nursery life and staff are reflective of their practice. They evaluate activities and adapt for individual children.</li> <li>• We review the progress of all children in the nursery setting and plan for their next steps, including parent, child and other agencies if required. We encourage parents to share with us achievements out with the nursery environment.</li> <li>• We continue to evaluate 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.</li> <li>• Working with the Early Level within the school we are working together to ensure continuity of approach within tracking and monitoring.</li> </ul>	<p>Continue to work with the Early Level to ensure continuity of approach in tracking / monitoring / planning and assessment.</p> <p>Create a self-evaluation programme to ensure that numeracy, literacy and health and wellbeing are fully implemented within our setting – May 2024</p> <p>Share learning from Elklan training with staff team to support Literacy development within the nursery. Look at ways to develop interventions to support literacy and numeracy.</p> <p>Develop our digital learning.</p> <p>Staff team to continue to collaborate P1 share approached and pedagogy including tracking and planning.</p> <p>Staff to continue to share good practice at school, cluster and authority level.</p>	<p><b>Good - 4</b></p>

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>Learning Pathways</li> </ul>	<ul style="list-style-type: none"> <li>Our nursery curriculum is created to support differentiation for children in their learning. Practitioners are aware the need to provide challenge, depth and breadth within the learning environment. It is important to cater to the needs of all children.</li> <li>Our practitioners demonstrate nurturing attachments for the children in our care. They take time to find out about the children, their needs and how best to support them, creating plans for their care and learning.</li> <li>Through meetings with parents/carers, former nurseries/childminders, we build a picture of the child, then create plans for building on their learning.</li> <li>Practitioners are aware of their responsibility for developing literacy and numeracy skills throughout the nursery and this is done through evaluation of the activities within the room.</li> <li>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.</li> <li>PLP's are sent home termly, however parents can access them at any given time, we encourage parental input for next steps.</li> <li>Home links, CAPER has been created to share with parents, sharing the importance of reading with children.</li> </ul>	<p>Continue to look at ways to develop further home link learning - numeracy and other curricular areas, possibly through using SWAYS.</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>Implement interventions TLQ / Pre TLQ / Numeracy</p> <p>Build staff understanding of meta-skills.</p> <p>Develop Digital Literacy, extending our range of resources and working with the school Digital Leader to develop staff awareness and confidence.</p>

<p><b>2.7 Partnerships</b></p> <ul style="list-style-type: none"> <li>• Impact on Learners</li> <li>• The impact of parental involvement on improving children and young people's learning.</li> </ul>	<ul style="list-style-type: none"> <li>• We communicate with parents/carers daily as they drop off and collect children, we are aware that communication is paramount to building productive relationships.</li> <li>• We have Stay and Play Workshops for parents and carers, to share what their children have been learning, LIT, NUM, Creativity, HWB. Parents have given feedback that they like these to be structured with specific activities that they can take part in, which is how we plan them.</li> <li>• Parents/carers are invited into the nursery setting to share their work experiences with the children.</li> <li>• Parents are encouraged to share their views with us through questionnaires, MS forms, email or face to face.</li> <li>• 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.</li> <li>• Parents/carers have opportunities to discuss their children's learning and identify next steps, they have their child's PLP to share their learning and settling in and transition reports.</li> <li>• We offer individualised transition and settling in programmes for children from Home to Nursery, Nursery to P1, Nursery to Learning Centre. This encourages parents to support their children through these key stages.</li> </ul>	<p>Encourage parents to share children's wider achievements with us.</p> <p>Plan a calendar for parental engagement in August, aligning with the calendar in P1.</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 colleagues and peers to share excellent practice in parental engagement, at stage, whole-school and cluster level.</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>
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