

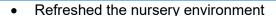
## **Dalbeattie Nursery**

### **Review of Improvements Session 24/25**



# Nursery Priority 1 2024/2025

Develop play environments which offer children stimulating learning experience.

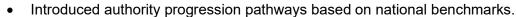


- Created different learning zones
- Staff given responsibility for planning for each zone on a rotation basis
- Mind map approach to planning has been introduced and regularly monitored by senior management.
- Staff referring to Early Childhood rating scale
- · Additional resources purchased
- Nursery manger visited other settings to review free flow lunch.
- Most staff have leadership roles within the nursery.
- Staff have undertaken training in higher order questions to support pupil learning.



#### Nursery Priority 2 2024/2025

Improved approaches to assessment and raised attainment



- Termly attainment meetings between keyworkers and senior management.
- Reviewed structure of personal learning plans. Regular monitoring of the by senior management.
- Senior management are analysing attainment data and tracking through to show progress over time.
- Staff have undertaken observation training.
- Introduced focused children onto planning.
- Keyworkers are more involved in care plan meetings.



### **Nursery Priority 3**

2024/2025 – continued from 23/24

Fully embed UNCRC and Rights Respecting Schools within nursery life, to improve outcomes for all learners.

- Mrs Leslie has leadership responsibility in this area.
- Specific articles that relate closely to nursery have been a focus.
- Lots of discussions about particular articles and pupil voice included in this to gather their views and understanding.

Article 31 - The right to play and rest - How do we play safely, where can we rest in nursery

Article 3 - The right to have adults that do what is best for you. - Key learning about what adults do to keep us safe, healthy and cared for.

Article 12 - The right to be listened to - Discussions at group time and referred to in group sessions.

Article 24 - The right to good health, clean water and healthy food. - Hydration station set up, healthy, snacks, visits from child smile and healthy plate a key focus of learning.

**Article 7 The right to a name and Article 8 The right to an identity -** Homework task about why parents chose their names. Fingerprint activity. Discussions about identify.





# Nursery Priority 1 2025/2026

Maintain and further develop play environments which offer children stimulating learning experience.

Specific focus on the development of outdoor area.

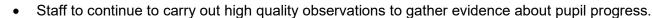
- Review of both indoor and outdoor environments at start of session.
- Standards established within indoor environment(zones) to be maintained and regularly reviewed.
- Full evaluation of outdoor area Eckers scale to be used for this.
- Zones to be establish in outdoor area and planned for weekly within planning rota.
- Establish woodwork area and progress with learning and teaching.
- Opportunities for visits to other settings to review outdoor areas.
- Professional reading for staff making use of authority play padlet.
- Review of Higher order questioning and implementation within the outdoor area.



#### Nursery Priority 2 2025/2026

Maintain improved approaches to assessment and raised attainment

Tracking attainment over time and use of this this to improve progress and expectations for learners.



- Children to be involved in planning their next steps, planning and evaluating their learning.
- Staff to continue to follow expectations around assessment framework and number of observations expected on a termly basis. Pupils learning plans will show evidence of this.
- Staff to enter into discussions about pupil progress with colleagues in setting as well as senior management at attainment meetings.
- Staff to have increased confidence in the principles of effective assessment, tracking and monitoring and confident in their judgement of achievement of a levels using benchmarks.



# Nursery Priority 3 2025/2026

Fully embed UNCRC and Rights Respecting Schools within nursery life, to improve outcomes for all learners.

#### In partnership with school

- Staff to engage in any training opportunities around UNCRC/Rights Respecting Schools contact to be made with authority lead.
- Staff to introduce SHANARRI indicators to new pupils in the setting in developmentally appropriate ways, such as provocations/indicator or right of the month.
- Information to be shared with parents on children's learning to build their knowledge of our journey to achieving our Rights Respecting School Silver status.