

Education and Learning Directorate

ELC Annual Standards and Quality Report

2022-23

School: ­­Heathhall School ELCC

Date: June 2023

| **1. Vision, Values and Aims**    **A statement of the Establishment Vision, Values, Aims and Curriculum Rationale** |
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| Vision, Values and Aims updated and launched  Consultation started in September 2023 through face to face, digital and paper consultation with all stakeholders with the collection of reoccurring words that described what was important to them for the nursery.  Children talked about how they would like their new Vision, Values and Aims to look. Super Heroes was the chosen theme. The children drew pictures of super heroes and coloured super hero templates in to make a display. From here we focused the children to draw pictures of their nursery super heroes around the reoccurring words important to nursery. Some of these images were then inserted in to new visual with the child speak of what the children said about their super hero.  This was launched in April 2023 through a feedback session at the Nursery Potted Sports day.  There was very positive feedback from all parents with comments such as   * ‘The vision, values and aims is a perfect representation of our experience of the nursery. Involving the children and using their words shows how inclusive the environment is’, ‘I am happy and confident that the vision, values and aims are focused on my child’s happiness and nurturing of their growth’, ‘It was great to see the nursery adopting a holistic approach to learning and development. Well done to all the team’ and ‘Reviewing the values, I feel that you have incorporated key matters perfectly for the children to learn about. Well done you’ve done a great job with the kids.’   The final draft was presented at the Heathhall Parent Council in May 2023.  Nursery Rationale updated and launched  The nursery rationale was originally part of the school rationale. As the school were updating their rationale, it was fitting to create a nursery rationale to sit alongside the new nursery vision, values and aims.  Using ELC rationale guidance to support information included, we designed our rational based around the four capacities and drawings that the children drew for the Vision, Values and Aims.  On the reverse of the Rationale is the curriculum rationale that is shared with the school.   * When launched at the Potted Sports day along with the Vision, Values and Aims, parents were very positive about the rationale with comments such as ‘Really happy to see reference to wider learning – “learning about our place as a global citizen” and “we celebrate our wider achievements.” Having a sense of identity and contributing to community so important’, ‘It makes their learning fun and encompasses wider perspective on what seems like simple things’ and ‘Great way to help the children learn in a fun way, pictures are brilliant.’,   We felt that the information displayed alongside the children’s pictures made it more personal to Heathhall nursery.  The final draft was presented at the Heathhall Parent Council in May 2023.  Review date – September 2024 |

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| **2.1 Annual Standards and Quality Report - Progress against Previous Year’s Setting 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?  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) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only) |

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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) |
| **ELCC Setting Priority 1:**  Raising attainment through ensuring high-quality learning experiences for all our children  **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy  **NIF Driver**  Practitioner professionalism  ELCC improvement  Curriculum and assessment  **HGIOELC Qis**  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress  **National Standard Criteria**  3. Physical environment | Learners  All children access all areas of the nursery, inside and outside.  All children have a choice of where to play and what to play with.  All children are engaged in learning and playing with support from staff to enrich and challenge their learning experiences.  Most children have influenced and been involved in changes to the nursery environment.  All children’s voices are acknowledged, noted and acted upon to further learning opportunities.  Almost all children take part in small and large group activities.  Child’s voice can be seen threaded through the planning board, Learning Folders, Big Book pages, wall displays and Dojo Class stories.  Learning opportunities around food as part of Health and Wellbeing have increased because of a consistent delivery of cooking, baking and snack preparation opportunities for all children.  Staff  All staff have been involved in changes to the nursery environment.  All staff are involved in leading learning areas, resources and learning activities.  All staff have embraced feedback from Early Childhood Environment Rating Scale audit of the environment in November 2022 to improve and increase resources learning available all the time.  All staff have improved their use of Higher Order Thinking Questions with the children to expand and add challenge to learning experiences.  All staff are using a planning board to evidence intentional and responsive learning opportunities.  Early Years Support Assistant staff have been proactive at consistently offering baking, cooking and food preparation opportunities for all children throughout the year.  Parents  All parents have been welcomed into the nursery through Come and Play sessions, information evenings, potted sports day, Christmas celebration evening and as parent/ carer volunteers.  Some parents have donated items to support ‘real life’ learning resources in the setting.  A few parents have shared their work life or home language with the children in nursery to support children’s interest and learning. | Continue child voice leading learning opportunities and environment/ resources changes and a nursery focus on digital technologies.  Staff to continuously use Higher Order Thinking Questions to support challenge and breadth of learning.  Staff to engage in assessment of learning supported by the 4 levels of progression to the individual bench marks.  Staff continue to evaluate the nursery learning environments to reflect the interest and engagement of the children. |

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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) |
| ELCC Setting Priority 2:  Engagement of parents and carers in the life of the setting  NIF Priority  Improving children’s health and wellbeing  NIF Driver  ELCC Leadership  Parents/carer involvement and engagement  HGIOELC QIs  1.3 Leadership of change  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing children’s progress  National Standard Criteria  5. Parent and carer engagement and involvement in the life of the setting | Learners  All children enjoy their parent/ carer coming into the nursery setting.  Almost all children take pride in their Learning Folder and show their parents/ carers their folders and trays when they come into the setting.  All children are very proud if their parent/ carer is in the nursery.  Some children took part in a parent and child outdoor numeracy learning opportunity.  Staff  All staff are welcoming and promote a calm, cheerful ethos for children and families.  All staff take turns at being on the door at drop off/ collection time and are building positive relationships with parent/ carers.  All staff are respectful and value parent/ carer information, signposting them to relevant bodies if we cannot help within the nursery (such as Speech and Language Therapy, cost of living help).  Parents  Engagement and interaction between parents and nursery have improved significantly over the past year.  Almost all parent/ carers gave input to the new Vision, Values and Aims and rationale of the nursery.  All parents/ carers come into the setting at the end of the day to collect their child and some of these adults will go into the nursery to be shown things by their child.  All children had a parent/ carer with them to support them through the potted sports day and watch them at the Christmas Celebration evening.  21 out of 51 children have had a parent/ carer visit nursery for a Come and Play session at least once, with some children having visits two, three or every term.  Some parents can be seen to be building new friendships in the nursery setting during drop off and collection times (especially at potted sports day). | Continue to encourage parent/ carers to access Come and Play sessions by offering sessions all year round.  Questionnaire on how we communicate with parent/ carers to ensure we are reaching everyone in an easily accessible way. |

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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. |

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| **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** |
| **Developing a shared vison, values and aims relevant to the nursery and it’s community**  An innovative way to create the setting’s new vision, values and aims was inspired and led by the children, followed through by practitioners as well as incorporating input from our nursery stakeholders.  **Strategic planning for continuous improvement**  Practitioners undertake continued professional development in areas agreed with the nursery manager and which support the Setting Improvement Plan. Practitioners also follow personal development and interest to offer bespoke experiences to our children.  The nursery manager operates a concise calendar of learning events, reflections and evaluation, parental engagement and staff development.  **Implementing improvement and change**  Children are able to influence improvements and change within the spaces in the nursery. All practitioners reacted to requests and enhanced the children’s learning experiences.  Small tests of change are used to test out and then evaluate if a change has been positive. | **Developing a shared vison, values and aims relevant to the nursery and it’s community**  Through digital questionnaire and paper based feedback, the thoughts and feelings from our parents were captured. Staff and children offered their feedback through discussions and note taking. Children led the theme and visual aspect of our new vision, value and aims with their artwork and quotes from the children used in the finished poster. Children engaged in the process and are very proud of their pictures supporting a greater ownership and understanding of what is important to them in their nursery.  **Strategic planning for continuous improvement**  Training amongst staff is organised to take advantage of individual strengths and support when training needs are established. Group training ensures a consistent delivery of new practice and ideas to benefit the learning experiences of our children.  Individual training such as Bookbug and Rights Respecting School award are impacting the choice for all children to participate in more diverse and consistent learning opportunities within the setting.  In response to our children’s increasing need and to fulfil the Communication Bill of Rights, practitioners are in the early stages of using Signalong and core vocabulary boards to support communication for all our children.  The calendar ensures legal obligations are adhered to, policies are implemented, curriculum breadth is actioned, parental engagement is invited and local authority documents are submitted on time.  It is also shared with the staff to inform them of upcoming meetings and the general life of the nursery.  **Implementing improvement and change**  Nursery learning spaces have been adapted and moved throughout the year to react to children’s interest and allow challenge and depth of learning. All practitioners are now evidencing when and why resources/ learning areas are changed to allow group reflection and evaluation of our practice. This is developing a coherent understanding of the effect of change on our learners from our practitioners.  Evaluation and feedback from small test of change are evidence through staff meeting minutes, verbally in discussions, notes and observations of children and in the weekly evaluation of environment or activity evaluation completed by staff. One recent small test of change implemented by the Early Years Support Assistants has been to use visuals to show the children what their main meal at lunch time will be. This has been very successful alleviating stress for the children and smoother service at lunch time for the staff.  The visuals have also supported a 2 sitting lunch time which has reduced the waiting time for children to be served and allowed continuous play up to and after lunch time. | **Developing a shared vison, values and aims relevant to the nursery and it’s community**  Launched in May 2023 and share with new parents in September through consultation if any changes to visions, values and aims from new intake.  **Strategic planning for continuous improvement**  All staff to embed Core Vocabulary Boards use into daily use to support all children within the nursery.  Signalong signs – staff to learn one sign a month to support use and usage of each sign learned.  **Implementing improvement and change**  Continue with 2 lunch sittings and lunch meal visuals into 2023/24 with changes to Early years Support Assistant staffing changes. | **Good** |

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| **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** |
| **Learning and engagement**  All stakeholders contributed to the creation of our new vision values and aims. Our values are linked to our work with our Rights Respecting Schools Award.  Almost all children enjoy and are actively involved in learning through spontaneous play opportunities, intentional and responsive planned activities and through relevant real-life experiences.  Practitioners are carrying out their own professional learning and are working more collaboratively to facilitate Practitioners in the ELCC incorporate a range of learning environments to enhance learning.  Practitioners respond to children’s interests to help them extend their learning experiences and develop their creativity.  **Quality of interactions**  Almost all practitioners show skill in their interactions with children. They use their tone of voice, facial expressions and body language to engage children and introduce new vocabulary and offer ideas to extend the level of challenge in play activities.  All practitioners use positive behaviour strategies to support calm and caring interactions with the children and a relaxed learning environment.  **Effective use of assessment**  All practitioners know children well as individual learners and are developing their understanding of the need to use a range of assessment information to make judgements about children’s learning.  Practitioners use observations, child led interests and child’s own voice to inform learning next steps. These are regularly revisited by the practitioner with the child to support progression and successes.  All parents regularly engage with their child’s Personal Learning Folder with some parents adding Home Learning and sharing outside nursery achievements.    **Planning, tracking and monitoring**  Through planning, there is an appropriate balance of child-led and practitioner initiated learning experiences.  Alll practitioners support children who require additional help with their learning through Individualised Education Plans as well as offering extra challenge to those children who need it.  There is a robust digital system for tracking literacy, numeracy and health and wellbeing from nursery through to P1 (and beyond). | **Learning and engagement**  Visitors to Heathhall ELCC comment on the positive ethos. All children are happy in nursery.  All children were involved in a range of activities when creating our updated Vison, Values and Aims.  All staff use Rights Respecting language and encourage all children to use Rights Respecting language.  Playroom observations confirm that all children are benefiting from a range of play opportunities in a variety of areas both indoors and outdoors. All children make choices about their learning and they have a key role in leading their own learning.  The learning is captured in Big Books, planning board, children’s learning folders and photographs on Class Dojo.  All children have the opportunity to contribute when creating the Big Book pages by adding their comments and drawings.  Practitioners have, through their professional learning have contributed to development of both indoor and outdoor learning environments.  Practitioners contribute to discussions and evaluations at staff planning meetings to enhance the experiences and opportunities that are on offer both indoors and outdoors.  In response to children’s interests and suggestions the home corner is changed and adapted on a regular basis. Through observations of children’s learning almost all learners are engaging with the home corner on a daily basis.  **Quality of interactions**  Intentional planning with vocabulary bank for staff and ‘I can’ learning statements has helped staff to consider how to extend children’s learning and provide challenge in their interactions. Practitioners also use the 4 stages of progress to plan next steps and support learning challenge.  Children are “busy and engaged” in play which was commented on by our PT Early Years Team when visiting. She observed staff interacting and involving children in their learning.  Manager observations of practice have evidenced challenge and child-led investigation supported by staff (e.g. taking children over to the school library to find books to help answer their questions, using the computer to search for information, seeking out different materials and ways of fastening materials together to promote challenge). As a result of these quality interactions, children’s learning is being extended and their curiosity and investigation skills are being developed.  Most practitioners have been instrumental in developing and all practitioners implementing our ‘Positive Behaviour in Action using the 5 Pillars of Pivotal Practice’ document (agreed adult behaviour strategies based on ‘When adults change everything changes’ by Paul Dix), Team Teach de-escalation strategies, positive behaviour strategies and keeping calm in all situations.  As a result, all practitioners are supporting the positive behaviour choices of children in the same way which reduces confusion for the child, contributes to the positive ethos of the nursery and gives consistent boundaries. Children respond to the rules and routines of nursery life in a positive way. This is aligned with the school “Developing Positive Relationships and behaviour”  **Effective use of assessment**  All key workers carry out incidental and focused observations which capture individual learning and interest throughout the year. This is stored within children’s individual Learning Folders and interests are evident in the Big Book, planning and displays.  Practitioners read children’s Personal Care Plans and updates to enhance their knowledge of the child which means that they are able to support them in the best way to meet their needs.  Key workers regularly revisit next steps as documented in children’s Personal Learning Folders. Next step progression is noted and when achieved, a new next step is discussed with the child. Next steps follow the interest of the child  Most children are very proud of their Personal Learning Folders and have ownership of them, taking them out regularly to look through and share with their friends. This is a self-reminder of learning for the child.  Personal Learning Folders are sent home twice a year and are also available to be booked out by parents anytime. Parents can look through Personal Learning Folders and the Big Book when in nursery at Come and Play sessions with their child.  Home Learning is evident in the Home Learning section of the folder. Parents send pictures and comments via Dojo that are printed off so the child can share their learning with their friends. This has impacted positively on the learning of other children e.g. when J… shared his home learning about making ice cupcakes and other children then wanted to do the same thing which then became an activity talking about the changing state of water. J… led this activity with support from practitioners  Positive comments such as   * ‘It has been a delight to see all of R… learning again. He has come on so much!’, ‘Lovely to see all the great things M… has been learning’ and ‘’Nice to read what comments he makes about the activities’ come from parents each time they take their child’s Personal Learning Folder home.   **Planning, tracking and monitoring**  The planning process involves both intentional and responsive planning. Intentional planning include calendar events but can also be used to focus on identified Es&Os. It reflects individual interests and family celebrations of almost all children throughout the year, such as celebrating Eid, Christmas and learning about different languages.  The planning cycle can be clearly seen on the planning wall which is used by all staff. It is flexible and responsive to meet the children’s needs and practitioners are able to add and explore children’s current interests as they are observed.  The child’s voice is evidenced and activities and learning are all captured in the Big Book, Personal Learning Folders and displays/children’s pictures on the setting walls.  All practitioners know which children have an Individualised Education Plan (IEP) and the children who need extra challenge with their learning.  The nursery manager works with the child’s Educational Visitor and parents/carers to create IEP targets that meet the child’s needs and extend their learning in an appropriate way.  IEPs and Next Steps are the front page in children’s Personal Learning Folders to support easy access to this information for all practitioners working with the children. IEPs are now designed to incorporate space for progress notes making them a working document the same as next steps.  Most practitioners use the Early Years D&G 4 stages of progression to support next steps for learners and as a consistent assessment tool among staff. Twice a year, all pre-school children are assessed using their Personal Learning Folders by their key worker and their progress in Health and Wellbeing, Literacy and Numeracy is recorded on the school digital tracking system. The tracking system ensures that children make progress and helps practitioners to identify gaps in learning and create next steps.  This is part of the transition information to support a positive transition into P1 for our pre-school children. | **Learning and engagement**  Launch our new Vision Values and Aims with the Heathhall ELC community in May 2023 then further embed in Aug 2023.  Working towards Silver Rights Respecting School Award.  Practitioners to reflect on changes via regular meetings in order to enhance the playroom environment, experiences through play and raise awareness of pupil needs.  Quality of interactions  Support new staff (2023/2024) and revisit with existing staff the 5 Pillars of Pivotal Practice – review with current staff and introduce to new staff.  **Effective use of assessment**  Introduce next step achievement certificate so that parents are more aware when next steps are achieved and what their child’s new next step is.  Highlight to parents that Personal Learning Folders can be booked out at any time to take home and look through their child’s learning with them.  **Planning, tracking and monitoring**  Nursery manager, Educational Visitor and staff to work together to update and provide evidence of learning progression in children’s IEP.  To increase staff confidence in planning for assessment through early level, staff will become more familiar with the CfE benchmarks. Staff will link progress towards a level using the local authority’s 4 stages of progression. | **Good** |

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| **Quality Indicator**  3.1 Ensuring wellbeing, equality and inclusion | **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** |
| **Wellbeing**  There is a consistently positive and calm atmosphere that is welcoming. This supportive, respectable ethos is having a positive effect on the children and families.  Practitioners who support snack and lunches are supportive and very knowledgeable about children with food intolerances/special diets and work well with parents to support inclusiveness and safety around food within the setting.  **Fulfilment of statutory duties**  All practitioners have a sound understanding of their statutory duties in relation to early learning and childcare. They know their roles and responsibilities to support the health, care and wellbeing of the children in their care. Practitioners undertake training to help keep children safe and update/learn new skills to support the wellbeing and nursery experiences of our learners.  The manager and practitioners work well with parents and outside agencies to support children who need extra help with their wellbeing and learning.  **Inclusion and equality**  Diversity is valued and everyone is treated with respect. Children and parents are encouraged to share their family celebrations and what makes them unique with nursery.  The nursery environment and resources are carefully selected to promote diversity and inclusive learning experiences for all our learners. | **Wellbeing**  Our supportive and respectful ethos is evident through our children as they are engaged in play at an appropriate level, shared understanding of vision, values and aims, supportive relationships and consistency of approach from all practitioners.  Feedback from parents about the nursey ethos via Class Dojo indicates that they feel welcomed and supported with examples such as  ‘They provide a safe, nurturing and relaxed environment for him to grow and learn new skills, encourage his confidence and interests as well as try new things’ and ‘In particular, it has been helpful to my own child who, much as she has just turned 5 recently, has had to manage transitions from private nursery and who struggles some mornings with separation when entering nursery. The nurture, patience an attention has been massively helpful, not just to my child but to me as a parent, in relieving the stress of drop offs’.  This is also reflected in general day-to-day verbal feedback from parents to nursery manager and staff during ‘Come and Play’ sessions and Bookbug sessions with one parent messaging via Class Dojo about Bookbug;   * ‘Today was great, it was welcoming, fun and gave an insight in to what they do in nursery. I really enjoyed it, thank you .’   Lunch is a calm and inviting social experience. Snack and lunch routines have been adapted throughout the year to meet the changing needs of the children and to encourage independence. Visuals support children to make choices and self-navigate the lunch process.  All parents are given copies of the lunch menus to allow discussion at home about the lunch the child is having that day/week which helps alleviate stress around food choices for the children.  Special diets are organised with sensitivity and clarity as evidenced with feedback from a parent  ‘Staff were great in helping assist with B.. lunches as he is dairy free. Going through the options and highlighting what he could have. We feel confident that he is being cared for in nursery. Some staff have completed allergen and food intolerance training to support and keep our children safe.  Details of food allergies and special diets are recorded in Personal Care Plans which all staff read and are familiar with.  **Fulfilment of statutory duties**  All practitioners attend regular child protection training ensuring that they are familiar with regional policies and procedures. They know who their Child Protection Officer is. All practitioners have undertaken continuous professional development and training during the past academic year. These new skills range from Team Teach to Core Vocabulary Boards training to STEM in Early Years training. This training is evident as the children are introduced to skill based language, new play experiences and help with displays of their learning in the setting.  ‘It helps me when’ and IEPs are used to support progress and inclusion within the nursery. IEPs are a working document and created with input and support from Educational Visitors, parents and staff. These are kept in the child’s Personal Learning Folder and updated as progress is made.  Outside professionals such as Educational Visitors, Speech and Language Specialists and Heath Visitors are all accommodated through Teams meetings or face to face meetings to work together for the good of the child. Strategies agreed upon are shared with all practitioners and put into place. Trusting relationships are being built between the families and staff which helps when hard conversations need to be had, ‘The staff at Heathhall nursery are very aware of my sons development and future learning needs in his early years.’  **Inclusion and equality**  All practitioners have supported the children with their interest in learning words from different languages such as French, Spanish, Urdu and sign language. Parents have been welcomed into nursery to share their language (Urdu), their job role (dairy farmer, police officer, and paramedic) and to Bookbug, Come and Play sessions and sports activities.  The ‘All About Me’ that is completed when a child first starts nursery has been updated to ask if different languages are spoken at home and what family celebrations are important the family so that these important aspects of our children can be celebrated in nursery too. ‘Respected, listened to and included were all important words when collating feedback from our new vision, values and aims which reflect the inclusive attitude and feeling of our families and staff.  A diversity audit of the children’s books took place and replacement texts were sought to be gender neutral and inclusive of cultures, family dynamics and customs. We have increased the number of books about sustainability and STEM to support the children’s knowledge around these subjects.  Resources such as baby dolls and small world depict different races, cultural dress and ability allowing children to embrace differences in the world around them.  Name cards no longer have a gender specific picture, but a coloured shape to support diversity along with numeracy skills.  As part of the school we have achieved our Rights Respecting School Bronze award and are working towards our Silver award that is due to be assessed in October 2023.  A nursery practitioner is part of the Rights Respecting Schools group and is leading this work within the nursery, working with the children to support their understanding of their ‘rights’ in age appropriate language. This is increasing their awareness of rights such as the right to clean water and developing their knowledge of how some children in other parts of the world are living | **Wellbeing**  Collate feedback September/October 2023 with new and existing parents to assess nursery ethos in new academic year.  Continue to use paper copies of lunch menu to collate lunch information and copy home so parents able to tell child what they are having for lunch each day.  **Fulfilment of statutory duties**  Photos of the Child Protection Officer at the school and Child Protection Depute in the nursery are on display for easy recognition for staff and parents in the nursery hallway.  **Inclusion and equality**  Assess new intake of children and plan through nursery calendar to include any new celebrations.  Continue working with the school towards the criteria for the Silver Rights Respecting School Award. | **Good** |

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| **Quality Indicator**  3.2 Securing Children’s progress | **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** |
| **Progress in communicating, early language, mathematics and health and wellbeing**  All children are making very good progress in health and wellbeing with almost all children participating in the preparation of healthy snack. Most children can say which foods are healthy and unhealthy.    All children extend their learning in numeracy and science through their interest in cooking and baking and have participated in these activities within the setting.  All children and families have the opportunity to participate in a range of interactive literacy opportunities.  **Children’s progress over time**  Almost all children are progressing well in the three key curricular areas since starting nursery.  Next steps in learning are reviewed regularly and progress at each stage is noted by practitioners, allowing adjustments where needed to meet the needs of the child.  The school management team and nursery manager work together to support staff to achieve a consistent judgement of progression of children’s learning.  **Overall quality of children’s achievements**  Children’s achievements inside and outside of nursery are celebrated in nursery and shared with their friends.  Most parents share home learning/achievements with nursery.  **Ensuring equity for all children**  The nursery manager and all practitioners work to promote equity very well by identifying potential barriers to learning for children and working with families and professionals to implement effective strategies and interventions. | **Progress in communicating, early language, mathematics and health and wellbeing**  Snack and lunch times are very social events with adults modelling table manners within a relaxed atmosphere. The lunch routine has been adapted over the year to support our cohort of children. We are currently running two lunch sittings which has resulted in a calm, quiet and unhurried service.  Independence skills are being developed with children participating in preparation of snack, self-service and cleaning up after themselves. All children follow hand hygiene and wear aprons when preparing snack.  Baking and cooking are of great interest to our children and, as a result, we bake and cook regularly. All children can vote to decide what to cook and bar charts to show the result are a visual way to incorporate and develop data handling skills. The children are always keen to try what they have made for snack such as vegetable soup.  The interest is further developed through play with the role play area being resourced to be a café, restaurant and shop in line with children's requests.  Bookbug is regularly run (twice a week) with children and every two weeks with parents. Children can choose whether to join the session and there is a core group of children who always choose to be involved. It is delivered by a trained member of staff who follows the children’s interests (where possible) and engages the children in songs, stories and fun activities.  Parental involvement has been good with 30% of families attending giving with very positive feedback such as   * ‘Great session, really interactive and fun for the children. It’s lovely to be invited so regularly’ and ‘Fun and interactive for all the children and parents. Thank you for the opportunity’.   Child And Parents Enjoy Reading (CAPER) books and rhyme/song card are available for every child. A parent helper organises and changes the books and rhyme/song card each week with the children.  CAPER allows every child choice and responsibility to take home a book and share with their family. Almost all children regularly return and change their books, looking forward to this opportunity. The parent of a child who has just started with us said to the nursery manager how her daughter loves her CAPER book and rhyme/song card and that she gets everyone in her family (including visiting grandparents) to read the book and sing the rhyme/song with her every day.  **Children’s progress over time**  The progress of all children is regularly tracked through Personal Learning Folders, the Big Book and wall displays. For pre-school children the schools central digital live tracking is also updated twice a year. Most staff use the 4 stages of progression to support their assessment and tracking of progress of learning.  Data from the live tracker shows progress in N5 children’s learning.  51% of N5 children were not on track in one or more aspects of their learning of the three key curricular areas in November 2022. 68% of those children have since progressed to be on track in one or more of the three key curricular areas in May 2023.  Regular attendance in nursery, nurturing staff and collaborative working with parents to overcome barriers for families have been positive influences on progress especially for children with Additional Social Needs.  Next step progress sheets are in Personal Learning Folders and tell the story of progression in learning.  Some nursery staff have joined with school staff at staff meetings lead by the school management team to assess the progression of learning through Early Level. This collective work gave a clearer insight into the learning journey through Early Level and the expectations for P1.  **Overall quality of children’s achievements**  All children have their work and pictures on display in nursery. Child height pictures are put on display by the children. Children take pride is displaying their work and say where they would like it to be in the nursery. Children often take parents to see where a new piece of work is displayed. Children have the choice to take work home, display it or take a copy for the wall and take original home.  Most parents share wider learning with nursery through sending in medals, certificates and photos for children to share with their friends. These achievements are added to the child‘s Personal Learning Folder.  Most children look through their Personal Learning Folders and take pride in sharing their learning observations and home learning with their peers. Staff take these opportunities to revisit learning with the children, it builds confidence and gives children the opportunity to share their learning. Staff build on home learning achievements and support children teaching others in nursery  **Ensuring equity for all children**  Professionals know the positive staff attitude and acknowledge that they strive to implement support strategies agreed. A member of the Supporting Learners Team said ‘I feel staff are appreciative of advice and I have witnessed them “giving things a go” and I know they persevere to ensure consistency’ in recent feedback from visitors to the nursery. Practitioners know the children very well as individuals and as learners.  Our open door policy and Class Dojo app allow us to be approachable to all families. We strive to build positive relationships from our first meeting with children and parents. We have invested in all-weather clothing and wellies, spare clothing for changes and nursery sun cream to enable all children to participate in all learning opportunities.  Identified children have been involved in small group activities targeted at children who need extra support with talking, listening and questioning skills.  This was extended this year to include two groups of anti pre-school children participating in small group talking, listening and questioning skills.  Participating children have improved their skills as a result of the small group intervention such as Talking, Listening and Questioning (TLQ) and introduced this year, Pre Talking, Listening and Questioning (Pre TLQ) for our three year old children. | **Progress in communicating, early language, mathematics and health and wellbeing**  Continue and build on opportunities to bake, cook and prepare snack with new Early years Support Assistant and Nursery Practitioner staff in 2023/24.  CAPER is currently reliant on a parent volunteer. This will become the responsibility of the Trainee EYSA in 2023/2024.  **Children’s progress over time**  Staff to consistently use the 4 stages of progression to support learners next steps in numeracy.  **Overall quality of children’s achievements**  More work with parents to support their understanding of home learning and to build confidence to share learning with nursery.  **Ensuring equity for all children**  Talking, Listening and Questioning (TLQ) assessment of pre-school children will be done in September 23 so that the program can be started sooner in the school year.  Pre TLQ will start in September 23 with the ant-pre-school children. | **Good** |

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| **Quality Indicator**  2.2 Curriculum | **How well are you doing? What’s working well for your learners? (Include evidence of impact.)** | **Areas for Improvement** |
| **Learning and developmental pathways**  Through a mix of intentional and responsive planning, children experience a wide range of curricular learning experiences.    Learners are supported to follow and further their interests by all practitioners who engage and extend their learning experiences. Children’s home learning is celebrated and influences the interest and learning of their peers.        Next steps are discussed with the learners with some learners saying what they want their next step to be.  The nursery setting now has wifi enabling an increase in digital technology learning opportunities for all children. | **Learning and developmental pathways**  Child voice leads planning with an addition of some curricular experiences that need to be introduced to our learners to ensure a full curricular learning experience for all. Curricular Experiences and Outcomes covered are monitored by the nursery manger with learning experiences not naturally occurring through child voices, then being introduced sensitively by practitioners as when children have gone out to the community shop to buy ingredients for baking, post letters and collect vegetables from local residents.  We regularly use the school hall, MUGA and are included in activities with the school such as using the scooters.  An outdoor numeracy day involved parents and younger siblings to develop numeracy skills using natural resources.  Manager observations to monitor practice have highlighted that all practitioners are improving their consistent use of Higher Order Thinking questions with learners which is enriching learning pathways and experiences. Practitioners are reflecting on their practice to ensure more positive experiences for children.  Children are encouraged to share their home learning with other learners who often become interested and want to experience what they have been told about by their peer. This allows the learner to become the teacher, building their confidence and leadership skills.  Practitioners use the 4 stages of progression to guide new next steps of learning for children. These are Specific, Measurable, Achievable, Realistic and Time-bound targets and revisited every term to measure and evidence learning progress which ensures that children continue to receive support and guidance to meet their next steps.  Children are celebrated as progression in learning is made with practitioners sharing observations with children, talking about progression and what children would like to learn about next. Practitioner set next steps in numeracy are sometimes supported by the 4 stages of progression.  Some staff are confident to offer learning opportunities using the limited digital technology resources available in nursery. All children access the nursery computers, interactive white board, cameras and most children have had coding experience with the BeeBots.  All staff are confident when supporting children to find answers to their questions using a computer search or a trip to the school library.  By purchasing digital tablets and more coding resources, it would enable staff to offer an increase in learning opportunities using a wider range of digital devices. | **Learning and developmental pathways**  For all practitioners to increase their confidence and use of the 4 stages of progressions to instruct their assessment of children’s learning towards the benchmarks  The 4 stages of progression in numeracy were taken from Developing Number Knowledge phases by the Early Year Promoted Teacher. Staff will upskill their own knowledge of Developing Number Knowledge by using the 4 stages of progression and resources to support assessment and judgement of learner’s progress towards the benchmarks in numeracy.  For all staff to be confident in using and delivering digital technology learning opportunities over various devices.  Audit of digital devices within the nursery setting and staff training requirements.  Digital technology training for staff and time for staff to work together to increase confidence in their delivery of digital technology. |
| 2.7 Partnerships  **Engagement of parents and carers in the life of the setting**  Parental engagement has increased as a result of improvement work.  Parents feel welcomed into the nursery at any time and play a key part in their children’s learning through sharing home learning with nursery.  Open and easy communication between parents and nursery is supported by many communication pathways. | **Engagement of parents and carers in the life of the setting**  We promote an ‘open door’ policy for parents to engage with staff whenever they want. Parents are welcomed into the nursery to play with their child, share information about their child or offer their thoughts on the setting and improvements that can be made. We strive to be transparent and value parents’ knowledge of their child. We also value working/professional knowledge that parents can bring into nursery to share with the children.  Dates for Come and Play sessions throughout the year are shared with parents in August to allow parents to plan sessions around work commitments and it also give the message that these are a regular occurrence .So far, 35% of parents have attended a Come and Play session with their child.  Home learning is highly valued by staff and children take great pride in sharing achievements and learning from outside of nursery. All home learning shared is evidence in the Home Learning section of children’s Personal Learning Folders and they often take out their folders and share their learning experiences with their friends.  Through the Class Dojo app, newsletters, letters, telephone calls, Personal Care Pan meetings/updates and chats at collection and drop off times, parents have a variety of ways to communicate with the nursery manager and staff. | **Engagement of parents and carers in the life of the setting**  To build on our parental engagement to increase number of parents participating in Come and Play sessions in 2023/24.  Questionnaire to seek parents views on communication and if any changes need to be made. |