****

**STANDARDS AND QUALITY REPORT 2022/23**

******

**STANDARDS AND QUALITY REPORT 2022 – 23**

***Achieving Excellence and Equity***

|  |
| --- |
| **CONTEXT** |
| |  |  | | --- | --- | | **Setting/ Nursery Roll Fergus Place** | **Capacity – 64 (3-5 yr old places) Actual - 62**  **20 (Under 3s places) Actual – 26**  **(across the year)** | | **Setting/ Nursery Roll Aberdour Road** | **Capacity – 192 (3-5 yr old places but only Staffed at 32 for this session)**  **Actual - 32**  **20 (Under 3s places) Actual - 23**  **(across the year)** |   **SETTINGS/CAPACITY**  Beanstalk Family Nurture Centre’s capacity significantly increased in August 2021 with the opening of an additional building which became our dispersed service on Aberdour Road. This has allowed us to provide early learning and childcare for up to 256 3- 5-year olds and 40 Under 3-year olds over the 2 buildings as part of the 1140 hours ELC expansion.  Both nursery buildings are welcoming, bright and attractive single storey purpose-built Family Nurture Centres (one of 7 such services provided across the kingdom of Fife) which serves the local Dunfermline area. They are situated only a 5-minute walk apart in the heart of the Abbeyview Community and are both open 52 weeks of the year. Each centre delivers a different 1140 model of attendance (term time sessions and sessions across school holiday periods) in order to serve the care needs of parents/carers in the local area.  Our building located at Fergus Place offers for 3-5-year-old children and entitled Under 3-year olds to attend 9am – 3pm over the school term, these children benefit from a cooked lunch made in the centre’s kitchen.  Beanstalk FNC Fergus Place provides quality education and care for children within the local area aged 2-5. There is capacity for 64 children aged 3-5 years attending full day sessions during school term time. These are divided across 2 playrooms sharing a large secure outdoor area. There are 20 Under 3s places available for children and families who meet the entry criteria from the wider area of Dunfermline. Early entrants are admitted through an inter-agency referral process. Children and families who would benefit from an early entrant placement are also referred to us by health visitors, Pre-school Home Visitor or Social Work Services.  During the school holiday periods there is provision for the most vulnerable children attending term-time provisions across the whole Dunfermline area, to benefit from a Holiday Place following a referral from their term-time nursery. There is also capacity to offer extended day places/ extended care in the form of wraparound provision where there is a need for individual children/families to provide support in certain circumstances. The Education Service provides transport to and from the Fergus Place nursery for up to 16 children to support vulnerable families and children with additional support needs.  Our dispersed service on Aberdour Road delivers an alternative model of attendance over 49 weeks and provides early learning & childcare for 4 hour 40 minutes on either a morning or afternoon session (8am – 12.40am or 1.20pm – 6pm) which runs throughout the school term and over holiday periods to support the working arrangements of parents/carers. Children receive a nutritious snack within each session (this is a hot snack 3 times a week) from the Fergus Place Kitchens. Despite the large number of spaces available, only 2 out of the 4 available playrooms were occupied throughout the session. The focus of the service this year has been to build the skills of the staff team and acquire/accumulate rich resources for both the playrooms and outdoor areas to develop curiosity and enquiry to promote learning.  Due to having a more appropriate accessible space, we have allocated one of the spaces at Aberdour Road to deliver our Family Learning Programme. A crèche service is available over 4 days to support the development of parenting skills through appropriately planned groups and bespoke programmes. The Crèche has capacity for up to 9 children aged from 6 weeks to 2 years each session. Universal programmes such as Parent & Toddler, Baby Massage sessions etc. are part of the weekly programme as well as more targeted groups e.g. Mellow programmes, Incredible Years, Teen parent Groups. However due to staff leaving and struggling to recruit for the childcare practitioner role, the creche has only run for one term over this session.  The Beanstalk’s philosophy is based on a multi-agency response towards families in need, together with early intervention strategies to support young children. The vision, values and aims promotes child centred learning and our mission statement is “Learning through Play – allowing children to flourish”.  **CATCHMENT/ DEMOGRAPHIC**  The majority of our children come from the local Abbeyview area which consists mainly of local authority housing stock and has a large proportion of temporary/emergency accommodation. 39% of the 3-5 year old children we receive reside in SIMD 1, 2 & 3 as outlined in the graph below and this has been a consistent figure over the last few years:   |  |  | | --- | --- | | SIMD Decile | % of children | | 1 | 3% | | 2 | 15% | | 3 | 20% | | 4 | 9% | | 5 | 10% | | 6 | 9% | | 7 | 8% | | 8 | 6% | | 9 | 9% | | 10 | 8% |   Although Beanstalk is not situated within the most socially deprived area in Fife, our figures indicate that there is a significant cohort of our learners who are impacted by poverty which could affect their learning. This statistic qualifies our centres for full-time support from an Early Years Lead Officer who supports individuals with targeted interventions specific to their needs to close the attainment gap.  Both Beanstalk FNC buildings are situated within the Dunfermline Area Locality and have formed strong links with partners, community and local educational establishments through Learning Improvement Forums and Locality Networks. These strong partnerships within the locality network fully utilise the wealth of skills and expertise that exist at all levels of the organisation, supporting strong partnership working and outcomes focussed collaborations.  **PARENTAL ENGAGEMENT**  In terms of National Improvement Framework Priorities, Parental Engagement is promoted very well within Beanstalk improving outcomes for children and families. Our Family Learning Strategy was a focus for development over this year as following the lifting of Covid restrictions we were able to rebuild our programme and deliver a range of parental engagement programmes – Universal, Additional and Intensive to suit the needs of the children and families within our local community. We are using a newly created space within our dispersed service to deliver the programmes which were co-constructed with our parents and local community and following evaluation and feedback we were able to measure the success and impact of this work.  Beanstalk FNC has well-established links with a wide range of other agencies, including Social work, Health, SaLT, OT and Educational Psychologist, helping provide high quality support to children and families, assisting in the removal of barriers to potential learning and development and getting it right for our learners.  **TRANSITIONS**  Children transfer to a number of different Primary Schools, as we do not have a local catchment area school. This involves additional careful planning and a great deal of individualised work with each school has to be carried out to ensure a smooth transition to primary for all our children and this is an area that we have developed over the last few years. We have had regular meetings since January 2023 and worked in collaboration with school staff to create videos/SWAYs to share with parents/carers regarding the transition process and held meetings with Management Staff within individual schools to pass on details of where children were in terms of their learning. Enhanced transitions were discussed and planned within a multi-agency meeting for children with ASN and bespoke packages arranged with the school these individuals were moving to in terms of visits and passing on of information. Pupil profiles were updated outlining effective strategies to share with schools to support individuals and in person transition visits took place supported by nursery staff.  For the new cohort of learners that are coming from out with nursery or moving in house we have an extensive programme in place. All new learners were invited for in person visits allowing them to get to know the environment and staff that will be working with them. Prior to visits information has been shared with parents/carers through phone calls and seesaw allowing us  to build trusting relationships, explain how children develop skills and knowledge through the play-based curriculum we offer.  For learners with identifies ASN we offer an enhanced transition programme with regular meetings involving all stakeholders to build relationships at an early stage ensuring a bespoke package is in place to meet the individual needs.  **STAFFING**  Shared across both buildings:  Head Teacher  Depute Head of Centre,  1 Full-Time Principal Teacher, 1 0.2 FTE Nursery Teacher,  1 Full-Time Early Years Lead Officer,  1 Full-Time Senior Early Years Officer/Family Worker  The staff team at Fergus Place:  2 Full-Time Senior Early Years Officers,  7 Full -Time Early Years Officers,  12 Part -Time Early Years Officers,  2 Part-Time Pupil Support Assistants,  1 Full -Time Clerical Assistant,  1 Full-Time EY Apprentice  The staff team at Aberdour Road:  2 Full-Time Senior Early Years Officers,  7 Full -Time Early Years Officers (working am or pm shifts),  3 Part -Time Early Years Officers  1 Part-Time PSA  1 Full-Time Clerical Assistant  1 Full-Time EY Apprentice  3 Part-Time Childcare Practitioners who work in the Crèche facility  The Beanstalk team work hard to ensure our values permeate all our work with children and families. We take pride in promoting confidence and independence in our children as we establish them on their learning journey to develop skills for learning, life and work. |
| **VISION, VALUES & AIMS** |
| We reviewed and updated our vision, values & aims in May 2021. Parents/Carers, Learners and Partners were fully consulted.  **Our Vision**  **Our vision is to create a welcoming, safe, nurturing, inspiring environment for all. A respectful, inclusive community where everyone can learn, achieve and reach their full potential together.**  **Mission Statement**  **Learning through play – allowing children to flourish**  **Our Values**   * **B – Broad & balanced curriculum where learners are empowered** * **E – Ensuring equity not just equality** * **A – Accepting and inclusive culture** * **N – Nurturing for all in a safe, supportive, environment** * **S – Sharing of skills & expertise among staff to further develop practice** * **T – Trusting respectful relationships & an ethos where diversity is**   **celebrated**   * **A – Aspirations for all** * **L – Learning and education to build skills for life** * **K – Keeping connections growing, collaborating with partners & wider**   **community**  **Our Aims**   * **We aim to get it right for every child by providing a welcoming, caring, stimulating, inclusive learning environment indoors and outdoors where children feel safe, nurtured and are engaging in meaningful learning opportunities.** * **We aim to respect and value individuals providing equity for all** * **We aim to support and prepare children for transitions in learning in a range of contexts.** * **We aim to ensure that our workforce are highly skilled and motivated to develop their own skills through training opportunities and are committed to do the best for each individual child/family.** * **We aim to nurture families through embedding the Wellbeing Indicators into our practice.** * **We aim to provide a broad balanced and child centered curriculum, providing children with skills for life and learning.** * **We aim to increase opportunities to support children and families by working in partnership with other agencies in our community.** * **We aim to give children/families a voice to take ownership of their own learning.** |

IMPROVEMENT FOR RECOVERY PRIORITY WORK 2022-23

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 1:**  Learners will confidently use the strategies they are learning to support their self-regulation and emotional health & wellbeing | | | | | | | | |
| **Links to GIRFEC** | Nurtured, Responsible, Respected | | | | | | | |
| **Links to Fife Council Children Services Plan** | Priority 5 – Healthy (Growth & Development)  Priority 8 – Emotional Wellbeing  Priority 14 – Participation of Children & Young People | | | | | | | |
| **Aims** | * Learners will be nurtured, resilient and self-regulated to allow them to make good progress in their learning. * Learners will be able to label their emotions and begin to link these to behaviour * Practitioners will be upskilled, empowered and more confident to support children develop strategies to support self-regulation * Learner’s will make good progress in emotional self-regulation and this work will shared beyond Beanstalk FNC and support transitions. | | | | | | | |
| **NIF Priority:**   * School Leadership * Assessment of children’s progress * School Improvement * Performance Information | | | | **HGIOELC Quality Indicators:**  1.2, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2 | | | | |
| **Has this priority been:** | | Fully Achieved | **X** | | Partially Achieved |  | Continued in to next session |  |
| **Progress:**   * 7 staff who were appointed as mindful champions have fully completed Do-Be mindful training programme. * The champions shared at in-service training, the benefit of using Mindfulness techniques to support Learner’s emotional wellbeing and literacy. * All staff had access to updated training on Emotion Works. * 6 staff participated in initial de-escalation training provided by the Educational Psychologist Service. * Following a Relationship, Behaviour, Wellbeing school audit an action plan has been devised feeding into 2023/2024 Improvement Plan. * Health and wellbeing trackers were evaluated and trackers are now linked to benchmarks. * Training was provided regarding what constitutes a “Total communication approach” to ensure consistency of approach from all practitioners. * Sign-along and Boardmaker Ambassadors were appointed to support learners to access the curriculum and be included. * All staff participated in the peer assessment and monitoring programme across both settings to support the improvement of communication and language in terms of interactions/interventions with learners. | | | | | | | | |
| **Impact:**   * Almost all learners now have better understanding of their emotions and the positive benefits that mindfulness relaxation techniques have on their emotional health as evidenced through observation in planning and PLJ. * Most learners are now recognising when they need to use strategies to regulate their own emotions, showing greater resilience e.g. individual will ask to access calm space to support regulation, or ask staff to support them to use breathing techniques. * Most learners are now more regulated and able to engage more fully in learning through their play as shown in their individual Leuven’s scores and their progress in health and wellbeing CfE Early Level. * All practitioners understand the importance of supporting learners with emotional regulation to allow them to be successful learners. * Almost all practitioners are now confident and have a shared understanding of how to support learners using restorative approaches along with mindfulness and emotion works strategies. * Almost all practitioners are now more knowledgeable of the skills progression in health and wellbeing which allows for better planning and support for learners. * Almost all practitioners can skillfully assess each child’s achievements in Health & Wellbeing and plan appropriate next steps in learning during “learning consultations” with Principal Teacher. * Almost all practitioners are now more skilled in sharing learners’ Health and Wellbeing development and next steps with parents as shown in feedback from parents and in PLJ’s. * All practitioners understand the importance of a “Total communication approach” to support individual learners with specific strategies to progress in with their language and communication. * Almost all practitioners will now confidently use signs and gestures routinely to support all Learners’ language development which was evident during monitoring of playroom practice by the management team, as well as external scrutiny. * Following feedback and data gathered through direct observations of practitioners almost all are now more reflective and regularly evaluate the quality of their interactions with learners and when to appropriately intervene. This was identified as a strength during external scrutiny. * Almost all learners are now appropriately challenged and making progress in their learning through staff using high quality questioning /intervention consistently which was evident during monitoring of playroom practice by the management team, as well as external scrutiny. * All parents/carers responded that their child enjoyed nursery, felt safe and were treated with dignity and respect by practitioners. * All parents/carers felt that practitioners knew their child well as an individual and managed their behaviour effectively supporting them to become confident individuals. * All parents/carers felt the setting supports their child’s emotional wellbeing and that their child is making good progress at the setting. * All parents/carers felt the setting is well led and encourages children to treat each other kindly and with respect. | | | | | | | | |
| **Next Steps:**   * Revisit self -regulation approaches e.g. Solihull, Emotion works, Mindfulness practices, ensuring consistency among the whole staff team and upskill new members of staff due to join us. * Create a “Nurturing Approaches” Staff Handbook to continue to embed a consistent approach to support emotional wellbeing. * Wellbeing of all staff will continue to be a high priority moving forward as they need to be supported, empowered and involved in all aspects of the centres in order to deliver a high-quality service for our Learners. With some new staff members joining us next session, many of whom are newly qualified and lacking in experience, it will be important to ensure they receive the correct training, mentoring, support and guidance over the session. | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **IMPROVEMENT PRIORITY 2:**  Learners will develop their confidence and competence in conceptual numeracy and mathematics skills. | | | | | | | | | |
| **Links to GIRFEC** | Achieving, Included | | | | | | | | |
| **Links to Fife Council Children Services Plan** | Priority 6 – Broad General Education Attainment Gap  Priority 14 – Participation of Children and Young People | | | | | | | | |
| **Aims** | * Practitioners will be more confident and knowledgeable about numerical and mathematical development and are able to extend learners using the maths conceptual development tables and progression pathway. * There will be more stimulating and motivating experiences for children inside and outside which are open ended and develop mathematical skills, attributes and capabilities. * Learners will be able to talk about what they are learning using an increased range of mathematical language and will show a high level of engagement and perseverance in problem solving tasks * Learners will make very good developmental progress in mathematics and numeracy. * Parents will be more knowledgeable about the importance of shared home learning activities and are supported with ideas on how to develop mathematical learning at home. | | | | | | | | |
| **NIF Priority:**   * Parental Engagement * Assessment of children’s progress | | | | **HGIOELC Quality Indicators:**  1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2, 3.3 | | | | | |
| **Has this priority been:** | | Fully Achieved | **X** | | Partially Achieved |  | Continued in to next session |  |
| **Progress:**   * Training was provided in conceptual mathematics/numeracy allowing staff to build skills relating to different areas of the CfE maths curriculum and how this can be implemented within a nursery learning environment. * Practitioners took part in a professional review and discussions using ECERS/ITERS toolkits to evaluate the quality of learning opportunities within the Playrooms. Practitioners created action plans to further develop conceptual numeracy within the learning environment both indoors and outdoors. * Core Provision training was provided relating to Nicholson’s Theory of Loose Parts and Block play to enhance children’s curiosity, abilities to think imaginatively, see solutions and promote problem solving. * Mathematics and numeracy trackers were evaluated and trackers are now linked to benchmarks. * Stay and play sessions were reinstated following Covid to share learning with parents/carers. Parents were actively involved in developing children's understanding of numeracy and mathematics through shared learning experiences during these sessions. * “Together Time Tubs” with a range of numeracy and maths activities for parents to take home to share with Learners at home were reinstated and were actively promoted by Practitioners. | | | | | | | | |
| **Impact:**   * Almost all practitioners are now more knowledgeable about the stages of numerical and mathematical development. They are confident in how to extend this with Learners. * Almost all Practitioners provide rich, challenging learning experiences using the numeracy/mathematical pathways and benchmarks as evident in planning and PLJ’s. * Almost all learners are now able to access an increased range of challenging mathematical experiences and talk about what they are learning using an increased range of mathematical language shown through observations and in PLJ’s. * Most learners are making very good progress in conceptual numeracy & mathematics as Early Level CfE tracking is showing an improvement in Numeracy/Maths assessment data. * Almost all practitioners are now more knowledgeable about using loose parts in play both indoors and outdoors and understand how this resource can help the development of learners’ creativity skills across all curriculum areas. * Almost all learners show a high level of engagement and perseverance in problem solving tasks as they choose from a wide range of challenging experiences which promote curiosity, enquiry and creativity. This is evident in our learning walls as children lead their own learning. * Almost all practitioners are now more knowledgeable of the skills progression in mathematics and numeracy which allows for better planning and support for learners. * Most Parents reported in feedback that are more knowledgeable about the importance of shared home learning activities and feel more supported with ideas and resources on how to develop mathematical learning at home. * All parents/carers felt that learning experiences were at the right level for their child and their child’s learning is well supported by practitioners. * Almost all parents/carers feel they are receiving helpful feedback about how their child is learning and developing in a timely fashion and are provided with ideas on how to support their child at home. | | | | | | | | |
| **Next Steps:**   * Continue to ensure that rich mathematical and conceptual numeracy experiences are provided within the playroom learning environments. * Continue to ensure that the sharing learning with parents/carers has a curricular focus and purpose to support development of mathematics and numeracy. * Provide opportunities to enhance learner’s curiosity, enquiry and creativity specifically through STEM and digital technologies. | | | | | | | | | |
|  | | | | | | | | | |
| **IMPROVEMENT PRIORITY 3:**  Learner’s progress will be supported through increased family engagement, home learning and Community Partnerships. | | | | | | | | | |
| **Links to GIRFEC** | Achieving, Nurtured, Respected, Responsible, Included | | | | | | | | |
| **Links to Fife Council Children Services Plan** | Priority 6 – Broad General Education Attainment Gap  Priority 8 – Emotional Wellbeing  Priority 9 – Support for the most vulnerable  Priority 14 – Participation of children and Young People  Priority 16 – Child Poverty | | | | | | | | |
| **Aims** | * Home Learning links with families will be re-established to improve outcomes for learners. * Our rich and diverse Family Work Programme will be properly re-established post-Covid in partnership with stakeholders within the local community. * A variety of Family Engagement opportunities will be easily accessible and tailored to the needs of the community to support parents/carers with their child’s learning and development. * Parents/Carers will understand their important role in learning at home and how this will support learners to achieve. * Practitioners will value and understand the importance of effective home-nursery partnerships to improve outcomes for learners. * Learners will be resourced with transferrable skills that they can apply in different contexts to support lifelong learning. * The community links will be more evident in the life of the nursery.   Improved attendance/engagement at nursery for learners/families | | | | | | | | |
| **NIF Priority:**   * Parental Engagement * Assessment of Children’s Progress * School Improvement | | | | **HGIOELC Quality Indicators:**  1.1, 2.4, 2.5, 2.7, 3.1, 3.2 | | | | | |
| **Has this priority been:** | | Fully Achieved |  | | Partially Achieved | **X** | Continued in to next session |  |
| **Progress:**   * Family Work Team carried out an extensive audit and evaluated current Family engagement opportunities e.g. Bookbug sessions, PEEP, Stay & Play, Baby Massage Sessions, etc. on offer across both centres. * Feedback and views from both the centre’s parents/carers and families within the wider community were taking into consideration when devising and delivering a new Parental Engagement Programme. * The Family work Team is now well established across 2 buildings and a bespoke space has been allocated and established to support the continued development of this work at Aberdour Road. * Using data gathered from families and the community, the Family Work Team have revised and reviewed the Beanstalk Family Learning Strategy. This has been updated to outline our current approaches to working with families and engaging them in learning. * The re-establishment of our partnership with Whitelaw Court has started but as Covid restrictions are still in place in Care Homes this is still at a very early stage. Links with the new centre on Aberdour Road to encourage intergenerational learning will be established, but the building work has been significantly delayed so will take place later than planned. | | | | | | | | |
| **Impact:**   * Following data & feedback from all stakeholders, the Family Work Team were able to adapt/change the programmes we offer to allow them to be responsive to the needs of the children and families within the community we serve. Evidence of this was highlighted during external scrutiny. * Improved programme of family engagement sessions which meet the needs of most parents/carers within the nursery and local community is now in place. * There is evidence of increased participation and engagement with sessions from families within the nursery and those within the local community. * Feedback from families with babies/young children say that they now feel connected, supported and included with all aspects of their parenting and child’s development. * All parents/carers feel included in the life of the centre and appreciate being invited in for activities where they can learn with their child. * All parents/carers feel comfortable approaching the setting with questions, suggestions or a problem and feel their views are taken into consideration. * Overall all parents/carers are satisfied with the setting and would recommend it to other parents/carers. | | | | | | | | |
| **Next Steps:**   * Our Community Learning Programmes will continue to grow and increase to support more families with young children within the local area. * We need to ensure that the Beanstalk Family Engagement Programme, along with the practice within each of the settings is inclusive and ensuring diversity and equity for all participants. * Evaluate the effectiveness of current home learning opportunities in place to share and enhance learning between nursery and home using Improvement Methodology. | | | | | | | | | |
| **EVIDENCE OF SIGNIFICANT ACHIEVEMENTS/WIDER ACHIEVEMENTS** | | | | | | | | |
| * Most learners are “Progressing” in their communication and language which is an increase from June 2022. A focus on developing a total communication approach and in particular ensuring signalong and boardmaker are used consistently has had a positive impact on learners and this will be embedded in practice moving forward. * Most learners are progressing in Early Level Reading which is an improvement from last year. This could be due to the focus on the development of richer learning environments both indoors and outdoors and more literacy rich resources being available for learners. Also, the more consistent use of data tracking tools and Curriculum for Excellence tracking has allowed us to show more clearly the progress made in Learner’s literacy skills. The focussed input from the nursery teacher funded from the Scottish Government additionality budget can account for improvements in achievements in this curricular area which has contributed to this increase in performance. * Very good progress has been made by most learners with all aspects of Numeracy & Maths The increased focus on resources & opportunities within the learning environment/core provision to support numeracy/maths, in particular information handling has made a significant impact on Learners this session. We will need to sustain the rich numerical and mathematical experiences for learners next session and hope to continue this through our STEM target which will be a focus of the Improvement Plan for next session. * All Parents/Carers reported to us that they felt Practitioners really knew their child as an individual, their child’s learning was well supported by the adults in the setting and that learning experiences were at the right level for them. Positive comments were made in the feedback for example, “K has made great connections to other children and has been encouraged to engage with all group activities”, “N has made very good progress in his development”, “Staff have been so supportive to T’s situation in his home life since starting last August”, “We are very confident that the skills and experiences of Beanstalk will give K a great start at Primary school”, “All staff friendly and approachable”, “Staff are a fantastic support to my grandson and also myself as a part-time guardian”. * EYLO has worked with Practitioners to support identified learners to overcome barriers to their learning and work towards ‘closing the gap’ in their achievements. This has resulted in positive outcomes for almost all children receiving this additional support.   Impact of Family Support/Parental Engagement Sessions   * Weekly Fareshare stall allows families to purchase food at low cost and staff will assess if families would benefit from a free bag of food. * Helping hands boxes provide free items for parents to pick up without having to ask. Items include cleaning products, wipes and toilet roll. This has supported parents who are struggling with rising costs. * A range of Universal groups are offered throughout the week these have given parents the opportunity to spend valuable time with their children, learning together. It has also supported parents to build relationships with other parents, after feeling isolated during covid. * Additional groups providing more targeted support for families are offered including boosting budgets where parents are in small groups receiving support with heating bills, housing and budgeting from partner services. * Regular parent engagement sessions allow parents to join in with nursery life and spend dedicated time with their children. It has allowed staff to build relationships with families and identify needs, then put further support in place where required. * The Family Worker has provided intensive individual support packages for families who required this.   Maths Week 26th -30th September 2022   * Each playroom decided on a plan of activities to focus on throughout the week. * Learners experienced a range of quality mathematics activities across the week * Learners worked with support from staff to create maths presentations to share the learning that took place within their playrooms. * This was shared among staff teams and with parents/carers via See-Saw   Open Evening to share good practice 14th November 2022   * Following a successful Learning Partnership Visit highlighting our very good practice we invited practitioners throughout Fife (both Local Authority and Partner Providers) to visit our Fergus Place setting to share good practice. * Practitioners shared different aspects of the practice at Beanstalk ranging from our curriculum, planning, core provision and emotional wellbeing strategies.   Achievement of our 9th Eco Flag in February 2023   * Learners worked alongside practitioners to increase their knowledge and understanding of topics such as biodiversity, school grounds and litter. * Planters were built and learners have begun growing their own produce to be harvested and tasted exploring the food cycle and understanding about sustainability of our natural resources. * Learners have participated in litter picks both within nursery grounds and on outings within the community (Forest/beach visits) to build awareness of taking care of our planet. * As highlighted within the CI report work has begun to develop a wild area directly at the back of our boundary fence to allow learners to access a natural, calm space for mindfulness activities.   Local community Fun Day 5th June 2023   * Children and families from the local community were invited to participate in a range of free activities and fun games. * This event allowed the whole community to come together for the first time since Covid restrictions were lifted. * Practitioners were able to showcase the supports Beanstalk can provide especially during the cost of living crisis – Fare share food provisions, The Big Hoose project, Clothing bank and other supports for families. | | | | | | | | |
| **FEEDBACK FROM EXTERNAL SCRUTINY** | | | | | | | | |
| **Learning Partnership Visit 2nd November 2022**  **Strengths:**   * Beanstalk was found to be a well-functioning dispersed service. * The visiting team were impressed with the level of organisation and operations across both sites. * High quality and sensitive interactions were in evidence between staff and children across all playrooms observed. * Staff are skilled, reflective practitioners who know children well. * Staff know their roles very well and are approachable and responsive to children. * All staff were engaged with children. All children were observed very well engaged in their learning (some for sustained periods of time) and staff were very responsive, giving children opportunities to progress their learning by providing appropriate challenge. * Nurturing, caring relationships were in evidence. * Staff supported children struggling to regulate their behaviour in an unobtrusive, sensitive, respectful way bespoke to the individual child’s needs. * There is a high level of care and support for children within all playrooms. * Core provision is available in all playrooms and is appropriate for learners. * There is a range of experiences on offer both inside and out. * Staff promote children’s independence very well. * Some children could confidently speak about their learning * There is an overwhelming sense of inclusivity and support strategies are in place for individuals as required. * Quality observations were evident in the PLJs and focussed training has impacted to improve these over time. * Quality Learner Committees are allowing children to have a voice and make decisions. * Parents spoke very highly about staff and the care and support they receive. Sensitive matters are dealt with very well by staff. * Family Work is of high quality and plans are clear for how this is progressing going forward using feedback and data gathered to support this. * Staff are building up relationships with the hardest to reach families through the Family Work.   **Areas for Improvement/Next Steps**   * Staff need to be clearer in their understanding of why some resources/activities are available and what their learning intentions are. Staff should also consider how to use resources in the right context and differentiate between opportunities that lend themselves to resources being outdoors rather than indoors. This has been addressed through core provision training for all staff and will continue to be a focus for next session. * Responsive Planning in place is currently not evidencing all the rich learning that is happening in the playroom and does not always capture/demonstrate the next steps in learning. Measures have been put in place to ensure next steps are reflected on and planned for. * In fortnightly planning ensure focus in on the learning – i.e. what children have learned rather than focus on what they were doing. Use the language of learning more in this planning. This has been addressed though staff development and ongoing professional dialogue.   **Care Inspectorate Visit 23rd March 2023**  **Key Messages:**   * Children were becoming emotionally resilient through staff using mindfulness strategies and working closely with families to encourage consistency when supporting children to manage their emotions. * The senior leadership team and staff understood the importance of high quality family engagement to facilitate a partnership approach to care, play, and learning outcomes. * Staff communicated well and worked together to ensure children were safe and engaged in quality experiences across the nursery day. | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **NATIONAL IMPROVEMENT FRAMEWORK**  **QUALITY INDICATORS** | | | | | | | | |
| **HGIOELC Quality Indicator** | | | | **2020/21** | | **2021/22** | **2022/23** | | **Inspection Evaluation**  **(Where Applicable)** | |
| 1.3 Leadership of Change | | | | 5  Very Good | | 5  Very Good | 5  Very Good | | n/a | |
| 2.3 Learning, teaching and  assessment | | | | 5  Very Good | | 5  Very Good | 5  Very Good | | n/a | |
| 3.1 Ensuring wellbeing,  equality and inclusion | | | | 5  Very Good | | 6  Excellent | 6  Excellent | | n/a | |
| 3.2 Securing Learners’  progress | | | | 5  Very Good | | 5  Very Good | 5  Very Good | | n/a | |
|  | **CARE INSPECTORATE**  **QUALITY THEME EVALUATIONS** | | | | | | | | | | |
| **Quality Theme** | | | **June**  **2016** | | **Feb**  **2019** | | | **Nov**  **2021** | | **March**  **2023** | |
| Care and Support | | | 5  Very Good | | 6  Excellent | | | 6  Excellent | | 5  Very Good | |
| Environment | | | 5  Very Good | | Not assessed | | | Not assessed | | 5  Very Good | |
| Staffing | | | 5  Very Good | | 6  Excellent | | | 6  Excellent | | 5  Very Good | |
| Leadership & Management | | | 5  Very Good | | Not Assessed | | | Not assessed | | 5  Very Good | |