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**STANDARDS AND QUALITY REPORT 2023/24**

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**STANDARDS AND QUALITY REPORT 2023 – 24**

***Achieving Excellence and Equity***

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| **CONTEXT** |
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| **Setting/ Nursery Roll Fergus Place** | **Capacity – 64 (3-5 yr old places) Actual - 49** **20 (Under 3s places) Actual - 16** **(across the year)** |
| **Setting/ Nursery Roll Aberdour Road** | **Capacity – 192 (3-5 yr old places but only Staffed at 32 for this session) Actual - 57** **20 (Under 3s places) Actual - 15** **(across the year)** |

**SETTINGS/CAPACITY**Beanstalk Family Nurture Centre comprises of 2 separate standalone buildings which provide 2 different models of delivery of early learning and childcare for up to 256 3 – 5 year olds and 40 Under 3 year olds within the local community. 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 different 1140 models 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.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 9am-3pm sessions during school term time and these children benefit from a cooked lunch made in the centre’s kitchen. Provision is 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 Placement following a referral from their term-time nursery. There is also capacity within our staffing structure 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. Our dispersed service on Aberdour Road delivers a mixed model of attendance within this building. One of the 3-5-year-old playrooms delivers a 9am-3pm term-time provision and the other delivers an alternative model of attendance over 49 weeks. This model delivers 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. The Under 3s provision at Aberdour Road also delivers the 49-week model of attendance and has the capacity for 10 children am & pm. Children receive a nutritious snack within each session (this is a hot snack 3 times a week) from the Fergus Place Kitchens. The numbers of children taking up places have increased over this year with 3 out of the 4 available playrooms occupied throughout the session. The focus of the service this year has been to continue to build the skills of the staff team and acquire/accumulate rich resources for the playrooms and outdoor areas to develop curiosity and enquiry to promote learning. Due to having a more appropriate accessible space, one of the Playrooms at Aberdour Road was allocated to deliver our Family Learning Programme which has worked well. 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 Breakfast & a Blether, Messy Play, Baby Massage sessions etc. are part of the weekly programme as well as more targeted groups e.g. Mellow programmes, Incredible Years, PADDS (Parental Awareness of Developing Differently) Group, Boosting Budgets etc. Engagement from our own nursery parents/carers and from families with young children within the local community have been very high and many classes were booked to capacity with waiting lists.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 “Nurturing Children and Empowering Families”.**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. 36% 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:

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| SIMD Decile | % of children |
| 1 | 6% |
| 2 | 18% |
| 3 | 12% |
| 4 | 12% |
| 5 | 7% |
| 6 | 11% |
| 7 | 5% |
| 8 | 9% |
| 9 | 10% |
| 10 | 11% |

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 impacts on 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** Parental Engagement is promoted very well within Beanstalk and is significant in improving outcomes for children and families. Our Family Learning Strategy was a focus for development over this year as our new Creche Team had been recruited allowing us 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 partner schools within the community, 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 all of 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 to ensure a smooth transition to primary for all our children. This is an area that we have developed over the last few years and will continue to focus on. We have had regular meetings since November 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 home visits (for Under 3s), 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 Full-Time Early Years Lead Officer, 1 Full-Time Senior Early Years Officer/Family WorkerThe staff team at Fergus Place:2 Full-Time Senior Early Years Officers,8 Full -Time Early Years Officers, 10 Part -Time Early Years Officers,1 Part-Time Pupil Support Assistants, 1 Full -Time Clerical Assistant,1 Full-Time EY ApprenticeThe staff team at Aberdour Road: 2 Full-Time Senior Early Years Officers,11 Full -Time Early Years Officers (working am or pm shifts), 5 Part -Time Early Years Officers2 Part-Time PSA1 Full-Time Admin Assistant3 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. |
| **Cost of School Day** |
| At Beanstalk FNC we recognise the need to reduce the Cost of the Nursery Day for all our families and children and particularly for those who are already experiencing poverty. We work in close partnership with other agencies to support all families with young children who attend our service and also who reside within our community. Nursery provides free meals and snacks for all sessions and family groups provide lunches, breakfast and snacks for those attending. Fare share is offered weekly to parents carers and the wider community. Links with The Big Hoose Project allow us to provide free household items to support families in need. Where targeted support is required we can refer families on for free clothing/foodbank vouchers etc. Nursery raise funds twice a year through fun fundraising events (Xmas & Spring Fetes) planned by children and staff but this is carefully managed.  |
| **VISION, VALUES & AIMS** |
| We reviewed and updated our vision, values & aims in May 2024. Parents/Carers, Children, Staff and Partners were fully consulted. **Our Vision****Our vision is to create a safe, welcoming, fun, nurturing, inspiring environment for all. A respectful, inclusive community where everyone can learn, achieve and reach their full potential together.****Mission Statement****Nurturing children & Empowering families** **Our Values*** **Happiness and Wellbeing –** We prioritise the happiness, safety and wellbeing of every childcreating a secure and supportiveenvironmentwherethey can thrive**.**
* **Respect and Inclusion –** We embrace diversity and promote respect and inclusion, ensuring every child feels valued and understood.
* **Learning through Play –** We believe in the power of play as a fundamental aspect of learning, encouraging curiosity, creativity and exploration.
* **Holistic Development –** We support the holistic development of children nurturing their physical, emotional, social and cognitive growth.
* **Partnership with Families –** We work in close partnership with families recognising the importance of collaboration and open communication in a child’s development.
* **Excellence in Care –** We strive for excellence in all aspects of our care and education, continually seeking to improve and innovate in our practices.
* **Empathy and Compassion –** We foster empathy and compassion, teaching children to understand and care for others and their surroundings.
* **Sustainable Practices –** We are committed to sustainability, instilling a sense of responsibility and care for the environment in the children we nurture.

**Our Aims*** **Provide a Safe and Secure Environment**: Ensure that the nursery is a safe, secure, and welcoming space where children feel comfortable and protected.
* **Promote Individual Growth**: Support each child's unique developmental journey, recognising and nurturing their individual strengths and needs.
* **Encourage Social Skills**: Foster social interaction and cooperative play, helping children develop strong communication and interpersonal skills.
* **Stimulate Cognitive Development**: Offer a variety of engaging and age-appropriate activities that stimulate curiosity, problem-solving, and critical thinking.
* **Support Emotional Well-being:** Create a warm and nurturing atmosphere where children feel loved, respected, and confident to express their emotions.
* **Foster Creativity and Imagination:** Provide opportunities for creative expression through art, music, storytelling, and imaginative play.
* **Promote Physical Health:** Encourage physical activity and healthy habits through outdoor play, movement exercises, and nutritious meals and snacks.
* **Develop Independence:** Encourage self-help skills and independence, allowing children to take initiative and build confidence in their abilities.
* **Build Strong Foundations for Learning through Child led Play:** Prepare children for future educational experiences by developing foundational literacy and numeracy skills in a fun and engaging way.
* **Cultivate Environmental Awareness:** Instil a sense of environmental responsibility and care for nature through sustainable practices and outdoor learning experiences.
* **Engage with Families:** Maintain open and effective communication with families, involving them in their child's learning and development process.
* **Continuous Improvement:** Commit to ongoing professional development for staff to ensure high-quality care and the implementation of best practices in early childhood education.
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IMPROVEMENT PRIORITY SESSION 2023-24

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| **IMPROVEMENT PRIORITY 1:** Promote equality and diversity for all learners  |
| **Links to GIRFEC** | Nurtured, Respected, Responsible, Included |
| **Links to Fife Directorate Improvement Plan** | Equality & Equity Health & Wellbeing Attendance & Engagement |
| **NIF Priority:*** Teacher & Practitioner Professionalism
 | **HGIOELC Quality Indicators:****1.2, 1.3, 2.4, 2.7, 3.1** |
| **Has this priority been:**  | Fully Achieved | **X** | Partially Achieved  |  | Continued in to next session |  |
| **Progress:*** All Staff have engaged in training regarding unconscious bias
* All Staff have participated in an audit raising awareness training that allowed them to build their understanding on how to diversify stories.
* All Staff have completed an audit reviewing all resources including our vast library of books to ensure they are diverse, inclusive, non-stereotyping and are promoting all minority groups positively.
* All stakeholders’ views were sought and are reflected in the revised Vision, Values and Aims for the service.
* All staff have participated in Nurturing Approaches Training online along with follow-up sessions for discussions and relating theory into the context at Beanstalk FNC.
* All Staff have co-created a “Nurturing Approaches Staff Handbook” to outline pedagogy and approaches to use with individuals ensuring consistency among the whole staff team.
* All Staff have reviewed their approaches to working with ASN children/children struggling with self-regulation/trauma/emotional distress.
* All play spaces have been reviewed ensuring the spaces are balanced to include calm, sensory spaces accessible to all.
* A sensory garden has been developed in the garden area at Fergus Place and plans have been made to develop an area of Aberdour Road’s garden for exploring senses and provide a calm space for children.
* All children in 3-5 now have regular opportunities to access Beach and Forest Kindergarten experiences allowing them to build on their skills.
* Beanstalk’s Diversity and Equity policy has been revised and updated following feedback and discussions with all stakeholders.
* All Staff have participated in training relating to the promise and care experienced families are supported according to their needs.
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| **Impact:*** Almost all children settled into their nursery session very well and were able to engage in their learning with most showing progress over the session across all curricular areas.
* Almost all Staff confidently use a variety of spaces in nursery to support learning for all children both indoors and outdoors.
* Almost all staff feel more confident to support children’s emotional wellbeing using consistent strategies agreed within the staff team.
* Almost all Staff feel more confident to challenge stereotypical gender roles with books, rhymes and songs and explore storylines through questioning and relating to individual children’s situations.
* All Children now have access to a more varied selection of books to promote diversity.
* Almost all Staff are confident and through learning opportunities will raise awareness of equity for all children.
* Almost all staff are now aware of the role unconscious bias plays in all aspects of our work with children and families and engage in more discussions to ensure equality and diversity and inclusion of all children within all our playrooms.
* All children and their cultures are represented within the playrooms and individuality celebrated.
* A revised Vision, Values and Aims for Beanstalk was co-constructed with all stakeholders and have been widely shared.
* The new Vision, Values and Aims are now more reflective of the role Beanstalk plays within the community for all families including those within the wider community with babies and young children.
* Cultural diversity and individuality is more evident within all playrooms and evidenced within planning, Learning Walls, resources available for all children, signage including boardmaker etc.
* Feedback from almost all children and parents/carers was that they felt valued, included and represented within the nursery.
* Individuals who require them, have robust Support Plans in place. Almost all are making good progress and are well managed by staff who are using consistent approaches and strategies to support them. This is an area to be further developed, however, as increased numbers of ASN children within our settings require us to review our current approaches.
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| **Next Steps:*** More focus on supporting the increasing number of learners in our service with Additional Support Needs – through more staff training on strategies to help support, looking at the play environment and spaces available within each building and deployment of staffing to meet everyone’s individual needs.
* Continue to develop the sensory spaces outdoors across both buildings.
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| **IMPROVEMENT PRIORITY 2:** Learners will improve their problem solving, creativity and thinking skills through rich opportunities in STEM and Digital Technologies. |
| **Links to GIRFEC** | Safe, Achieving, Responsible. |
| **Links to Fife Directorate Improvement Plan** | Achievement   |
| **NIF Priority:*** Curriculum & Assessment
 | **HGIOELC Quality Indicators:****1.2, 2.2, 2.3, 3.4, 2.6, 3.2, 3.3** |
| **Has this priority been:**  | Fully Achieved |  | Partially Achieved  |  **X** | Continued in to next session |  |
| **Progress:*** A STEM Staff working party has been set up and they have started gathering evidence and an action plan towards achieving the Bronze Digital Award.
* “Sharing my learning week” has been introduced in each room focusing on specific topics relating to learning each term to increase engagement from parents/carers in their child’s learning.
* Learning Wall training was shared with all staff to further build on children leading their learning throughout the curriculum at nursery.
* All Staff received training in STEM and focussed on the development of STEM experiences within all playrooms both indoors and outdoors.
* A few Staff attended training on how to extend woodwork with children at nursery and this has improved the quality of this area of core provision in terms of providing more challenge for children’s learning in most playrooms.
* STEM resources were audited and gaps identified.
* New resources required to provide more challenging experiences for children to develop their skills across the curriculum were purchased following fundraising activities.
* Links have been made with Dunfermline High School Science & Technology Dept. and STEM teachers came and led STEM workshops for children and staff, further developing the capacity and skills of staff.
* Staff applied to Fife STEM Sustainability Festival and received a “Let’s Do Engineering Box” which was supported with a bespoke online demonstration on how to best use the resource. A few children and staff also received an in person workshop focus on engineering, test and medicine.
* This was a focus and showcased for parents/carers during Fife STEM Sustainability Week 10th -14th June.
* Our tracking and monitoring systems have been updated in the form of a detailed spreadsheet to support assessment of individual learner’s progress across the curriculum.
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| **Impact:*** Most Staff have more awareness of how to develop STEM skills across the curriculum and are more confident of what provision to provide within the playroom to promote digital technologies.
* All children have more learning opportunities to explore digital technologies at nursery and this is continuing to develop.
* Engagement was very high, with most Parents/Carers attending the “Sharing my learning Weeks” on offer throughout the session. Engagement from parents/carers through See Saw has also increased and has become our main communication tool.
* Almost all feedback from Parents/Carers has been very positive, and any suggestions made will inform our improvement plan for next session.
* Almost all children were all very keen to show and engage parent/carers in their learning.
* All staff are building their confidence using Learning Walls to document learning and the quality of these and involvement from children has improved significantly following the focussed training sessions.
* All Children are fully involved in leading their own learning at nursey and this is documented through high quality Learning Walls.
* Most children are making very good progress in maths and numeracy and can use these skills cross -curricular throughout the provision.
* There is evidence of richer, more challenging STEM learning experiences for children within the playroom and outdoor areas, in particular the woodwork areas, which was a focus of the training.
* Most Children are now more challenged and engaged in their learning through STEM.
* All Children were supported to explore STEM and develop new skills through a number of activities including using power tools to build bird boxes etc.
* All Staff have supported children to become aware of some of the risks online and how they can keep themselves safe through the work carried out devising the Digital Award Action Plan.
* A SWAY and several videos were shared with Parents/Carers highlighting the risks for young children and ways to support them to stay safe online as part of the Digital Award Action Plan. This stimulated more discussion from the majority of children around some of the dangers of being online.
* All Staff know where children are in their learning journey and are more confident identifying their next steps.
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| **Next Steps:*** Continue to build on core provision through STEM outdoors to ensure all learners are able to access and are challenged further in their learning.
* Continue to carry out the action plan to achieve the Bronze Digital Award.
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| **IMPROVEMENT PRIORITY 3:** Develop Skills for Life and increase opportunities for Learner Participation to enhance thinking and leadership skills. |
| **Links to GIRFEC** | Achieving, Respected, Responsible, Included |
| **Links to Fife Directorate Improvement Plan** | Equality & Equity Achievement Attendance & Engagement |
| **NIF Priority:*** Curriculum & Assessment
* Parent/Carer Involvement and Engagement
 | **HGIOELC Quality Indicators:****1.2, 2.2,2.3, 2.7, 3.2 & 3.3** |
| **Has this priority been:**  | Fully Achieved |  | Partially Achieved  | **X** | Continued in to next session |  |
| **Progress:*** A “Sharing my learning week” has been introduced each term in each room focusing on specific topic relating to learning that term.
* Regular Learner Committees (Beans Talkers) have taken place over both buildings to harness the views and opinions of all children.
* Learning Wall training was shared with all staff and staff feel confident in co-constructing these with the children to harness pupil voice.
* Planning was reviewed at the start of the session ensuring pupil voice/Interest is the main contributor to the ongoing planning.
* “Next steps” for children within the PLJs has been revised to ensure staff consultation with children are incorporating children choices and partnership with parents when working towards reaching the next milestones.
* The principles of UNCRC have been re-visited with all staff and a Staff Working party formed to extend the work on this. The rights prioritised by children to be focussed on and explored are now linked to the ongoing planning.
* Beanstalk achieved the Bronze Award for Rights Respecting School by creating an action plan with children to work towards the Silver Award.
* Most staff received training in supporting skills to Develop the Young Workforce and understand the value of Learner participation in enterprising opportunities.
* Most children were involved in enterprising activities across the session including, organising and preparing for each buildings Fetes (Christmas & Spring), making and selling crafts for the fete, selling vegetables grown in the nursery garden, making bird boxes etc.
* Most Staff accessed training on report writing and participated in peer moderation of end of year reports to allow for professional dialogue and evaluation of progress within the early level.
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| **Impact:*** Parental engagement was very high, with the majority of parents attending Stay & Play opportunities to share in their children’s learning throughout the session.
* Parent/carer feedback has been very positive, and any suggestions made informed our next session’s improvement plan.
* All children were engaged and participating well in shared learning experiences with their parents to celebrate their learning achievements.
* All children are involved in leading their own learning at nursey and this is documented through Learning Walls, planning and PLJs.
* Children’s voice is more evident within the learning environment, planning, through the Learning Walls and within other key aspects of nursery.
* The majority of children are more involved in assessing what they have learned through developing the Learning Walls and are more able to identify their own next steps in learning.
* Most children are making very good progress in developing their literacy skills through opportunities to mark make/write for a purpose, listen to other’s views and through discussions with peers & in learner committees.
* Most children are now more able to apply thinking and leadership skills to further their learning and are aware of some key rights under UNCRC.
* Most children are able to articulate some of the UNCRC key rights in simple terms.
* Most Staff are more familiar with the Developing the Young Workforce Career Education Standard (3-18).
* Most children are responsible for planning and implementing real events within nursery allowing them to develop a variety of life skills including an understanding of finances.
* Most Staff are more confident with report writing and they feel more confident when discussing progress and next steps for individuals within the Early Level.
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| **Next Steps:*** Continue to build on planning for children’s participation in leading learning across the curriculum.
* Continue to build on staff knowledge of the learning cycle and allow for moderation across staff practice and learning environment.
* Continue to work toward achieving Rights Respecting Schools Silver Award.
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| **EVIDENCE OF SIGNIFICANT ACHIEVEMENTS/WIDER ACHIEVEMENTS** |
| Children’s Progress Over Time* Most children are “Progressing” in their communication and language. A focus on self-regulation and mindful strategies being used consistently has had a positive impact on children’s engagement in learning and this will be embedded in practice moving forward.
* Most children are “Progressing” in Early Level Reading which is sustaining levels of attainment from last year. Our focus on developing stories and how to diversify these to ensure all children were included has increased engagement, allowing everyone to feel seen & heard. 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 children’s literacy skills.
* Very good progress has been made by most children within almost all aspects of Numeracy & Maths. The increased focus on resources & opportunities through STEM within the learning environment/core provision to support numeracy/maths, has made a significant impact on children this session. We will need to sustain the rich numerical and mathematical experiences for children and hope to embed this through continued STEM work and core provision development next session.
* All Parents/Carers reported to us that they felt staff 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, “P absolutely loves nursery and the staff are fantastic”, “Staff are amazing, each have a strong relationship to my son knowing his strengths and weaknesses very well”, “All the staff treat my child with respect”, “O loves the nursery and it’s been so beneficial for his overall development”, “My child has GDD, the staff at Beanstalk are overwhelmingly supportive in all aspects of R’s learning and development”, “Absolutely amazing staff and nursery. My son is so happy here and I feel very confident leaving him in the care of the staff”, “Staff always keep parents well informed of my child’s progress and activities”, “Overall the nursey has been amazing. In terms of space inside and outside, things available for kids imagination and role play to develop. A big plus is their strong links to nature and the fact they facilitate children spending time at the forest or beach. But the strong point in this nursery is the energy all staff put in helping children explore their feelings and their interests”.
* EYLO has worked with staff 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/carers to build relationships and build support networks with other parents/carers.
* Additional groups providing more targeted support for families were offered including boosting budgets where parents are in small groups receiving support with heating bills, housing and budgeting from partner services. Our new PADDS group this session allowed parents/carers of children who are developing differently to build understanding and knowledge about their child’s needs and access professionals who could provide further support with strategies and advice.
* 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.
* A £10,000 funding grant was awarded to the Beanstalk Family Work Programme following a successful bid. This money has allowed the team to create a bespoke environment and access resources to deliver a wide range of programmes to meet the needs of families where parents have caring responsibilities within the community. This has been highly successful with significantly increased engagement from these families.

 Maths Week Oct 2023* Each playroom decided on a plan of activities to focus on throughout the week.
* Children experienced a range of quality mathematics activities across the week
* Children worked with support from staff to create maths presentations to share the learning that took place within their playrooms.
* One of the Under 3s Playrooms was recognised and received a commendation for their work on maths while engaging with parents/carers.
* This was shared among staff teams and with parents/carers via See-Saw

Enterprise Initiative – Beanstalk Fetes 2nd December & 29th March * Children supported staff to plan stalls, activities and games for these events. Children were involved in producing crafts and baking to sell at the event.
* Children and families from the local community were invited to participate in a range of low-cost activities and fun games.
* Staff 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.
* This event allowed the whole community to come together and fundraise for the nursery in a fun relaxed environment.
* Children took part in discussions following the events and planned how to best spend the money on resources to extend learning.

Nature Kindergarten Fife Booklet 22nd March 2024* Beanstalk were featured as a case study outlining excellent practice within the newly published Nature Kindergarten in Fife.

[Nature Kindergarten – Early Learning in Fife (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fi/fifeelec/nature-kindergarten/) |
| **FEEDBACK FROM EXTERNAL SCRUTINY**  |
| **Learning Partnership Visit 30th October 2023****Strengths:*** Very warm welcoming ethos in both buildings which promotes the development of strong positive relationships with children and families.
* Staff know children and their families very well and all children’s wellbeing needs are prioritised and additional support provided for families where required.
* Nurturing, caring relationships were in evidence across all playrooms.
* Shared values, strategies and approaches are evident across the playroom teams and this supports a consistent approach to managing children’s needs.
* There is a high level of care and support for children within all playrooms. Staff are skilled, reflective practitioners who show genuine care and strive to continuously improve practice to provide the best outcomes for all learners.
* 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.
* High quality and sensitive interactions were in evidence between staff and children across all playrooms observed.
* Some children could confidently speak about their learning and the range of vocabulary heard in discussions by children was of a high level. Staff were observed using second and third tier vocabulary to extend learning and challenge children.
* Quality observations were evident in the high quality PLJs.
* There is an overwhelming sense of inclusivity and support strategies are in place for individuals as required.
* It is evident that all children’s voices are included in planning with non-verbal children effectively supported by staff to give their views.
* Playrooms strongly reflected the cultural diversity of all the learners and the community making all feel included.
* Parents spoke very highly about staff and the care and support they receive. Relationships are so positive that some parents/carers commented on feeling treated like part of a family within our nursery community.
* Beanstalk offers an extensive family work programme co-constructed with parents/carers and the community supporting current needs. This is regularly evaluated and reviewed.
* Family Learning Programmes are very well attended and offer high quality experiences for children and families. Self-evaluation is robust, regularly gathered and supports further developments. 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 & programmes using a variety of approaches to ensure engagement.
* Effective close partnership working with other agencies supports the parental programmes delivered.

**Areas for Improvement/Next Steps*** Continue to embed and extend current Family Learning & Engagement programmes
* Continue with priorities identified in the current improvement plan – STEM & Digital literacy
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|  | **NATIONAL IMPROVEMENT FRAMEWORK** **QUALITY INDICATORS** |
| **HGIOELC Quality Indicator** | **2021/22** | **2022/23** | **2023/24** | **Inspection Evaluation****(Where Applicable)** |
| 1.3 Leadership of Change | 5Very Good | 5Very Good | 5Very Good | n/a |
| 2.3 Learning, teaching andassessment | 5Very Good | 5Very Good | 5Very Good | n/a |
| 3.1 Ensuring wellbeing,equality and inclusion | 6Excellent | 6Excellent | 6Excellent | n/a |
| 3.2 Securing Learners’progress | 5Very Good | 5Very Good | 5Very Good | n/a |
|  | **CARE INSPECTORATE** **QUALITY THEME EVALUATIONS** |
| **Quality Theme** | **June** **2016** | **Feb** **2019** | **Nov****2021** | **March****2023** |
| Care and Support | 5Very Good | 6Excellent | 6Excellent | 5Very Good |
| Environment | 5 Very Good | Not assessed | Not assessed | 5Very Good |
| Staffing | 5 Very Good | 6Excellent | 6Excellent | 5 Very Good |
| Leadership & Management | 5 Very Good | Not Assessed | Not assessed | 5 Very Good |
| **Consultation with Stakeholders**  |
| * All parents/carers have the opportunity to feedback on the nursery’s improvement work through questionnaires and Dot polls throughout the session.
* A parent focus group was part of our Learning Partnership Visit.
* Termly Parent/Carer Forum Groups allow views to be gathered on progress.
* Children’s views are regularly gathered about all aspects of improvement through Learner Committees, Planning & Learning Walls.
* Data gathered from the Fife Council Pupilwise, Staffwise & Parentwise surveys also inform our progress and help identify priorities moving forward.
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| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| * In September 2023 IP and SQR are shared with all parents/carers through our normal communication channels which is via Seesaw, email, posted on website and through a SWAY shared on our nursery newsletter.
* Our Improvement journey is documented on a display within both nursery buildings for all visitors which is added to and updated throughout year with evidence.
* Termly newsletters share with parents/carers progress on the improvement plan throughout the session.
* Information on progress is shared with Parents/Carers at Parent/carer Forum Meetings and shared through updates.
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