**Beanstalk FNC Standards & quality REport**

Diagram

Description automatically generated



|  |  |
| --- | --- |
| **BEANSTALK FAMILY NURTURE CENTRE**  **Context of the Nursery** | |
| **Demographic** | 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.  Our current role across both buildings totals 151 children. We receive children from across the Dunfermline area and outwith which is a significant change from previous years. 35% of the children we receive reside in SIMD 1, 2 & 3 as outlined in the graph below, however a large proportion, 17% now reside in SIMD 10:  Our figures indicate that although there are still a significant number of children & families who are impacted by poverty, there is also a larger spread across the demographic.  Within our population, 20% of our children are developing differently and need additional planning and support to meet their individual needs. Care experienced children represent 9% of our population and 11% of children who have English as an additional language.  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. Enhanced transitions are discussed and planned within a multi-agency meeting for children with ASN and bespoke packages arranged with the school.  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 and 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:** Instill 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. |
| **Attendance** | **Overall attendance 80.5%**  Although nursery is not compulsory in terms of attendance and many parents/carers choose attend on a part-time basis to allow for family-time with their children, we have an attendance policy which is adhered to and attendance is carefully monitored. |
| **Exclusions** | N/A |
| **Summary of consultation with stakeholders** | * All parents/carers have the opportunity to feedback on the nursery’s improvement work through numerous questionnaires and Dot polls conducted throughout the session. A variety of digital forums (See-Saw, E-mail) allow parents to leave feedback and share information on a daily basis. Any feedback is valued and taken into consideration in future planning. * A recent focus on Cyber Resilience and Internet Safety had parents requesting more information about how to keep their children safe online, resulting in the creation and sharing of a SWAY on the topic and identifying appropriate safe learning apps and websites for parents to use to support their children’s learning online. * A parent focus group was a key part of our Learning Partnership Visit. * Children’s views are regularly gathered in a number of creative ways about all aspects of improvement through Learner Committees, Planning & Learning Walls. * All partner agencies are regularly consulted regarding communication and the quality of our collaboration with them. A new EY network is now hosted at Beanstalk on a termly basis to provide a forum for partner services to meet and collaborate together to improve outcomes for children & families in the Dunfermline area. |
| **Attainment Scotland Fund Allocation (PEF)** | N/A |
| **Cost of the School Day statement** | * 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 hardship. * 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 breakfast, snacks and lunches, 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. * We apply and have been successful in securing a number of grants to fund trips/initiatives and to support targeted groups/interventions. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1:  **Review current planning, tracking, and monitoring systems to ensure the best learning outcomes for all children.** | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: **1.1, 1.3, 2.3, 3.2** | | | | | | |
| Has this priority been: | Fully achieved | **X** | Partially achieved |  | Continued into next session |  |
| **Progress:**   * Learning experiences are developmentally appropriate and tailored to meet all children’s individual and diverse learning needs. High quality weekly and daily planning is in place in all playrooms. All children are fully supported to follow their interests. Learning is visible in displays/Learning Walls and in children’s personal learning journeys. * Staff now use more appropriate and creative ways to involve all children in the planning of their learning experiences and take an active part in setting their next steps. The daily responsive planning is now completed actively with children who add their voice through mark making and drawings or adding materials etc. to express their views. For setting next steps, staff now use visuals with the children to discuss what they want to learn next. Evidence shows that children are contributing more readily to the planning of their next steps and planning their own learning. * Improved tracking systems now allow for better monitoring and evaluation of children’s progress across the whole curriculum. * Robust moderation of the learning cycle across all teams (through peer monitoring) has positively impacted pace and challenge, improving outcomes in learning for children. | | | | | | |
| **Impact:**   * Most children are participating in planning and are more able to discuss what they are learning. * All staff are more skilled in making children aware of learning, how they are doing it and the process of learning is made explicit visually and verbally. All Staff, parents/carers and children are sharing and discussing learning evidenced by 100% participation in learning conversations. * Almost all Staff are more secure in identifying gaps in learning for individuals and putting in place bespoke planning to support learning. * Looking outwards and Peer Feedback has allowed most staff the opportunity to be more reflective and critically evaluate their own practice to support improvement. * Staff’s skills and knowledge with regard to the learning cycle have improved outcomes in learning for children. For example, individuals have benefitted from more experiences tailored specifically for their needs through the introduction of Playboxes. For those children who were identified as needing more challenge in their learning, additional resources (e.g. appropriate reading and writing materials) were sourced to progress their literacy skills. | | | | | | |
| **Next Steps:**   * Continue to embed the planning and processes to improve learning outcomes for all children. * Familiarise all staff with the documentation and utilise the New Quality Improvement Framework, which will be fully implemented in September 2025, to support the self-evaluation of our performance across all Playrooms in delivering high quality care and learning for children. * New “Progress” tracking system to be embedded and effectively used by key staff which will lead to increased staff confidence when discussing children’s progress and planning their next steps in learning | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 2:  **Identify and problem solve around existing barriers to learning to ensure all children achieve success.** | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: **1.2, 2.2, 2.3, 3.4, 2.6, 3.2, 3.3** | | | | | | |
| Has this priority been: | Fully achieved | **X** | Partially achieved |  | Continued into next session |  |
| **Progress**:   * Almost all Staff undertook bespoke training with support from other agencies in nurture, de-escalation and sensory profiling including supporting children using Playboxes. * All individuals who require more personalised planning due to their additional support needs now have a robust summary of support in place which is understood by all staff working with them and is reviewed regularly with the key staff involved. * All Staff fully audited the Core Provision and learning spaces within all Playrooms which allowed them to engage in rich professional dialogue and make improvements. For example, following the audit staff relocated the sensory rooms and created more breakout spaces in all playrooms to support learners. * Almost all parents/carers are feeling fully informed and involved in planning for individual’s needs to support their learning and to ensure effective transitions. * Universal Family Support offered is diverse to allow the whole community to feel included. The Family Work programme is reviewed termly following extensive feedback from all stakeholders and tailored to meet the needs of the community. * Additional groups including a Carer’s group and PADDS group offered targeted support to meet the needs of individual families where children face barriers to learning. * All stakeholders were consulted and contributed to Beanstalk’s Curriculum Rationale. | | | | | | |
| **Impact**:   * All children who face additional challenges in their learning due to their needs or context benefit from more personalised planning and interventions designed to improve their learning outcomes. Clear evidence of progress is documented within Individual Child Plans and Personal Learning Journeys. * The implementation of individual personalised Playboxes better supports some children to engage in learning and make progress. * Following further development of the Core Provision in Playrooms, children now experience a unique, rich, play based, broad curriculum to challenge, motivate and support their learning and meet all their development needs. * As evidenced in playroom monitoring observations, most staff are more skilled and confident in meeting the needs of all children. More consistent approaches are in place to support all children to thrive and achieve their learning outcomes in a safe predictable environment. * There is a clearer understanding by all stakeholders of what Beanstalk is trying to achieve through its curriculum. The curriculum now reflects the service users, the needs of the local community and promotes equity and raises attainment for all children. * Almost all stakeholders feel valued, included, and their views reflected when planning for individuals. * Transitions into nursery, within nursery and onward to other settings and P1 are highly effective and meet the needs of all children and families. * Evidence from analysis of data shows that almost all parents/carers now have a greater awareness of their role as their child’s first educator. * Almost all parents/carers report that they feel better supported with ideas and resources on how to develop learning at home. * There is now improved tracking and monitoring of the impact of interventions put in place to support children and families in a holistic way. | | | | | | |
| **Next Steps:**   * As we continue to support a high number of children with complex additional support needs, and other children with emotional and sensory needs, we need to embed and continue to review personalised planning processes, including appropriate summaries of support, for those children who require this to ensure positive outcomes in their learning. * Our Universal, Additional and Targeted Family Learning offer needs to continue to be reviewed to ensure the needs of the community are being met. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 3:  **Review the Core Provision and spaces within the learning environment to ensure it meets the needs of all children.** | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: **1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1 & 3.2** | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved | **X** | Partially achieved |  | Continued into next session |  |
| **Progress**:   * Core provision and spaces within the Learning environment have been further developed following an audit and peer-monitoring activities throughout the session. Staff engaged in quality professional dialogue with colleagues across al playrooms and across both buildings. * All staff reviewed the outdoor provision and staff took an area of responsibility to develop a particular area/aspect of outdoor play. * All lunch staff worked co-operatively to evaluate and improve the lunch delivery for children focusing on improving self-help skills and independence and making the lunch experience rich and nurturing. * As we continue to work towards our Silver Award in UNCRC, staff have started to familiarise the children with the language of their rights and discussed the implications in context. | | | | | | |
| **Impact**:   * The Learning Environment and spaces within the playrooms allow all children to relax, play and take part in a wide range of cultural and artistic activities. The spaces are rich in quality literacy & numeracy experiences, provide challenge, promote children’s curiosity and enquiry. Spaces are planned carefully and creatively to provide flexibility to support all children’s needs. * Outdoor learning and learning within the community are now better planned for, ensuring all children gain access to a variety of wider learning opportunities. The outdoor areas are now richer in learning opportunities and challenge for all children. * Most staff are more confident in their role in setting up quality provision outdoors to support children with more risky play and to develop skills across the whole curriculum. * Most Staff have a deeper understanding about the links between Realising the Ambition and pedagogy which has ensured a richer learning environment to provide increased pace and challenge for all children. * All children’s individual’s needs are being better met through creative use of quieter, withdrawal spaces when they become distressed or overwhelmed. * Lunch and snack routines are well organised and provide clear structure and rhythm to the day. They are valued as an inclusive learning experience for all children where there are opportunities for socialisation and development of skills. All children experience calmer, more relaxing mealtimes throughout their nursery session allowing them to have positive food experiences. All children are now more independent, make choices and are more involved in the preparation/clearing away of snacks/meals. * Most children are more able to apply their knowledge and understanding to further their learning about their key rights under UNCRC. | | | | | | |
| **Next Steps**:   * Continue to work towards achieving the UNCRC Silver Award. * Continue to develop the snack & mealtime experience for children in line with the new updated “Setting The Table” guidelines which will be implemented in Sept. 2025. * Continue to maintain high standards in the core provision offer for children both indoors and outdoors | | | | | | |

|  |
| --- |
| **Improving Outcomes** |
| **Attainment**   * Most children are “Progressing” in their communication and language development. A focus on self-regulation and mindful strategies is now embedded in practice and is being used consistently which has had a positive impact on children’s engagement in learning. * Most children are “Progressing” in Early Level Reading which is sustaining levels of achievement from last year. Our focus on Core Provision over this session has created literacy rich opportunities for children and we will continue to enhance the provision over next session, targeting phonological awareness and vocabulary development through planned interventions. 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. WE will continue to develop this through the use of the “Progress” system next session. * Very good progress has been made by most children within all aspects of Numeracy & Maths over this session. 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’s conceptual understanding. We will need to continue to sustain the rich numerical and mathematical experiences for all children next session through continued STEM work and high-quality core provision development. * Almost all children are making very good progress in Health & Wellbeing following a focus on supporting children’s individual needs through nurture. Upskilling staff on de-escalation, language development, meeting individual’s sensory needs and supporting engagement through play, has enabled children to build more strategies to self-regulate allowing them to access learning and achieve. The outdoor programme of Forest/Beach visits implemented this session has provided rich interdisciplinary learning opportunities for children building meta skills. This will continue to be developed over next session. * Almost 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. Very positive comments were made in the feedback gathered. * 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. |
| **Achievements**  Math’s Week Oct 2024   * Each playroom decided on a plan of activities to focus on throughout the week. Children collaborated, made decisions and used problem solving skills to achieve this * Children experienced a range of quality mathematics activities across the week allowing them to make links and build skills across the curriculum. * Children worked with support from staff to create math’s presentations to share the learning that took place within their playrooms. This enhanced their digital skills and ability to discuss and share their learning. * This was shared among staff teams and with parents/carers via See-Saw involving all stakeholders.   Enterprise Initiative – Beanstalk Fete 30th November 2024 & Beanstalk’s 50th Anniversary 2nd June 2025   * Children supported staff to plan stalls, activities and games for these events. They were involved in producing crafts and baking items to sell. Children were also involved in creating invitations, booking events (Bouncy Castle/Jester etc.) for each event. Children involved built capacity in social intelligence through collaborating on the projects, problem solving and using all aspects of their communication skills. * 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. This developed leadership and collaboration skills when deciding how best to use the money raised. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 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, equity and inclusion | 6  Excellent | 6  Excellent | 6  Excellent | N/A |
| 3.2 Securing children’s progress | 5  Very Good | 5  Very Good | 5  Very Good | N/A |
| **Care Inspectorate Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? | 5  Very Good | Not Assessed | Not Assessed |  |
| How good is our setting? | 5  Very Good | Not Assessed | Not Assessed |  |
| How good is our leadership? | 5  Very Good | Not Assessed | Not Assessed |  |
| How good is our staff team? | 5  Very Good | Not Assessed | Not Assessed |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. | **N/A** | | | |