

BEANSTALK FNC

STANDARDS & QUALITY

REPORT 2025/2026



Improving life
chances for all



BEANSTALK
Family Nurture
Centre

BEANSTALK FAMILY NURTURE CENTRE

Context of the Nursery

Demographic	Beanstalk Family Nurture Centre is a dispersed service that 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 2-year-olds within the local community. We currently have 6 playrooms, 3 in each building, and these serve 8 cohorts of children. During this session there has been a significant amount of change in the senior leadership team, with an Acting Headteacher appointed in April 2026 and an Acting Principal Teacher appointed in May 2026 following the previous HT retiring and the PT moving on to a new post. Our current role across both buildings' totals 139 children. Of the 139 children we have: • 30 Early Entrants (2-year-olds) and 109 3-5 year olds • 13% of 3-5 children are currently having a deferred year • 56% of 3-5 children are in their pre-school year • 6% of our children attend a split placement between Beanstalk and a partner provider • Within the EE, 83% of children are eligible and 17% are multi-agency referral. Children continue to attend from across the Dunfermline area, and beyond. 38% of the children reside in SIMD 1-3, however a large proportion, 28% now reside in SIMD 8-10. Our figures indicate that although there are still a significant number of children and families who are impacted by poverty, there is also a larger spread across the demographic. Within our population, 34% of our children are developing differently and need additional planning and support to meet their individual needs. Care experienced children represent 8% of our population and 12% of children have English as an additional language or are bilingual. Children transition to several different Primary Schools, as we serve our feeder primary schools across the Dunfermline and Woodmill clusters and beyond. This involves careful planning and a great deal of individualised work with each school to ensure a smooth transition to primary school for all our children. Enhanced transitions are discussed and planned within Team Around the Child meetings for children with ASN and bespoke packages arranged with the school.
Vision, values and aims	The nursery's mission statement of 'Nurturing children and Empowering families' is well-embedded and underpins the work of the nursery. We reviewed and updated our vision, values and aims in May 2024 where Parents/Carers, Children, Staff and Partners were fully consulted. Our vision, values and aims are comprehensive, and next session we intend to review the values to streamline them to make them accessible to all stakeholders.
Attendance	Overall attendance 79% Although nursery is not compulsory in terms of attendance, we have an attendance policy and recording system which is adhered to. Many parents/carers choose to attend on a part-time basis to allow family time with their children. Attendance within our term time model is higher (8%) than the 52-week model for 3-5 children, whereas attendance is higher (5%) within the 52-week model for Early Entrants. The current attendance policy and procedure is currently being reviewed to ensure monitoring and tracking is robust and rigorous. We have had an increased focus since April 2026 on those with high % of unexplained absences and low overall attendance % and will continue to be a priority next session.
Summary of consultation	Wise surveys were carried out January – March 2026. Parents were invited to complete the Parentwise survey, and a few submitted a response. All children were invited to complete the Pupilwise survey, majority completed it. All staff were afforded time during the February

with stakeholders	Inservice day to complete the Staffwise survey, majority of staff completed this. Strengths and areas for development for each survey have been identified below: Parentwise Parentwise survey evidence demonstrates very strong parental confidence across key areas including wellbeing, safety, relationships, and children’s progress. Moving forward, improvement will focus on deepening personalised support, strengthening communication consistency, and further empowering parents as partners in learning and improvement to ensure all families feel fully informed, included, and confident in what we offer and deliver at Beanstalk. Pupilwise Pupilwise survey evidence indicates that there is a strong and improving ethos of care, inclusion and positive relationships, with most children feeling safe, respected and increasingly listened to. Moving forward, a sharper focus on consistency of high-quality learning experiences, deeper learner participation, and emotional wellbeing will be key to ensuring excellence and equity for all children. Staffwise Staffwise survey evidence indicates that there is a strong positive culture with clear strengths in relationships, leadership and role clarity. This provides a strong foundation for continuous improvement. Targeted action is required to strengthen communication, staff confidence in supporting additional support needs, wellbeing and aspects of the working environment. Areas identified for targeted action have been explored with almost all staff through recent team meetings and professional dialogue – a communication strategy has been agreed and will be implemented and the continuum of support with be further explored. All parents/carers have regular opportunities to feedback on the nursery’s improvement work through questionnaires and polls conducted throughout the session. A variety of digital forums (Seesaw, MS forms, QR codes) allow parents to leave feedback and share information daily. Big books with “Question of the moment” have been re-introduced this term. All feedback is valued and taken into consideration in future planning. Children’s views are regularly gathered in 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. Currently a MS form has been issued to a range of partners to capture their views: Beanstalk FNC Partner Questionnaire – Results
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. • Fareshare is offered weekly to parents, carers and the wider community. • Links with The Big House Multibank project allows us to provide free household items to support families in need. • Where targeted support is required, we can refer families to the local clothing bank and/or foodbank. • Nursery raises funds twice a year through fundraising events 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

ELC Improvement Priority 1:

Promote equality of opportunity to meet individual needs.

ELC Quality Improvement Framework Quality Indicators:

- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

Has this priority been:	Fully achieved	X	Partially achieved		Continued into next session	
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Progress:

- A comprehensive programme of improvement has been undertaken to strengthen inclusion, wellbeing, and participation across the setting in partnership with the Educational Psychology Service.
- Staff have engaged in targeted professional learning on equity, inclusion through a UNCRC lens and maintaining a safe nursery environment, alongside revisiting consistent approaches to self-regulation considering nurture and wellbeing, including nurturing approaches, Emotion Works and Mindfulness.
- Majority of staff engaged in Kitbag training and the Mindfulness Working Party further developed spaces for regulation within each playroom, ensuring the spaces are balanced to include calm, sensory spaces making them accessible to all.
- Children have been actively involved in risk assessing the playroom, activities and resources and engage with SIMOA materials to help them develop an understanding of how to be more aware of risks and how to keep themselves safe.
- Work has focused on identifying and reducing barriers to learning, reviewing environments to ensure accessible, balanced spaces, and embedding our vision, values, and nurturing ethos in daily practice.
- Careful attention has also been given to health and wellbeing, including implementing *Setting the Table* guidance, reviewing the Food & Nutrition Policy, and supporting families through practical sessions led by Food Champions. Parents/carers have been attending cooking classes with our Food Champions to improve nutrition at home.
- The values are actioned in the recently developed Curriculum Rationale which was co-constructed in consultation and partnership with all stakeholders.
- In addition, the Family Work Programme has been reviewed to ensure it is inclusive and responsive to the diverse needs of the whole community.

Impact:

- Most staff have an increased awareness of the impact of inclusion and belonging from a child's perspective and have been able to make simple but effective adjustments to the environment to ensure inclusion for all children across all playrooms.
- Majority of staff have increased confidence in assessing risks within the learning environment to keep children safe and are aware of how to access support for children with additional support needs.
- Majority of staff feel supported to manage children with complex needs and behaviours within our playrooms.
- All playrooms are noticeably calmer with more children able to self-regulate and are engaged in their play and learning.
- Most children with additional support needs are making progress in their learning and development.
- All staff are more confident in delivering the new menus and children are more aware of what they are eating in terms of healthy foods as they are now being served healthier meals and snacks.
- The Food & Nutrition Policy has been reviewed in consultation with staff, parents/carers and children.
- All snacks and mealtimes for children in nursery follow the guidelines set out in *Setting the Table*.
- Children are more aware of what healthy food choices are and are more involved in planning, ordering and preparing snack daily through creative and innovative approaches, including "Can you eat a rainbow?"

- Cooking sessions were popular with Parents/carers who were very well engaged, attending sessions on a regular basis. Feedback gathered at the end of the block showed that all parents/carers now had more confidence with cooking and were trying out healthy budget-friendly recipes at home, benefiting their families.
- Children are beginning to articulate how they feel about nursery and how they learn best and make progress.
- Feedback from other professionals and parents/carers indicates that children's needs are being better met within the playrooms and making use of the differentiated areas thus supporting better learning outcomes for all.
- Minority groups are catered for including unpaid carers and kinship carers.
- Different cultures are celebrated through different events.
- Targeted support is provided for families on an individual basis to ensure they are included.

Next Steps:

- Further develop and embed "Nurturing Approaches" Staff Handbook with all staff.
- Review Relationships and Behaviour Policy and Procedures inline with LA Promoting Positive Relationships and Behaviours Guidance
- Increase staff confidence in supporting children with additional support needs and identifying approaches to use to support children who are dysregulated.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC Improvement Priority 2:

To promote and further develop children's language and literacy skills through their play experiences.

ELC Quality Improvement Framework Quality Indicators:

- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

Has this priority been:	Fully achieved		Partially achieved	X	Continued into next session	
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Progress:

- Significant progress has been made in strengthening early language and literacy across the setting.
- Staff have enhanced their skills and confidence through targeted professional learning, including Kodály and ELiPs training, alongside ongoing development in understanding and applying literacy progressions and next steps.
- Improvements to indoor and outdoor environments have supported richer literacy experiences, enabling staff to better identify and extend children's learning.
- Strong home–nursery links have been established through a well-used Literacy Lending Library, "Song/Rhyme of the Week," and increased parental engagement promoted by the Literacy Working Party.
- Targeted programmes such as PEEP Talk are being prepared for delivery, while Bookbug and library visits are now embedded in the curriculum, with creative approaches ensuring accessibility for all families. This includes 'Bookbug Breakfast' and 'Light bites Lunch with Bookbug'.
- Professional learning and dialogue have focused on developing consistent, confident practice with increased opportunities for children to develop language and literacy skills.

Impact:

- Playroom observations show that Kodaly sessions are more embedded in daily practice supporting children's literacy development.

- Staff have increased confidence and more accuracy in measuring children's language development through observing their interactions during play activities.
- The learning environment across all playrooms and outdoors have been further developed using the Education Scotland's audit tool to promote literacy through expressive arts and build the confidence of staff to identify learning and promote next steps for children.
- Playroom observations show that staff are more confident when providing quality experiences for children linked to the expressive arts and extending learning through next steps.
- Parents are more aware of the positive benefits in their child's literacy skills in talking with their child and engaging in shared reading and literacy experiences at home.
- Feedback gathered from parents/carers indicates that more children are experiencing sharing a book at home with their parents.
- Evidence in PLJs and other data show that most children are making good progress in their reading skills.
- Staff are beginning to develop confidence in assessing each child's achievements in literacy and are better able to set appropriate next steps for learners to improve their outcomes.
- Staff are more skilled in sharing learner's language development and next steps with parents/carers.

Next Steps:

- Continue to support families through the PEEP Talk Program & Let's Connect.
- Explore resources for families who are EAL.
- Plan themed weeks next session to celebrate the ongoing work focused around singing and storytelling through World Nursery Rhyme Week and World Book Day, including establishing a book swap concept as part of ongoing annual events.
- Create Playroom Learning Environment Guidance referencing Up, Up and Away Literacy Rich Environment Tool (CIRCLE) and Sensory-inclusive Learning Environments (Scottish Government) documents.
- Increased focus on literacy learning and skills development through planning refresh.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC Improvement Priority 3:

Embed robust self-evaluation practices across the setting

ELC Quality Improvement Framework Quality Indicators:

- Leadership
- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

Has this priority been: (please highlight)	Fully achieved		Partially achieved	X	Continued into next session	
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Progress:

- Provided training for all staff in using the new Quality Framework to support self-evaluation and quality assurance.
- Practitioners engaged in professional dialogue on observation and assessment during collegiate sessions.
- Staff have familiarised themselves with and are now using the new Quality Framework to evaluate playroom spaces and provision.
- Staff used CfE benchmarks across all curriculum areas to support moderation of PLJs, planning, and core provision.
- Learning consultations and next steps have been reviewed and refined to strengthen links between assessment evidence and professional judgements.

- Staff participated in Woodmill Cluster moderation activities using CfE Maths benchmarks, engaging in professional discussion with colleagues from other settings.
- The cycle of learning consultations is now established and embedded, with staff clear about their roles.

Impact:

- Staff are more familiar with the language of the new Quality Improvement Framework and use it to support self-evaluation.
- Staff are increasingly confident in self-evaluating using Quality Indicators and improving learning environments.
- Learning environments are richer and provide greater challenge and opportunities for children.
- Staff confidence is developing in assessing children's progress using maths PLJ trackers and identifying next steps.
- Staff are supported effectively to identify appropriate next steps, ensuring appropriate pace, challenge, breadth, and support and as result there is improved quality of professional dialogue.
- Clear impact seen in the improved quality and appropriateness of next steps identified for children.

Next Steps:

- Continue to deepen staff knowledge and understanding of the new Quality Improvement Framework and utilise inspection reports to facilitate professional dialogue, identifying similarities, differences, strengths and areas for development. This will support more consistent high-quality practice across the nursery, leading to improved learning experiences, wellbeing and outcomes for children.
- Align the self-evaluation calendar with the new quality indicators to ensure improvement activity is focused, evidence-based and responsive to children's needs. This will enable targeted improvements that enhance children's experiences, learning and development throughout the nursery.
- Enhance current tracking and recording systems to include all curricular areas, with a focus on attainment over time and each child's full 3-5 nursery journey. This will provide a more holistic understanding of children's progress, enabling timely interventions, personalised support and improved outcomes for all learners.
- Review the Progress Meeting and Next Steps process with parents, agreeing and implementing a consistent nursery-wide format in line with the WAGOLL, which will be developed. This will strengthen partnerships between home and nursery, ensure parents have a clear understanding of their child's learning and next steps, and support greater continuity in children's progress and development.

Improving Outcomes

Attainment

2025/2026 Attainment Data

	June 26								
	N5 = 49 N5D = 13								
	N5	%	N5 D	%		N5	%	N5D	%
	Literacy					Numeracy			
	Ahead			1	2%				1
On track	36	58%	8	13%		33	53%	6	9%
Off track	13	21%	4	6%		16	26%	6	9%

- The majority of pre-school children, N5 and N5 Deferrals, are on track to achieve early level English and Literacy by the end of P1 as they transition to primary school.
- The majority of pre-school children, N5 and N5 Deferrals, are on track to achieve early level Numeracy and Maths by the end of P1 which is less than the previous year where most children were identified as making very good progress.

- The majority of children are on track to achieve early level Health and Wellbeing by the end of P1 as they transition to primary school.
- Majority of children who are in their deferred year are highlighted on our ASN overview with a variety of needs identified which impacts against the previous year's attainment data.
- Almost all parents stated that the nursery keeps them informed about their child's progress and most parents agree that their child is making good progress, enjoys attending nursery, and benefits from a positive learning environment.
- EYLO has worked with staff to support identified learners through Elips to overcome barriers to their learning and work towards 'closing the gap'. This has resulted in positive outcomes for almost all children receiving this additional support.

Progress Over Time (Early Years/Special/may consider PEP & SEP):

From evidence gathered through planning process and individual PLJs children have made good progress in their learning over the past academic session. Learning targets have been agreed each term for all children across Literacy, Numeracy, HWB and one other curricular area. Almost all children show curiosity through play when learning about the world around them, particularly science. Almost all children have made progress developing independence and confidence, through leading their own learning and developing strategies to support developing resilience. Most children engage in meaningful conversations, engage in stories and can retell key points. Most children are developing literacy skills in mark making and developing an awareness of letters and sounds. Almost all children have made good progress in numeracy and math, demonstrating confidence in counting and recognising numerals. During play, children are using mathematical language appropriately when exploring shape, measure, pattern and money and can use their numeracy skills in a variety of contexts.

Achievements

- There have been a wide variety of wider achievement opportunities across the nursery this session. All opportunities have developed a range of skills.
- Children's achievements in and out of nursery are celebrated in playrooms, through Seesaw and documented within 'Learning at Home' PLJ sheets. These are also displayed within the nursery.
- Children are proud of their achievements and enjoy sharing these with their peers.
- There are regular opportunities to participate in the wider life of the nursery through Beans-Talkers and Eco Committee.
- Staff have established meaningful partnerships within the local community and children participate regularly in learning experiences beyond the nursery including visits to Dalgety Bay Care Home, Kingdom Housing Residents, Forest and Beach Kindergarten and library visits.
- These partnerships enhance children's skills and provide increased opportunities for them to contribute to their local community.
- Staff track children's participation and personal achievements. This information ensures all children have the opportunity of experiences beyond the nursery setting.

Below are a few of the opportunities this session:

Fundraising

All children across both buildings had the opportunity to experience a sponsored event that was also planned in conjunction with Kingdom Housing residents' intergenerational group. Through these experiences the children were involved in planning, organising and working collaboratively. They developed their communication, teamwork and problem-solving abilities.

Mini kickers

All 3-5 children engaged in a block of mini kicker sessions, developing their gross motor skills, ball skills, ability to listen and follow instructions and experienced a sense of achievement.

Math's Week

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 Seesaw involving all stakeholders.

Enterprise Initiative – Christmas Fayre

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 for each event. Children involved to build 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. 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.

These experiences align with the four capacities: as successful learners, children applied numeracy and literacy in real contexts; as confident individuals, they took pride in contributing to a cause; as responsible citizens, they showed empathy and community awareness; and as effective contributors, they demonstrated initiative, creativity and leadership in achieving shared goals.

Evaluations (ELC) - HGIOELC

	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	5 Very Good	5 Very Good	N/A
2.3 Learning, teaching and assessment	5 Very Good	5 Very Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	6 Excellent	5 Very Good	N/A
3.2 Securing children's progress	5 Very Good	5 Very Good	N/A

Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)

	2025-26	2026-27	2027-28	Inspection Evaluations
Curriculum	Very Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Very Good			
Children's Progress	Good			
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	N/A			