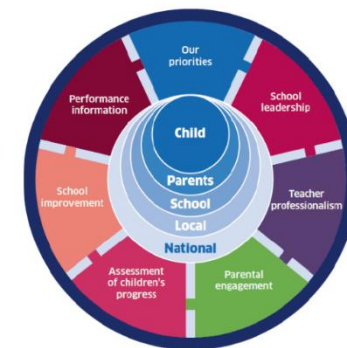




Dalgety Bay Primary Nursery Improvement Plan 2024-2025 Sailing to Success #RespectAchieveBelieve



Context

“Evidence tells us that, if our early learning and childcare offer is to help children fulfil their potential and contribute to closing the poverty related gap in children’s outcomes, it has to be **high quality**.

... we need to be confident that in promoting a happy, interesting and empowering learning environment, considering the **interactions, experiences and spaces** on offer, we as practitioners add value to what children already know and can do.” Realising the Ambition: Being Me

Dalgety Bay Primary Nursery is situated in the town of Dalgety Bay and is part of Dalgety Bay Primary School. We serve a mixed catchment area comprising of privately owned, rented and some social housing. Dalgety Bay is a well-resourced small town, with good amenities and good access to rail and road links. We are fortunate to have an area which is well suited to support outdoor learning, through access to nearby woodland and beach areas, benefitting children’s wellbeing, physical and cognitive development.

The SIMD profile of families in the locality who used our service last session was: 26% with SIMD 7; 5% with SIMD 8; 33% with SIMD 9 and 31% with SIMD 10. We provide quality education and childcare (ELC) for mainly local catchment children aged three to five years old, from 9am to 3pm during term time. Almost all children this session are transitioning to Dalgety Bay Primary School. We have two playrooms with a mix of ages in each. The smaller room, the Ladybirds, has a capacity of 24 children and the larger room, the Butterflies, has a capacity of 32, making a total capacity of 56. Each room has access to outdoor play provision and there is an opportunity for children from both rooms to mix together in these spaces. In addition, we have developed a flexible space in the Ladybird room which has the capacity to be a sensory space for those children that require it as well as an area for parents and small groups of children.

The nursery team comprises of 1 peripatetic teacher who is shared with Donibristle Primary, 5 full-time Early Years Officers and 4 part-time Early Years Officers. We are also fortunate to have a full time EYO apprentice. Our Headteacher has overall responsibility for the school and nursery and the Depute Headteacher has the particular remit for the nursery. We have gone through significant change over the last few years, with a combination of Covid mitigations and the doubling of children’s hours Our nursery has recently undergone an extensive upgrade, which has not only brought it in line with environmental health guidelines regarding sinks, but has significantly refreshed each room with decoration, new flooring, art spaces and kitchens. Toilets, cloakroom and our office space have also recently been decorated.

Central to our approach to this transformational change process is the strong focus on protecting and strengthening the quality of provision through continuous self-evaluation for self-improvement. Our nursery has well-established links with Fife Council’s Early Years Team, who have been supporting us with this self-evaluation process.

We have good links with our local family nurture centre, for the South West Fife area, providing support for some of our families through provision of ELC places during holiday periods.

Our practitioners have developed links with other settings and staff through networks in the local area as well as looking outward visits. These help to strengthen partnership working within the locality and develop empowerment and collaboration where everyone’s contribution is heard and valued, aiming to create positive outcomes for children and families. This lies at the heart of everything we do at Dalgety Bay Primary Nursery.

Rationale for Change

We are committed to a strong focus on creating an emotionally warm and secure environment for children and staff. Ensuring everyone is valued and respected will enable our strong positive ethos to grow, firmly rooted in the understanding of the importance of nurturing relationships and knowledge of our local community. There has been a significant focus on develop collegiate working and building capacity for leadership opportunities for Early Years Officers. Regular audits and self-evaluation have helped to shape our development priorities (see Appendix 1 – Evaluation of Action Plans 2023-24). We have continued to focus mainly on ELC National Standard Criteria 3 – Physical Environment. Staff have identified strengths and continue to look at ways of improving the learning cycle and looking specifically at supporting individuals i.e. planning for differentiation and strategies to support additional support needs.

We now have an established calendar of family engagement opportunities, including #Inside – Out sessions, Bookbugs, Kodaly, Sing-a-Longs and PEEP’s Stay and Play sessions. We appreciate that we need to continue to increase participation in some of these and also need to engage parents in a more collaborative role, to help support their child’s progress, as well as influence nursery developments. The use of Seesaw is now well established in supporting us in sharing learning.

Children’s views are sought on a daily basis which support our child-led planning and focus for our improvement plan. This is also an area that we plan to continue develop.

The team will continue to be encouraged to ‘look outwards’ to participate in networking opportunities, engage in professional dialogue and share good practice. Work needs to continue around familiarisation of the new Care Standards, to ensure a deeper understanding of responsibilities, and all aspects of improvement will be influenced by the National Practice Guidelines ‘Realising the Ambition: Being Me’. This will ensure a strong focus on quality experiences for our children which meet their developmental needs.

The vision, values and aims of the nursery have been the same as the school for several years. We recognise that we need to revisit these to ensure continuity and understanding for all our stake holders. We need to ensure that our whole community has ownership of this process in ensuring these are relevant and reflect our aspirations for our children.

At Dalgety Bay Primary Nursery we recognise the significant relationship between effective self-evaluation and nursery improvement. Continuous improvement, success and achievements for children and families are vital to our strategic direction and all plans and actions are directed at improving experiences and outcomes for children. The last couple of sessions, our main priority focused on improving quality learning environments across both our rooms. There has been ongoing auditing of our core provision which leads into our detailed development plan. This has been well supported by the Early Years Development Team. EYO’s have taken on board leadership roles and responsibilities for different aspects of the curriculum. The focus was to ensure high quality learning spaces that ensured all our children’s learning needs were being addressed (see Appendix 1). Through our self-evaluation processes, and during discussions at professional review and development meetings, we have identified a need to continue to improve children’s experiences, interactions and use of spaces both inside and in our outdoor spaces. We recognise we need to continue to evaluate our planning, develop our evaluations of learning, tracking learning more effectively and improve universal and targeted strategies in meeting children’s needs, linked to the six principles of nurture.

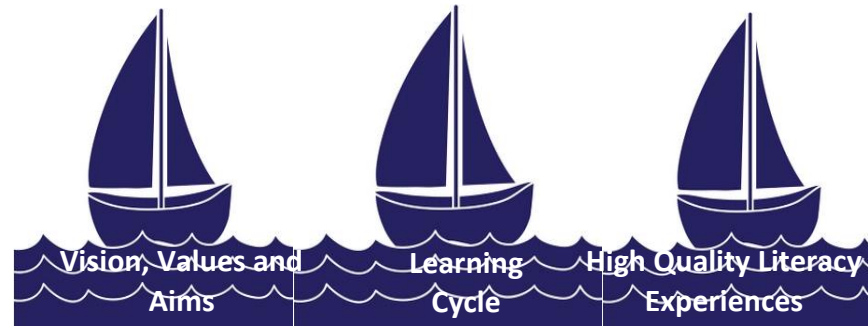


Our evidence from P1 BASE assessment is that we need to look at our children's literacy experiences in nursery to promote children's auditory, phonological and early literacy skills. We have some very capable children as well as some children who need support with these early skills in school. We must ensure that we are getting it right for all our learners.

We have outlined a Quality Assurance calendar for next session to ensure ongoing self-evaluation and reflection (see Appendix 2).

Our main priorities for improvement for session 2024-2025 are:

1. To review and development of our Vision, Values and Aims to ensure they are embedded within our environment and with our families and staff
2. Review current planning, target setting, tracking and monitoring systems to ensure the best learning outcomes for all children
3. To develop high quality literacy experiences, involving parental engagement and family learning



| <p>1. Focused Priority: To review and development of our Vision, Values and Aims to ensure they are embedded within our environment and with our families and staff</p> | | | | |
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| <p>EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement</p> | | | | |
| <p>LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:</p> | | <p>HGIOELC Quality Indicators:</p> | | |
| <p>Teacher & Practitioner Professionalism ELC Improvement</p> | | <p>1.1 Self Evaluation for Self-Improvement 1.3 Leadership of Change 2.3 Learning Teaching and Assessment 3.2 Securing Children’s Progress</p> | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <ul style="list-style-type: none"> • All stakeholders will take part in a review of the nursery’s Vision, Values and Aims • The promotion of positive relationships through whole nursery culture, ethos and values to raise attainment and foster a nurturing ethos and culture for all stakeholders • Children’s rights are considered and respected • All stakeholders will be able to articulate and demonstrate our Values | 1. Engage the children, parents, staff and visitors– What they like? What are our strengths? | Marie Graham, PNT Amanda Robertson, DHT EYO’s | • Our Vision, values and Aims statements will be embedded within our nurture ethos | Term 2 |
| | 2. Use Seesaw, Forms, feedback box and family engagement sessions to collect evidence and views from families. | | • Our shared vision focuses on improvements in outcomes for all | |
| | 3. Professionals – what are their own values and aspirations? How can they support our setting going forward? | Marie Graham, PNT Amanda Robertson, DHT | • They will be agreed by all stakeholders | Ongoing |
| | 4. Ongoing staff development to explore shared vision, values and aims as well to consider UNICEF’s Rights of the Child and Rights Respecting Schools | EYO’s | • They will be embedded into the life of the setting | Ongoing |
| | 5. Consistent nursery room rules that align with vision values and aims | Marie Graham, PNT EYO’s EYO’s | • They will take account of our Early Years pedagogy • They will be displayed in a way that is accessible to all stakeholders • Ongoing review | Ongoing |

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| | <ul style="list-style-type: none">6. Staff to incorporate and embed the values into daily practice through appropriate and meaningful language7. Display the vision, values and aims prominently for children and families | | | |
| Ongoing Evaluation | | | | |
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2. Focused Priority: Review current planning, target setting, tracking and monitoring systems to ensure the best learning outcomes for all children

EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement

LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:

**Teacher & Practitioner Professionalism
Curriculum & Assessment
ELC Improvement
Improvement in Attainment, particularly literacy and numeracy**

HGIOELC Quality Indicators:

**1.1 Self Evaluation for Self-Improvement
1.3 Leadership of Change
2.3 Learning Teaching and Assessment
3.2 Securing Children’s Progress**

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
|---|--|---|--|--|
| <ul style="list-style-type: none"> Almost all our children will be making appropriate progress for their age and stage of development. There will be clear, consistent planning that demonstrate a balance between adult led and response to children’s interests and needs and follows the CfE principles of curriculum design Annual plan ensuring a coverage of Es and Os balance. Termly Plan – responding to events and children’s interests | <ol style="list-style-type: none"> Review and develop our Quality Assurance Calendar Staff Meetings, training and PRD’s to focus on high quality learning cycle. Research policy and theory for role of adult and meeting learners needs. Daily responsive planning and intentional planning to reflect the children’s voices in all areas. Children to be encouraged to document their learning through PLJ’s, floor books and learning walls within the nursery. Nursery baseline assessments for literacy and numeracy, ELIPs to inform, evidence in PLJ’s and | <p>Marie Graham, PNT Amanda Robertson, DHT</p> <p>Marie Graham, PNT Amanda Robertson, DHT EYO’s Early Years Team</p> <p>EYO’s EYDT</p> <p>EYO’s Marie Graham, PNT</p> | <ul style="list-style-type: none"> High quality, consistent weekly and daily planning in place in both nursery rooms Learning is visible in displays/Learning Walls and in children’s’ personal learning journeys. Children more able to discuss what they are learning. All Staff, parents/carers and children are sharing and discussing learning. Staff’s skills and knowledge with regards to the learning cycle will | <p>Term 1</p> <p>Termly</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p> |

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| <ul style="list-style-type: none"> Fortnightly plan – outlining curriculum, staff rota, individuals’ plans. Include staff evaluations Weekly- timetable for staff, individuals, visitors, events, offerings e.g. Rhyme Time, PE, Bookbags, Keyworker Group times Daily Responsive – based on staff observations. Include evaluations Almost all children will be involved in the planning cycle and are beginning to identify and assess their learning and progress. Children to experience rich learning experiences which include high quality play spaces and interactions. Staff will be more skilled planning for learning and meeting individuals’ needs. Improved Tracking systems which will allow for better monitoring and evaluation of | <p>support intentional planning.</p> <ol style="list-style-type: none"> Audit Literacy and Numeracy provision across nursery Effective and consistent use of annual plan, fortnightly plans and daily responsive, Floor Books and individuals planning/Child Plans to ensure appropriate progress for children New format and procedures for Next Steps introduced EYO implementing dynamic target setting. PNT monitoring and supporting. Additional support given to staff as required. Effective sharing of learning with parents, e.g. Seesaw, Looking back, Looking Forward meetings, Family Forum. Develop more collaborative ways of working together Maintenance of high-quality Core Provision and ensuring target interventions and provocations evident and linked to planning Staff peer moderation will take place across both rooms, focusing on planning, floor books and PLJ’s | <p>Marie Graham, PNT Amanda Robertson, DHT EYO’s</p> <p>EYO’s Marie Graham, PNT</p> <p>Marie Graham, PNT Amanda Robertson, DHT</p> <p>EYO’s Early Years Team Marie Graham, PNT</p> <p>EYO’s</p> <p>EYO’s</p> | <p>increase positive outcomes for children.</p> <ul style="list-style-type: none"> Evaluations relevant and support future learning New “Progress” tracking system embedded and being effectively used by key staff. Observations within PLJs evidence high quality literacy, numeracy and HWB experiences. Almost all children score green on all 3 areas of ELIPs assessment before they transition into Primary 1. Room observations and quality assurance processes highlight consistent approaches in interactions, questioning and observations. All early years practitioners confident in using quality questioning to support and progress learning. | <p>Term 1/2</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 2</p> |
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| <p>children’s progress across the whole curriculum.</p> <ul style="list-style-type: none"> Moderation of the learning cycle across all teams will impact pace and challenge, improving outcomes in learning for children. | <p>13. Engage with the New FC digital tracking system “Progress” to support the tracking of learning, ensuring key staff are trained effectively on its use.</p> <p>14. Develop a tracking spreadsheet which captures all aspects of children’s learning including their ELiPs scores, CfE levels, Leuven scores and attendance</p> <p>15. Review how we use the data collected to identify any gaps for learners and plan bespoke interventions.</p> | <p>Amanda Robertson, DHT</p> <p>Marie Graham, PNT Amanda Robertson, DHT</p> <p>Marie Graham, PNT Amanda Robertson, DHT EYO’s</p> | <ul style="list-style-type: none"> Quality assurance measures, room observations, learning conversations and PLJ moderation reflect high quality learning experiences. | <p>Term 2</p> <p>Ongoing</p> |
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Ongoing Evaluation

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4. **Focused Priority:** To develop high quality literacy experiences, involving parental engagement and family learning

EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement

LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:

HGIOELC Quality Indicators:

Teacher & Practitioner Professionalism
Curriculum & Assessment
Improvement in Attainment, particularly literacy and numeracy
ELC Improvement

1.3 Leadership of Change
2.3 Learning Teaching and Assessment
3.2 Securing Children’s Progress
3.3 Developing Creativity and Skills for Life and Learning

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
|---|---|---|---|------------|
| Development of nursery spaces and interactions and experiences to support the development of children’s literacy skills | 1. Audit of nursery spaces using the Leuven scale and ‘Up, Up and Away’ and action plans then created for developing literacy rich spaces | Marie Graham, PNT Pamella Anderson, EYDO | <ul style="list-style-type: none"> ELIP’s scores | Term 1 |
| Staff development of their understanding of early listening, communication, phonological awareness, reading and writing | 2. Experiences – intentional planning identifying target individuals and groups | Marie Graham, PNT EYO’s | <ul style="list-style-type: none"> Highland Literacy Phonological assessment | Ongoing |
| Children will have rich learning opportunities to improve their auditory, visual and fine motor skills | 3. Support parents with ways they can develop literacy skills outwith nursery through PEEPs Stay and Play, Seesaw, Newsletters. | Marie Graham, PNT EYO’s | <ul style="list-style-type: none"> Leuven Scale and UP, UP and Away Literacy Audits | Term 2 |
| | 4. Staff training both internal and external. Exploring early literacy skills, rhyme and Kodaly. | Marie Graham, PNT Amanda Robertson, DHT EYO’s | <ul style="list-style-type: none"> Observations, trackers and Target Setting Sheets in PLJ’s will show rich literacy experiences and outcomes | Ongoing |
| | 5. Staff will be aware of: SEIC-Sound, Rhythm and Rhyme, | EYO’s | <ul style="list-style-type: none"> Moderation with P1 staff, consider P1 Base data Tracking information will demonstrate progress for almost all children | Term 2 |

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| | <p>SEIC Early Literacy Learning and Development in the Early Years, Education Scotland Learning to Read in the Early Years</p> <p>6. Audit and replenish rich literacy resources e.g. musical instruments, books, games</p> <p>7. Planned daily opportunities to hear high qualities stories, rhymes and songs, either individually or in groups.</p> <p>8. Pace and progress meetings to discuss stage and required interventions for all children</p> <p>9. Visit other settings to focus on literacy rich spaces.</p> <p>10. Set up tracking format and discuss children's experiences and learning</p> | <p>Marie Graham, PNT Amanda Robertson, DHT EYO's</p> <p>EYO's</p> <p>Marie Graham, PNT EYO's</p> <p>Amanda Robertson, DHT EYO's</p> <p>Marie Graham, PNT Amanda Robertson, DHT EYO's</p> | | <p>Ongoing</p> <p>Ongoing</p> <p>Term 1 and 3</p> <p>Term 2</p> <p>Term 2</p> |
| Ongoing Evaluation | | | | |
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List of Appendices:

1. Evaluation of Improvement Plan 2023- 2024
2. DBPS Quality Assurance Calendar 2023 – 2024

1. Evaluation of Improvement Plan 2023- 2024

Session 2023 -2024 Nursery Improvement Plan

i. Learning Cycle – Reviewed April 2024

| National Improvement Framework Priority: Curriculum and Assessment Improvement in Attainment, particularly literacy and numeracy | | | | |
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| Focused Priority: Development of Learning Cycle - To ensure all our learners are making good progress <ul style="list-style-type: none"> through planning rich environments, enhancing high quality play, identifying progress and next steps, ensuring parental engagement and careful consideration given to the role of the adult in nursery. <i>Universal and targeted support has a positive impact on children's progress and development</i> | | | | |
| HGIOS4 Quality Indicators | | HGIOELC Quality Indicators: | | |
| | | 1.3 Leadership of Change 2.3 Learning Teaching and Assessment 3.2 Securing Children's Progress 3.3 Developing Creativity and Skills for Life and Learning | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>Almost all our children will be making appropriate progress for their age and stage of development.</p> <p>There will be clear, consistent planning that demonstrate a balance between adult led and response to children's interests and needs and follows the CfE principles of curriculum design</p> <ul style="list-style-type: none"> Annual plan ensuring a coverage of Es and Os balance. Termly Plan – responding to events and children's interests Fortnightly plan – outlining curriculum, staff rota, | 16. Review our Quality Assurance Calendar | Marie Graham, PNT Amanda Robertson, DHT | <ul style="list-style-type: none"> Staff Questionnaires and audits Staff Observations of learning areas Pupil voice Parents' questionnaires ELIP's Baseline assessment Early Years Team feedback | Term 1 |
| | 17. Detailed staff meetings planning, including individual reviews/concerns. INSET Programme | Marie Graham, PNT Amanda Robertson, DHT | | Termly |
| | 18. Staff Meetings, training and PRD's to focus on high quality learning cycle. Research policy and theory for role of adult and meeting learners needs. | Marie Graham, PNT Amanda Robertson, DHT EYO's Early Years Team | | Termly |
| | 19. Daily responsive planning and intentional planning to reflect the children's voices in all areas. | EYO's EYDT | | Ongoing |
| | | | | Ongoing |

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| <p>individuals' plans. Include staff evaluations</p> <ul style="list-style-type: none"> Weekly- timetable for staff, individuals, visitors, events, offerings e.g. Rhyme Time, PE, Bookbags, Keyworker Group times Daily Responsive – based on staff observations. Include evaluations <p>Almost all children will be involved in the planning cycle and are beginning to identify and assess their learning and progress.</p> <p>The Programme of parental engagement will promote family learning and a shared understanding of nursery vision and values.</p> <p>Staff will have a shared vision and understanding and be clear about their roles</p> <p>Staff will be more skilled planning for learning and meeting individuals' needs.</p> <p>High-quality learning environment both inside and out, meeting learners needs.</p> <p>Children to experience rich learning experiences in literacy and numeracy which include high</p> | <p>20. Children to be encouraged to document their learning through PLJ's, floor books and learning walls within the nursery.</p> <p>21. Baseline assessments for literacy and numeracy, ELIPs to inform, evidence in PLJ's and support intentional planning.</p> <p>22. Audit Literacy and Numeracy provision across nursery</p> <p>23. Review annual plan, fortnightly plans and daily responsive, Learning Walls and individuals planning/Child Plans</p> <p>24. Progress and Next steps meetings with PNT and EYO's</p> <p>25. Meetings with PNT and EYO's and Looking Back Looking Forward.</p> <p>26. Further development a programme for parental engagement for the session e.g. Keyworker Chats, Settling in Chats, Stay and Plays, Book Bugs. Develop</p> | <p>EYO's Marie Graham, PNT</p> <p>Marie Graham, PNT Amanda Robertson, DHT EYO's</p> <p>EYO's Marie Graham, PNT</p> <p>Marie Graham, PNT Amanda Robertson, DHT</p> <p>EYO's Marie Graham, PNT</p> <p>EYO's</p> | <p>Quality assurance measures, room observations, learning conversations and PLJ moderation reflect high quality learning experiences.</p> <p>Observations within PLJs evidence high quality literacy, numeracy and HWB experiences.</p> <p>Almost all children score green on all 3 areas of ELIPs assessment before they transition into Primary 1.</p> <p>Almost all early years practitioners fully trained in Delivering a Quality Curriculum</p> <p>Room observations and quality assurance processes highlight consistent approaches in interactions, questioning and observations.</p> <p>All early years practitioners confident in using quality questioning to support and progress learning.</p> | <p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> |
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| <p>quality play spaces and interactions.</p> | <p>more collaborative ways of working together.</p> <p>27. Maintenance of high-quality Core Provision</p> <p>28. Staff to engage in the ELC training sways</p> <p>29. Almost all Early Years Practitioners to undertake 'Delivering a Quality Curriculum' training.</p> <p>30. Staff to engage with the SEIC literacy document and develop their understanding of symbolic play and how to develop this.</p> | | | <p>Term 2</p> <p>Ongoing</p> <p>Term 2</p> |
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Ongoing Evaluation

- There has been a very significant year in the development of our nursery environments as we have had extensive work carried out in both rooms. Staff while continuing to work in two separate rooms, have tried to work collaboratively and as one nursery, to support consistent approaches and high standards. Children are able to visit both rooms and outside spaces are now more shared. These have been developed to have more defined spaces for a greater variety of experiences. There are plans to further develop this and to make a significant investment to improve this provision to ensure easier access throughout the year.
- Staff have worked hard and supported each other. They are taking on leadership roles and taking more ownership for developments.
- Evidence from PLJ's, planning, reports and ELIP's, demonstrate that all children have made progress. It is acknowledged by all staff through discussions and questionnaires, that further work is required to support a differentiated and targeted approach to next steps, planning and enhancements to Core Provision. Tracking procedures also require to be more robust and effective.

. I am able to work with my keyworker and nursery team to agree next steps for my child e.g. Looking Back, looking forward meetings, informal chats

[More Details](#) [Insights](#)

| | |
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| ● Strongly agree | 9 |
| ● Agree | 5 |
| ● Disagree | 0 |
| ● Strongly disagree | 0 |
| ● Don't know | 0 |



● There have been Learning Conversations to set targets with the Nursery Teacher and Keyworkers. This now needs to develop to supported Next Steps through Learning Conversations leading to EYO's take more responsibility for the ongoing setting and reviewing of children's targets. This will result in more dynamic and responsive target setting with keyworkers, appropriate for individuals, and building the skills of the EYO's in identifying learning and teaching opportunities. Parents involvement in the process continues to be crucial.

- Most planning procedures are embedded however further work is required to ensure an effective balance between responsive and intentional approaches.
- Further work is required to ensure that all staff are confidently supporting and contributing to daily and longer-term planning, based on quality interactions and rich observations on children.
- Continue to involve the children in the planning cycle and ensure their voices are valued and reflect all aspects of developments.
- The nursery's Visions, Values and Aims have been inherent in a lot of our development work this session however we still need to revisit this formally, consult all stakeholders and ensure that these are relevant and reflect our current rational.
- We have developed our Roles and Responsibilities through extensive staff consultation and these now need to be embedded and monitored regularly, to ensure consistency for both returning and new staff.
- Through Quality Assurance procedures involving external scrutiny, staff, parents and children, there is evidence of significant progress in the quality of our Core Provision. This will now become a maintenance priority, however, will be directly impacted by our proposed developments focusing on planning, learning and teaching, and, focus on individuals' target setting. Staff have had opportunities to look outwards at other provisions and this will be further encouraged to support ongoing developments.
- Staff PRD looking at displays has resulted in them being more interactive, child relevant and reflective of current learning.
- Staff also completed Fife Numeracy modules. Further work needs to be done to ensure that numeracy is evident both inside and outside in all areas.
- One member of staff completed 'Delivering a Quality Curriculum' training. This has been very useful in evaluating and further developing our practice.
- We were not able to engage with the SEIC Literacy document and this will be a focus for next session. This is fortunately also a Fife Council priority, with a particular focus on early reading and phonological awareness.

| National Improvement Framework Priority: Curriculum and Assessment | | | | |
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| Improvement in Attainment, particularly literacy and numeracy | | | | |
| Focused Priority: Build strong and sustainable family engagement that promotes family learning | | | | |
| – Develop links with community partners and businesses to support and enhance learning opportunities for all children | | | | |
| HGIOS4 Quality Indicators | | HGIOELC Quality Indicators: | | |
| | | 2.5 Family Learning 1.2 Leadership of Learning 3.2 Securing Children’s Progress 3.3 Developing Creativity and Skills for Life and Learning | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| There will be strong links with all parents and families that enhance children’s experiences both in and out of nursery. | 1. Develop a sustainable list of family engagement and family learning opportunities to be offered and delivered throughout the year. (Calendar of events including ability to record engagement, feedback and next steps) | Marie Graham, PNT Amanda Robertson, DHT EYO’s | Almost all parents engaging with onsite opportunities across the year. | Term 1 |
| There will be increased parental involvement in learning experiences. | | | Most families engaging remotely through Seesaw, | Ongoing |
| All parents/carers will be well informed about their child’s progress and will be involved in planning appropriate next steps for their child. | 2. Opportunities for families to be actively engaged in learning experiences with their children throughout the year. | Marie Graham, PNT Amy Young, EYO | Almost all parents giving positive feedback regarding family learning experiences and events | Ongoing |
| Staff and families will recognise and celebrate achievements beyond the setting. | | | Active engagement with almost all families happening across our nursery | Term 1 |
| Parents will be involved in developments and self- | 3. Open door policy to include Stay and Play sessions. | Marie Graham, PNT EYO’s | All children given the opportunity to engage in learning experiences out with the nursery environment which enhance and enrich their overall experience. | Term 2 |
| | | | | 4. Stay and Play sessions to become more targeted to sharing literacy and numeracy learning opportunities (PEEPs) |
| | | Marie Graham, PNT Amy Young, EYO | | |


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| <p>assessment. Parents will feel that their views are respected and are aware of the difference their involvement makes/</p> <p>Strong links with community partners and businesses leading to enhanced experiences for all children</p> <p>Parents will be welcomed, informed and consulted coming into nursery and moving on into school.</p> | <p>5. Share and celebrate learning at home sheets, use of Seesaw.</p> | EYO's | <p>Almost all families will feel that they have been influential in nursery developments and with setting targets for their children.</p> | Term 1 |
| | <p>6. A Family Forum will be reinstated</p> | Amanda Robertson, DHT | | Term 2 |
| | <p>7. Develop links with Asda, Tesco, Dalgety Bay Care Home, RHET, local farms to support learning experiences for all children</p> | Marie Graham, PNT Amanda Robertson, DHT EYO's | | Term 2 |
| | <p>8. Identify strengths and expertise amongst parents, families and the wider community e.g. Food for Thought – parent and local chef, dance taster session, World of Work</p> | Marie Graham, PNT Amanda Robertson, DHT EYO's | <p>All parents will feel welcomed and consulted coming into nursery and moving on into school.</p> | Ongoing |
| | <p>9. Review our nursery and school transitions with staff, parents and children</p> | Amanda Robertson, DHT | | Term 1 > Ongoing |

Ongoing Evaluation

Parental Engagement (0 point)

[More Details](#) [Insights](#)

| | |
|-------------------|---|
| Strongly agree | 7 |
| Agree | 6 |
| Disagree | 1 |
| Strongly disagree | 0 |
| Don't know | 0 |




- Parents views have been gathered through informal and formal opportunities.
- We now have a well-established routine for parents dropping off and picking up children, which provide opportunities to see our learning environments, engage with staff and join in with their children's learning.

i. I enjoy opportunities for my child and I to learn together in the nursery e.g. Stay and Play, Bookbugs, Inside Out sessions

[More Details](#) [Insights](#)

| | |
|-------------------|---|
| Strongly agree | 8 |
| Agree | 4 |
| Disagree | 0 |
| Strongly disagree | 0 |
| Don't know | 1 |



- We have seen an increase in parental engagement with Bookbugs, Inside-Out sessions, planned events, fundraisers, Kodaly and our lending library.

- We have provided additional opportunities to support parents and children with their transition to school, including a parent Stay and Play in new P1 class with the teacher and a Family school lunch.
- We have reinstated our Family Forum to gather parents' views and to support us with nursery developments. Parents have supported with their input on Communication, transitions, our nursery development plan, lunchtime arrangements and parental engagement.
- Future development work needs to involve parents in recognising and celebrating children's achievements beyond the setting. We also need to develop more links within the community and with more local businesses. **Some** parents fed back that they would like more use of Seesaw to see what their children had been learning in nursery. Our current agreements need to be reviewed and aligned to ensure they are consistent and manageable.
- Parents were happy about:



- Parents said:

You said, We Did

Generally, feedback was very positive from our recent parent questionnaire, with few suggestions about how we might improve:

More updates on Seesaw -

More Outdoor Activities -

Make signing in less chaotic (busy, Bookbug sheets in one place, lunch sheet on a low table, coats on the other side of the room -

More parent/keyworker chats to support learning at home

| National Improvement Framework Priority: Improving Children’s Wellbeing Improving attainment | | | | |
|---|--|--|---|---|
| Focused Priority: Promotion of Wellbeing and Nurture to ensure that we are getting it right for all our children | | | | |
| HGIOS4 Quality Indicators | | | HGIOELC Quality Indicators | |
| | | | 1.3 Leadership of Change 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning Teaching and Assessment 3.2 Securing Children’s Progress | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>Staff, children and parents have shared values and expectations</p> <p>Positive behaviour promoted through positive relationships, self-regulation and careful short and long-term proactive planning</p> <p>Inclusion and equality of provision evident for all children across both nursery rooms</p> <p>Universal and Targeted Support will be evident to meet all children’s needs</p> <p>Staff Development to ensure consistency in linking theory and practice</p> | <p>1. Review of vision, values and aims, consulting all stakeholders</p> <p>2. Universal Support:</p> <ul style="list-style-type: none"> Consistency across nursery Rules Visuals - Labelling, lanyards Scripts Fix it folder Nurture spaces, inside and out <p>3. Targeted:</p> <ul style="list-style-type: none"> Shared Sensory Room Observation schedules Meeting Learners Needs Sheet Clear pathways, staff meetings, registering concern, plan, strategies, parental involvement | <p>Marie Graham, PNT Amanda Robertson, DHT EYO’s</p> <p>Charlotte Cross, SFL Marie Graham, PNT Amanda Robertson, DHT EYO’s</p> | <ul style="list-style-type: none"> Staff Questionnaires and audits Staff Observations of learning areas Pupil voice Parents’ questionnaires ELIP’s Baseline assessment Early Years Team feedback <p>All children will have appropriate targets that are shared with staff and parents.</p> <p>All children with an additional need will have appropriate assessment and a clear pathway highlighting support and strategies.</p> | <p>Term 2</p> <p>Ongoing</p> <p>Term 1 > Ongoing</p> |

| | | | | |
|--|---|--|--|----------------|
| | <ul style="list-style-type: none"> • Planning for support and progress – medium term plan • Supporting Documents – Communication Handbook, CIRCLE Framework, • Links with Outside Agencies for support and staff knowledgeable about referral process. <p>4. Staff development meeting individuals needs:</p> <ul style="list-style-type: none"> • Fife courses • Early Years Team • Support for Learning/Educational Psychologist • ASIST | <p>Marie Graham, PNT Amanda Robertson, DHT Anne Thynne, Principle Teacher, Early Years Team Charlotte Cross, SLT Victoria Morrison, Educational Psychologist, Sarah Paterson, ASIST</p> | <p>All staff will be confident identifying and supporting a range of needs within the nursery.</p> | <p>Ongoing</p> |
|--|---|--|--|----------------|

Ongoing Evaluation

- All staff completed the Fife Council Nurture Modules.
- We have developed a sensory room which is well used by all children in one of our rooms. Significantly, it is used by one ASN child, who has benefitted from being able to self-regulate when she is feeling overwhelmed by the business of the room. Children have given very positive feedback about the addition to this space. Opportunities are still needed to ensure that all our children have access to a similar space. There are nurture nooks in both rooms as well as outside.
- We have worked hard this year to develop our lunchtime routine to ensure it is now much more homely, inclusive and child-centred. Due to kitchen staff issues, we did have to move back to the hall for a couple of terms, however, staff and children are delighted to be back in the rooms. There is now a lovely calm ethos during lunchtime, with children having a family lunch experience with their friends.
- We have benefitted from input from several external agencies this year in supporting some of our learners as well as support staff PRD i.e. educational psychologist, ASIST, SALT, FACT, Pitreavie DAS. Input from ASIST on sensory profiling was very enlightening in giving another lens on

I find the nursery welcoming and the staff approachable (0 point)

[More Details](#) [Insights](#)

| | |
|---------------------|----|
| ● Strongly agree | 12 |
| ● Agree | 2 |
| ● Disagree | 0 |
| ● Strongly disagree | 0 |
| ● Don't know | 0 |

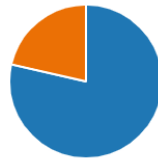
some behaviours that staff were witnessing. Staff have had an input on Up, Up and Away, considering assessment and strategies to support some of our early learners. We plan to further input with all staff to develop their confidence in using this.

- We have worked hard to ensure that all our targeted children have Fife Summary of Interventions. We will continue to review how we keep targets current and that parents are well-informed.
- ELIP's is being used consistently across both rooms with all our children when they start and at the end of their N5 year. We are keen to continue to develop our analysis of this data and use it to support target setting and intentional planning.

Nurturing Approaches (0 point)

[More Details](#) [Insights](#)

| | |
|---------------------|----|
| ● Strongly agree | 11 |
| ● Agree | 3 |
| ● Disagree | 0 |
| ● Strongly disagree | 0 |
| ● Don't know | 0 |



2. Dalgety Bay Primary Nursery Early Learning and Childcare: QA Calendar 2024-25



| | Quality Assurance | Procedures and processes | Enrolments/Transitions and Deferral | Staffing | Family Engagement |
|--------------|--|---|--|---|--|
| Jan | <p><u>Monitor</u></p> <ul style="list-style-type: none"> • PLJs (3/4) • Environment/core provision • Termly tracking of planning-overview and looking for gaps <p><u>Information Update – monthly</u></p> <ul style="list-style-type: none"> • Review medical, allergy and dietary information held on children attending ELC setting. | <ul style="list-style-type: none"> • Care Inspectorate Return opens • Check First Aid Box content (dates and supplies) • Health and Safety Review (Annual) • Snack menu planning (check pupil allergies) • Check/order hygiene supplies • All About Me 1 and 2 completed by new starts. • All About Me 3 completed/updated | <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Enrolment forms for funded Nursery spaces • PSA Medical request due for following academic year <p><u>Primary One</u></p> <ul style="list-style-type: none"> • Enrolment forms to be completed • AMG Applications due in for following academic year. • Plan and prepare for primary one enrolment sessions • Deferral paper work due for all children. | <ul style="list-style-type: none"> • Ensure new staff are SSSC registered • Familiarise new staff with annual updates • Clarification of staff roles (new staff) • Check SSSC register for existing staff registration • Check staff progress in meeting conditions of registration-record progress • PSA Medical for following academic year request due | <ul style="list-style-type: none"> • Discuss/Review /plan with team arrangements for family engagement for the coming term/s • Discuss/Plan nursery – home links organisation i.e library, story sacks etc • Plan parent consultation (linked to HGIOELC ad HSCS) • New parent/child consultation re transition |
| Feb | <p><u>Information Update – 6 monthly</u></p> <ul style="list-style-type: none"> • Child Plan updated/signed • Data Capture Forms - Jan <p><u>Development</u></p> <ul style="list-style-type: none"> • Plan staff development sessions and Team meetings for term. • Team meeting to discuss Self-evaluation, Improvement Plan update and related tasks, long term planning (Engagement with relevant documents/self-evaluation in line with Action Plan) | <ul style="list-style-type: none"> • Care Inspectorate Return – mid Feb deadline • ELIPS initial assessment for January starts (Fife Council) • Check First Aid Box content (dates and supplies) • Check SSSC register for existing staff registration | <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Planning for transition • Liaise with HV/partner provider/other agencies • Transition info sent home • Settling in meetings (Jan starts) <p><u>Primary One</u></p> <ul style="list-style-type: none"> • Ensure deferral paperwork completed/if required | <ul style="list-style-type: none"> • PSA medical returns due for following session (Fife Council) | <ul style="list-style-type: none"> • Termly newsletter (or more frequent) • Termly parent chats • Update social media (frequency will vary) • Update website (monthly or termly) |
| March | <ul style="list-style-type: none"> • Discuss and review actions towards Action Plan termly | <ul style="list-style-type: none"> • Termly Fire Drill • Termly Food & Hygiene management records check • Check First Aid Box content (dates and supplies) • Check SSSC register for existing staff registration • Check staff progress in meeting conditions of registration-record progress | <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Transition programme • Enrolment paperwork <p><u>Primary One</u></p> <ul style="list-style-type: none"> • Planning for formal transition sessions • Liaise with HV/partner provider/ other agencies • Placing requests to be in by 15th March | <ul style="list-style-type: none"> • Proposed Staffing return for following academic year. • Plan staff PRD meetings • Check staff progress in meeting conditions of registration-record progress | |
| Apr | <p><u>Monitor</u></p> <ul style="list-style-type: none"> • PLJs (4/4) • Environment/core provision • Termly tracking of planning-overview and looking for gaps <p><u>Information Update – monthly</u></p> <ul style="list-style-type: none"> • Review medical, allergy and dietary information held on children attending ELC setting. <p><u>Information Update – 6 monthly</u></p> <ul style="list-style-type: none"> • Child Plan updated/signed • Data Capture Forms (any new families) | <ul style="list-style-type: none"> • Duty of Candour Report • Staff Meeting to discuss End of Session Reports • Moving onto School 1 and 2 • Check First Aid Box content (dates and supplies) • Check SSSC register for existing staff registration • All About Me 1 and 2 completed by new starts. • All About Me 3 completed/updated | <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Letter confirming nursery placement. <p><u>Primary one</u></p> <ul style="list-style-type: none"> • Letter confirming P1 placement. • Letter confirming formal transition program | <ul style="list-style-type: none"> • Ensure new staff are SSSC registered • Familiarise new staff with annual updates | <ul style="list-style-type: none"> • Family questionnaire to support development of new nursery improvement plan • Discuss/Review /plan with team arrangements for family engagement for the coming term/s • Plan parent consultation (linked to HGIOELC ad HSCS) • New parent/child consultation re transition • Termly newsletter (or more frequent) • Termly parent chats |
| May | <p><u>Development</u></p> <ul style="list-style-type: none"> • Plan staff development sessions and Team meetings for term. • Team meeting to discuss Self-evaluation, Improvement Plan update and related tasks, long term planning (Engagement with relevant documents/self-evaluation in line with Action Plan) • Discuss and review actions towards Action Plan. Evaluate progress/impact and identify next steps. | <ul style="list-style-type: none"> • Termly Fire Drill • Termly Food & Hygiene management records check • ELIPS initial assessment for April starts (Fife Council) • Check First Aid Box content (dates and supplies) • Check SSSC register for existing staff registration • Stock review/order | <p><u>Nursery</u></p> <ul style="list-style-type: none"> • Planning for transition • Transition info sent home • Liaise with HV/partner providers/other agencies • Review pre school home visitor briefing forms • Home visits (if possible) • Settling in meetings (April Starts) <p><u>Primary One</u></p> <ul style="list-style-type: none"> • Transition programme | | <ul style="list-style-type: none"> • Update social media (frequency will vary) • Update website (monthly or termly) |

| | | | | | |
|------|---|---|---|--|--|
| June | | <ul style="list-style-type: none"> Finalise Improvement Plan and Action Plan (SIP) and parent synopsis (to be with early years manager by end of June) Update nursery/school welcome booklets ELIPS follow-up assessment for pre-school children (Fife Council) Check First Aid Box content (dates and supplies) Check staff progress in meeting conditions of registration-record progress Order ELIPs and PLJ packs Deferrals Action Plan | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Transition programme Enrolment paperwork <p><u>Primary One</u></p> <ul style="list-style-type: none"> Meetings between nursery/school staff to discuss children. Transition programme | <ul style="list-style-type: none"> Liaise with staff to evaluate current Action Plan and discuss proposed Action Plan for following session. Check staff progress in meeting conditions of registration-record progress | |
| Aug | <p><u>Monitor</u></p> <ul style="list-style-type: none"> PLJs (1/4) Environment/core provision Termly tracking of planning-overview and looking for gaps <p><u>Information Update – monthly</u></p> <ul style="list-style-type: none"> Review strategies, medical, allergy and dietary information held on children attending ELC setting. <p><u>Information Update – 6 monthly</u></p> <ul style="list-style-type: none"> Child Plan updated/signed Data Capture Forms - Aug <p><u>Development</u></p> | <ul style="list-style-type: none"> Share Action Plan (SIP) with families Termly Fire Drill Termly Food & Hygiene management records check ELIPS initial assessment for August starts (Fife Council) Check First Aid Box content (dates and supplies) Check SSSC register for existing staff registration All About Me 1 and 2 completed by new starts. All About Me 3 completed/updated Initial assessment of N5's e.g. Literacy, Numeracy Progress and Next Steps Meetings for N5's (PNT and KW) | | <ul style="list-style-type: none"> Discuss Action Plan and identify staff roles and responsibilities Plan/timetable staff PRDs Ensure new staff are SSSC registered Annual Updates: Child Protection, Fire Safety, Asbestos Awareness, Data Protection (2yrs), Food Hygiene, Child smile. Review / revisit vision, values and aims. Clarification of staff roles Check staff progress in meeting conditions of registration-record progress | <ul style="list-style-type: none"> Share/Review Vision, Aims and Values with families Discuss/Review /plan with team arrangements for family engagement for the coming term/s Discuss/Plan nursery – home links organisation i.e library, story sacks etc Plan parent consultation (linked to HGIOELC ad HSCS) New parent/child consultation re transition (Settling in Chat) Termly newsletter (or more frequent) Termly parent chats Update social media (frequency will vary) Update website (monthly or termly) |
| Sept | <ul style="list-style-type: none"> Plan staff development sessions and staff meetings for term. Aug – create final Action Plan. Share with relevant stakeholders. Team meeting to discuss Self-evaluation, Improvement Plan update and related tasks, long term planning (Engagement with relevant documents/self-evaluation in line with Action Plan) Discuss and review actions towards Action Plan termly | <ul style="list-style-type: none"> Check SSSC register for existing staff registration Check staff progress in meeting conditions of registration-record progress | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Settling in meetings (Aug Starts) <p><u>Primary One</u></p> | <ul style="list-style-type: none"> Staff PRD's | |
| Oct | <p><u>Monitor</u></p> <ul style="list-style-type: none"> PLJs (2/4) Environment/core provision Termly tracking of planning-overview and looking for gaps <p><u>Information Update – monthly</u></p> <ul style="list-style-type: none"> Review medical, allergy and dietary information held on children attending ELC setting. <p><u>Information Update – 6 monthly</u></p> <ul style="list-style-type: none"> Child Plan updated/signed Data Capture Forms | <ul style="list-style-type: none"> Termly Fire Drill Termly Food & Hygiene management records check Check First Aid Box content (dates and supplies) Check SSSC register for existing staff registration Assessment of N4's Literacy and Numeracy. Progress and next Steps meetings for N4's | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Planning for transition Liaise with HV/partner provider/other agencies Transition info sent home Home visits (if possible) <p><u>Primary One</u></p> <ul style="list-style-type: none"> Early identification of children requiring additional support and possible AMG applications | | <ul style="list-style-type: none"> Termly newsletter (or more frequent) Termly parent chats Update social media (frequency will vary) Update website (monthly or termly) |
| Nov | <p><u>Development</u></p> <ul style="list-style-type: none"> Plan staff development sessions and Team meetings for term. Team meeting to discuss Self-evaluation, Improvement Plan update and related tasks, long term planning (Engagement with relevant documents/self-evaluation in line with Action Plan) Discuss and review actions towards Action Plan termly | <ul style="list-style-type: none"> Check First Aid Box content (dates and supplies) Check SSSC register for existing staff registration | <p><u>Nursery</u></p> <ul style="list-style-type: none"> Transition programme Enrolment paperwork <p><u>Primary One</u></p> <ul style="list-style-type: none"> Meetings with families and EP regarding potential deferrals out with Jan/Feb birthdays Display posters advertising primary one applications info (from Early Years Team Admissions) | | |

| | | | | | |
|-----|--|---|---|--|--|
| Dec | | <ul style="list-style-type: none">• Check staff progress in meeting conditions of registration-record progress • Check First Aid Box content (dates and supplies)• Check SSSC register for existing staff registration• Check staff progress in meeting conditions of registration-record progress | <p><u>Nursery</u></p> <ul style="list-style-type: none">• <p><u>Primary One</u></p> <ul style="list-style-type: none">• Finalise any AMG applications in consultation with family and professionals involved. | <ul style="list-style-type: none">• Check staff progress in meeting conditions of registration-record progress | |
|-----|--|---|---|--|--|