



Fair Isle Family Nurture Centre

Standards and Quality Report Achieving Excellence and Equity

Context

Fair Isle Family Nurture Centre expanded in August 2020 with further provision opening in August 2023. We have two sites: Fair Isle Road and Appin Crescent, there are 3 playrooms in each building.

Sessions offered:

Fair Isle Road

9-3pm term time: Under 3s & N4/N5
Holiday provision

Appin Crescent

9-3pm term time: N4/N5
4hours 40min am & pm, 49 week model: Under 3's and N4/N5
MTWam & WpmTF , 46 week model: N4/N5

SEEMiS School Roll = 143 (N3 – 30, N4 – 51, N5-62)

Care Experienced = 10

EAL = 15

Our Vision, Values and Aims

Our Vision

To provide an inviting inclusive and nurturing environment for our children. Inspiring their creativity and curiosity, nurturing their ambitions, aspirations and dreams for the future.

Our Mission Statement

Nurture & R.A.I.S.E together

Our Values

- Respect
- Achievement
- Independence
- Safety
- Equity



At Fair Isle Family Nurture Centre we recognise the need to minimise costs to our families. As a setting we ensure nursery is free at the point of entry, provide all outings free of charge, provide additional snack on a daily basis, termly support through our Market day where families are able to link with agencies and also secure household essentials/toys/clothes and provide Fareshare on a weekly basis.

Improvement Priority Session 2023 – 2024

Priority 1 – Improve the numeracy skills of all N5 pupils through a range of universal and targeted experiences to increase the % of children who are working within early progressing from 57% to 75%.

Directorate Improvement Plan (delete as necessary)

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching & assessment

2.4 Personalised support

2.7 Partnerships

3.2 Securing children's progress

Has this priority been: (please highlight)

Fully Achieved

x

Partially achieved

Continued into next session

Progress:

SEIC Research School

SEIC Research School – Practitioner Enquiry Question

Practitioners engaged in 3 sessions:

- SEIC and school improvement
- Core Enquiry
- What is research?

This led to facilitating our research enquiries and an Introduction to Numeracy through Expressive Arts was planned and facilitated by Karen Doherty from WEA involving Early Years Practitioners taking part in short workshops with tutors to see how numeracy could be promoted through expressive arts. The research question was finalised with our Early Years Practitioners: *Can numeracy development be supported through expressive arts in our setting?*

Take away/actions:

- Practitioners engaged in a variety of professional learning activities.
- Practitioners reflected and made links between numeracy and expressive arts.
- Research Schools case study completed.
- Impact mat created detailing impact and next steps.
- Case study to be published through SEIC.

Professional Learning Opportunities

Professional Learning – Teaching Maths Creatively

Practitioners engaged in research from Teaching Maths Creatively, Linda Pound (Education Consultant, UK), 2021. This linked into our previous work using the Workshop for Literacy approach.

Take away/ actions:

- Practitioners engaged in professional dialogue and worked collaboratively to select a book that could promote both literacy and numeracy rich experiences.
- Each playroom created a WfL and cross curricular planner to promote literacy and numeracy experiences, these were fully resourced and have been added to our previous sessions WfL bags to be used across all playrooms.

Professional Learning – Playful Mathematics

Practitioners engaged in research from Playful Mathematics: For children 3 to 7, Helen J Williams, 2022 with a focus on the chapter around block play.

Take away/ actions:

- This led to a development of the block area in all 3-5 playrooms to ensure numeracy and expressive arts opportunities were available.
- 3 practitioners across Fair Isle FNC and Gallatown nursery worked collaboratively to create a module based on block play which will be shared on the STEM CLPL website.

Professional Learning – Playful Mathematics

A group of practitioners engaged in research around mathematical patterns, playing music, maths and art. This was cascaded to all practitioners with the support of Enquiry Leads.

Take away/ actions:

- EYLO modelled using loose parts to support numeracy and art and design.
- All rooms received new musical instruments and were provided with colour coded nursery rhymes to match the xylophone colours to encourage being able to follow a pattern through music.

Professional Learning - Refresher input for all Early Years Practitioners on cross referencing

An audit of PLJ's was undertaken at the start of the academic session indicating links between numeracy/mathematics and expressive arts. Baseline data was also captured to track how many observations were recorded for fractions and information handling for N5 pupils.

Take away/actions:

- Practitioners were providing opportunities linked to numeracy/mathematics and expressive arts but were not always recorded.
- Creation of maths 'grab and go' bags to support learning and teaching of fractions and information handling.

Professional Learning - Numeracy and Expressive Arts

Practitioners engaged with the Education Scotland Document – Numeracy in Expressive Arts

Take away/ actions:

- Practitioners requested to engage with other Numeracy & Mathematical Education Scotland Documents – Data and Analysis, Fractions, Money and Time.
- Practitioners engaged in researching the documents and created a list of ideas and resources required to create a maths bag.
- From these ideas, maths 'grab and go' bags were created with professional reading, ideas for learning, trackers and resources.
- Numeracy audit of core provision indoors and outdoors to create action plans to ensure numeracy rich spaces.

Professional Learning: ELC Conceptual Numeracy

Practitioners undertook the e-learning module on conceptual numeracy, in addition further professional learning was undertaken to enhance practitioner knowledge in specific areas and linking to findings from moderation activity with Fair Isle Primary School using BASE data.

Take away/actions:

- Practitioners provided opportunities to promote number across the provision and incorporated this within intentional promotion making links to counting experiences through expressive arts.
- Resources sourced to increase opportunities for counting through loose parts.

Moderation and Assessment

Moderation & Assessment - ELC & P1 working collaboratively with Fair Isle PS

Our approach to moderation activities this session involved:

- Reporting – Analysing June N5 CFE declarations and P1 Base data.
- Following the Learning Partnership, our EYLO has engaged with Primary 1 teachers to support the development of block play across core provision.
- Evaluate – Learning consultations have focused on progress and next steps in learning to ensure pace of learning.

Take away/ actions:

- EYLO worked with N5s to focus on moderation activities.
- Stay and Play PEEP sessions were held in playrooms with parents which focussed on moderation activities of sequencing, introducing numbers 11 – 20 and identifying missing numbers within a sequence.
- More 2D and 3D shapes and resources were then used to support intentional promotion in the rooms.
- 2 terms of PEEP sessions focussed on numeracy skills – 1 for all children and another to support N5s transition to school.

Leadership of Learning

Creation of Maths bags

Following data recorded from PLJs and practitioner views, maths grab and go bags were created to provide resources to support fractions, information handling, time and money. Practitioners co-created by completing a mind map of suggestions of activities and list of resources that would be useful to support learning and teaching in those areas.

Take away/actions:

- Maths bags used by EYLO to model and for targeted support with N5s.
- Practitioners starting to use maths bags in playrooms.

Showcase of learning

An open evening was held inviting practitioners from across Fife who are looking to have a focus on numeracy next year.

Take away/actions:

- Practitioners shared our improvement journey with colleagues.
- Practitioners from other settings have asked for details of our maths grab and go bags and WfL cross curricular planners.

Family Learning Strategy

PEEP

2 blocks of PEEP (Parents Early Education Partnership) sessions had a numeracy focus to support parents as the first educator of their children and to support those skills for those children going to school.

Boosting Budgets and Cooking on Budget

Boosting Budgets and Cooking on a Budget have supported parent/carers numeracy skills and where to seek further support if needed.

Number Rhumba

5 week block for all children and families to experience early numeracy through music and movement opportunities.

Community Bookbug

Community 'Bookbug' was targeted at ages 0-3 years.

Take away/actions:

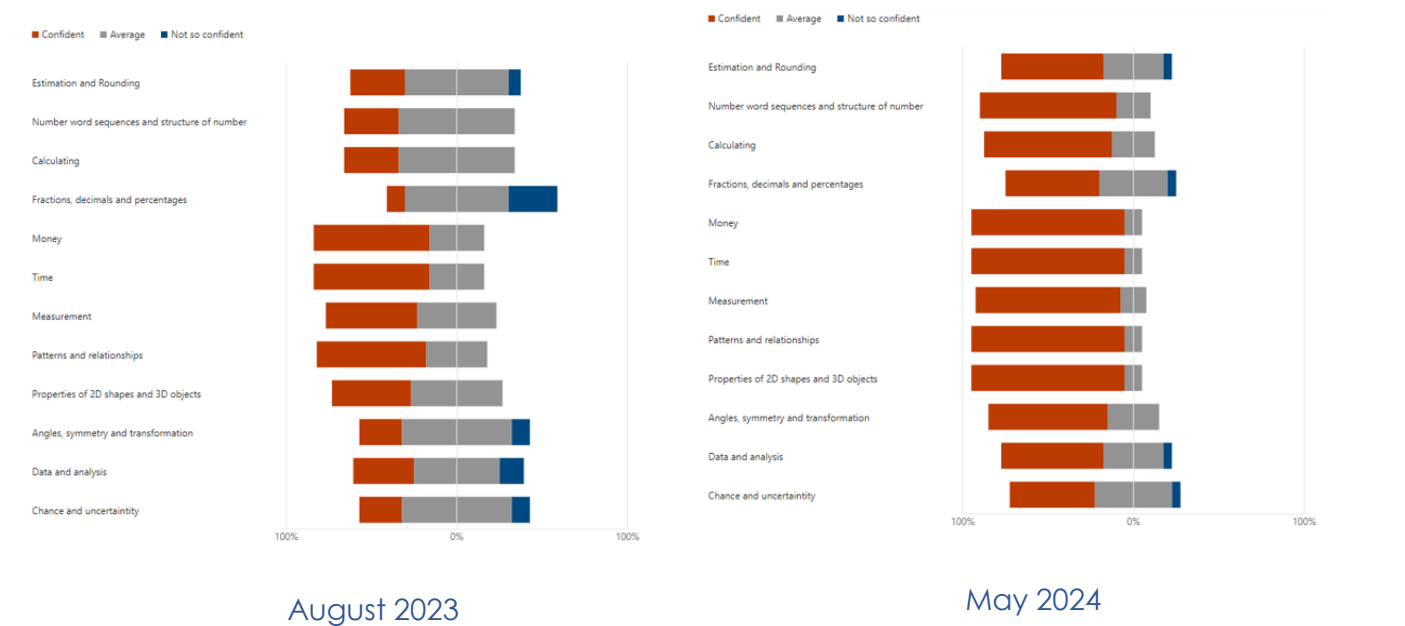
- Block 1 PEEP –This focussed around the four themes: making the most of routines, listening and talking, exploring measures and balance and co-ordination.
- Block 2 PEEP - Within Term 4 all N5 children were invited to attend Transitional PEEP with a focus on early numeracy development. Topics included: a sense of order, shapes and patterns, sorting and matching and measures.
- Boosting Budgets sessions led to introduction of 'cooking on a budget' for families.
- Number Rhumba was well attended and supported the development of confidence and numeracy knowledge for parents and carers through interactive experiences that could be replicated at home.
- Community Bookbug has been well attended with high levels of engagement throughout. Throughout the session's numeracy is always highlighted with a focus on nursery rhymes, rote counting and 1-1 correspondence.

Impact:

Reflection on progress and impact has been evaluated through significant observations of children, analysis of CFE declarations, self-evaluation of 2.3 as well as parent, practitioner and professionals' views gathered from questionnaires and focus groups.

The practitioner enquiry approach improved practitioner's knowledge and understanding of the curricular pathways for numeracy enabling intentional promotion and responsive planning of high-quality play experiences to develop children's skills in numeracy and mathematics. There has been an increase in practitioner confidence in numeracy and mathematics. At the start of the session 60.7% of practitioners felt confident delivering numeracy experiences which increased to 85% feeling very confident or confident. 42.9% of practitioners felt confident delivering maths experiences and this increased to 70% feeling very confident or confident. This as a result has increased the learning opportunities for children, resulting in progress being made across all areas of numeracy and mathematics.

The data also shows us that practitioner confidence has increased in delivering all areas of mathematics; such as only 10.7% of practitioners feeling confident delivering experiences in fractions increasing to 60% at the end of the year. This is also reflected in the number of observations recorded in PLJ's,



There has been an increase in practitioner confidence in providing numeracy and mathematic opportunities through drama, music and art. This is also reflected in children's learning experiences and evidenced in PLJ observations with staff making more connections between the arts and numeracy and mathematics. There is an increase in cross referenced observations for numeracy, mathematics and expressive arts. Practitioners have commented that they have continued to link all learning throughout the curriculum, finding expressive arts and maths the easiest. Activities have included keeping the beat and counting, using the colour coded xylophone sheets following a pattern to play along to nursery rhymes and children often counting the amount of each colour when playing each rhyme.

The development of innovative maths bags and development of WfL bags to include a numeracy and mathematic focus, ensured that children were accessing the broad general education. This well considered and creative approach engaged children's imagination, enriched play and ensured progression for all learners. There has been an increase in practitioner knowledge in delivering a breath of numeracy and mathematic opportunities using these maths bags. At the start of the session only 24% of the N5 PLJ's had an observation for fractions, 81% of PLJ's now have 1 or more observations in this area. Through our open evening it was commented that resources were well thought out and were inspiring.

There has been an increase in numeracy and mathematic opportunities across the provision both indoors and outdoors. Through the outdoor numeracy working party they have created different numeracy and maths-based resources such as clothes pegs with numbers, revamped the mud kitchen area incorporating numeracy (recipe books, different sized jugs) and numbered bikes/helmets. Quality assurance activities led to whole nursery improvements in our learning environments, through our open evening it was commented that the learning environment was 'stunning' and that it was evident that there was a shared vision to create an inspiring space, giving children great experiences.

The learning environment development has included maths and numeracy rich learning spaces indoors and outdoors, and alongside this practitioner understanding of the role of the adult has developed to provide quality interactions with effective questions and quality experiences that stimulate curiosity and provide challenge. Through our end of year parent questionnaire most (78%) families were aware and agreed that their child has opportunities to explore maths and numeracy on a daily basis.

Family Learning opportunities have helped parents to understand the significant impact of the home learning environment at all stages of their children's education. Families are beginning to recognise and

make the most of everyday learning opportunities. Through the Parentwise survey all parents felt that the nursery gives opportunities for family learning which focuses on children and parents learning together.

Families who have attended PEEP have learnt further strategies to support their child's learning at home. This has had a positive impact on the child's numeracy development. All parents/carers who attended stated they now read more books with their child/children at home and have learnt how to make every day play experiences into learning opportunities. Parents continue to share home learning experiences and achievements which are evidenced within the child's PLJ (Personal Learning Journal) and the children's progress is noted in the trackers.

Boosting Budgets focussed on parents becoming aware of how to save money through everyday swaps and various services attended including Cosy Kingdom, Citizens Advice and Social Security Scotland. Parents/carers were able to get personal, relevant advice through phone calls and home visits. This has a positive impact as they now have strategies including debt management plans which has given them more disposable income to meet the basic needs of the family. Following on from this, sessions were introduced at parental request for 'Cooking on a budget'. This is supporting parents/carers understanding of basic cooking, budgeting and healthy eating.

Through community bookbug parents/carers are becoming aware of how singing, stories and rhymes are not only to support bonding, attachment, language and communication but also numeracy from birth.

Most (90%) practitioners made accurate CFE declarations for June 23' N5 reports. Comparisons were made between Nursery declaration in May with Beginning of Year Base scores and School declarations from Term 1. The majority (73%) of Numeracy declarations were consistent between both settings. Base data shows that children were within the national average or above for positional language, numbers 1-10 and basic shapes. However, there was a drop for numbers above 10, calculations and shapes such as hexagon and rectangles. This was then the focus for further professional learning and built into the planning cycle.

Through all the work undertaken this has led to high quality appropriate early numeracy and maths experiences which are used to promote and enhance learning. As a result we have seen an increase from 57% of learners working within early progressing to 78% in numeracy, and 86% in shape, position and movement and information handling therefore meeting and exceeding our target.

Next Steps:

- Continue to create maths 'grab and go' bags for other areas of mathematics.
- Continue to promote the development of numeracy and mathematics through expressive arts in particular dance and drama using our Workshop for Literacy approach.
- Continue to incorporate numeracy audit into our ensuring quality calendar.
- Look at promoting numeracy through other curricular areas with a focus on Numeracy and RME and Numeracy and Social Studies.
- Share our work with other settings.

Improvement Priority Session 2023 – 2024

Priority 2 - High Quality Outdoor Learning: Experiences, Participation & Progression:

Improve outdoor learning experiences for all children I.e. U3, N4 and N5 by planning opportunities using the wellbeing indicators where children are actively involved in leading play and learning.

Directorate Improvement Plan (delete as necessary)

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(please highlight)

Fully Achieved

Partially achieved

x

Continued into next session

Progress:

Professional Learning to improve and inform all learners outdoor experiences

Professional Learning – Outdoor experiences from Play Practice Development Team

18 EYO's attended training in August which incorporated learning around: fire pit, transient art, hammock, den building and water play.

Take away/actions:

- Practitioners more confident in delivering these experiences outdoors
- Practitioners to share knowledge within playrooms to develop learning experiences for children

Professional Learning – Nature Kindergarten in Fife

Practitioners engaged in professional reading using the Nature Kindergarten in Fife document and reflected on opportunities on offer when participating in beach/forest experiences.

Take away/actions:

- Practitioners reflective of experiences on offer at beach/forest
- Creation of outdoor learning bags to support experiences on offer

Professional Dialogue planning and developing high quality ELC outdoor experiences

Three working parties were established to focus on the development of outdoor learning opportunities for all children. Two were with a focus on ensuring the 7 areas of core provision were evident and had opportunities for literacy and numeracy experiences across the outdoor provision. The third working party was based around Eco schools' development and accreditation of Eco Schools action plan.

- Numeracy outdoors
- Literacy Outdoors
- Eco Schools

Take away/actions:

- Evaluation of current numeracy/maths resources outdoors
- Identified gaps and created numeracy and maths resources around this
- Developed an outdoor literacy shed
- Creation of story stones
- Puppet theatre created
- Addition of signs to outdoor areas
- Eco action plan focussing on: Food and the environment, Climate Action and School Grounds

Moderation of outdoor learning experiences and events

Tracking community learning

All children have been given the opportunity to experience learning out with the nursery environment. Children can access local areas on a weekly basis.

Take away/actions:

- Visits were made to a variety of different establishments to support children's interests.
- Local community outings including shops, parks, environmental walks and library.
- Mini bus booked weekly – experiences including beach, forest, theatre, museum and Chinese Supermarket.
- Tracker in place to ensure equity and equality and inclusion for all.

Beach and forest visits

Through use of Fife council minibus children are given the opportunity on a weekly basis to explore and experience nature in all its diversity supporting their understanding of the world around us.

Take away/actions:

- Further staff trained to drive the mini bus.
- Clear risk assessments to aid planning of experiences and opportunities to ensure children are included and supported to access beach/forest.
- Children more engaged in outdoor learning experiences

World Earth Day

Children participated in world earth day which focussed on the importance of environmental conservation and sustainability, encouraging everyone to come together and take action for a healthier planet and brighter future.

Take away/actions:

- Purchase of books to support eco themes.
- Earth Day learning card used over 2 week planning cycle in all playrooms.
- Litter pick.

Walk and Roll

Children and families participated in a walk and roll event encouraging children to travel to nursery in an environmentally friendly way.

Take away/actions:

- Promotion of event led by children creating a poster.
- Baseline and follow up of how children travel to nursery.

Intergenerational Learning

Retirement Housing Community Litter pick, supporting our local community and the importance of caring for nature.

Take away/actions:

- Small group of children participated in community litter pick.
- Children developing an understanding of looking after their community.

Family Learning Strategy

Outdoor and community-based learning

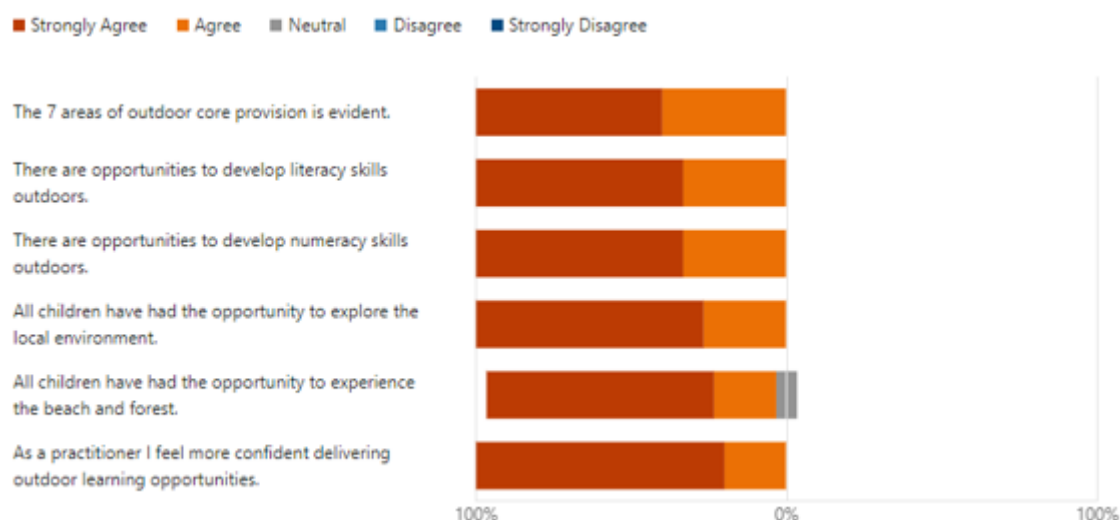
Throughout the year we have supported parents/carers to become involved in various outdoor and community-based learning opportunities promoting well-being, learning through play as well as equality and diversity. Parental participation has been in a range of family learning experiences that promote well-being, learning through play and contribute to the nursery community.

Take away/actions:

- Outdoor learning group has been supporting parents/carers awareness of outdoor play, the benefits of outdoor play and further ways to support and engage children to become confident and resilient when exploring nature.
- Parents have had practical experiences of transient art, den building, nature hunts and trails.
- Children have accessed the 'Free-Range Project' within Falkland.
- Promoting a sense of community through ongoing opportunities for both children and families to take part in various eco activities.
- Families were invited to take part in a 'Walk and Roll' event.
- 'One Planet Picnic' developing awareness of more sustainable foods.

Impact:

High quality experiences outdoors are offered with literacy & numeracy rich play-based spaces that offer learning experiences that stimulate curiosity, creativity and challenge. Practitioners have reflected and outdoor learning experiences have improved for children with all practitioners strongly agreeing or agreeing that: the 7 areas of outdoor core provision is evident and there are opportunities to develop literacy and numeracy skills outdoors. This is also evident through observation of the outdoor learning environment.



Through our open evening we shared the improvements to our outdoor learning environment. It was commented that we have a learning environment that is communication and sensory friendly with rich core provision and it is an inspiring provision with welcoming spaces.

Opportunities for development of literacy and numeracy outdoors has increased and the resources have improved children's engagement with the outdoor learning environment. The resources created have also helped to support learning in areas which had fewer practitioner observations such as fractions and time. Through the development of the outdoor literacy shed there is now a quiet calm space for quality observations and skilled interactions to promote children's creativity and curiosity. Through effective use of questions during discussion when listening to a story it extends children's thinking skills. Children who previously opted out of listening to a story have been more interested and engaged in the literacy shed. Most children are becoming more confident taking part and joining in with a story session.

Children's skills have been widened and their consolidation of learning through play has developed through; the creation of story stones, children leading learning by creating a puppet theatre outdoors and the addition of signs to outdoor areas. Children are becoming increasingly confident in retelling a story, developing vocabulary and have an increase in awareness of environmental print and that writing conveys meaning. Through the pupilwise survey almost all children feel that they have the opportunity to share their ideas and choose the things they like to do.

Learning experiences have been enhanced through planning experiences using the wellbeing indicators. There has been an increase in opportunities for children to be active and participate in activities to develop their gross motor skills such as using the trikes/balance bikes/scooters, moving of the block area, development of the digging area and sessions from Active schools. All children commented that they are helped to exercise and keep fit at nursery. Almost all children are aware of the importance of keeping safe and being responsible including wearing high vis vests, wearing seatbelts, and staying in visibility of an adult. Children have also become more aware of their achievements and are now able to talk about what they are good at and celebrating the success of their peers.

Children's experiences have been enhanced through strong connections to their own and wider communities through weekly opportunities to access the local environment including: environmental walks, visit to local shops, the park, library, local primary school and green spaces. Also extending learning opportunities through discussion and questionnaires with families we have extended opportunities linking to

the world of work offering experiences such as a visit from a bus driver and an opportunity to travel on a public bus, the fire brigade, and police visits. Connections have been made to the wider community through a balance of spontaneous and planned high quality experiences that have promoted children's choice and independence. Experiences have been diverse and varied including opportunities to visit the local museum, Buffalo Farm, Chinese supermarket, Dunfermline Glen as well as regular trips to the beach and forest.

All children within 3-5 playrooms have had opportunities of exploring the local community at least once with almost all children having had 3 or more different experiences. The majority of children within the Under 3s have had at least 1 opportunity to explore the local community. The majority of children are showing more confidence when exploring new places and taking part in new experiences. Almost all children regularly ask to go on trips showing confidence and an appreciation for nature.

Professional development has enhanced outdoor experiences within the setting and also when attending beach and forest kindergarten sessions. Practitioners have enhanced learning experiences including large scale transient art, creation of a water wall and 'grab and go' den building bags which has allowed children to develop their creativity, imagination, confidence and independence. It has been commented by practitioners that through professional reading it has informed them how to deliver beach and forest experiences further and extend opportunities to include a focus on technology, science and develop a holistic approach to their learning and development.

Through the developed understanding of learning experiences children have gained a deeper understanding of learning about local nature, living things and how to care for the local community. Children have become accountable for and working to overcome barriers, become more risk aware and developed resilience within different environments. Children have commented that these opportunities are 'the best' and 'can they go back tomorrow.' The learning display based around Nature Kindergarten highlights experiences offered including practitioner and child's views showing the impact, this was also highlighted during our open evening.

Family learning opportunities have helped parents to understand and make the most of everyday learning experiences. Parents have had practical experiences of transient art, den building, nature hunts and trails. All participating parents have shared they have learnt new ways to support their child's curiosity and love of the outdoors with a focus on problem solving, teamwork and language and communication.

The majority of parents who completed our improvement priority questionnaire reported that they have undertaken home learning activities based around the '50 Things to do before you are 5' app however further encouragement should now be given for parents to download this app.

Approaches have been well thought out to include all, especially those who may face barriers and children have accessed the 'Free-Range Project' within Falkland. All children who have attended have successfully attended the project which has supported and challenged children's gross motor skills, supported well-being and resilience, developed confidence and self-esteem.

Throughout the year we have focussed on promoting a sense of community through ongoing opportunities for both children and families to take part in various eco activities. Families have taken ownership of developing the nursery entrance including planting, painting and recycling.

Families were invited to take part in a recent 'Walk and Roll', this was highly successful with children becoming aware of more eco-friendly ways to travel to nursery and how we can protect our planet.

Within Term 4 families are invited to take part in 'One Planet Picnic' developing awareness of more sustainable foods, this formed part of our community event 'Fair Fest' which brought all families across both buildings together in the local bowling club. This family learning opportunity promoted equality and diversity with the inclusion of the promotion of the '50 things to do before you are 5' app alongside a variety of activities for families to engage in with their child. Through the Parentwise survey almost all families report that they are given opportunities to participate in the nursery community. From a parent questionnaire in January it was commented that families feel they are encouraged to get involved with their child at nursery.

Through the work carried out through the eco schools award, children's experiences have been enhanced through strong connections to their own and wider communities. Children have developed their understanding of caring for the environment through participation in World Earth Day, Walk and Roll as well

as an intergenerational opportunity (Residential Retirement Housing Community Litter pick) supporting our local community. Children will now notify staff if taps are left running, more plastic is being recycled, there is less food waste and children have an increased awareness of local and home-grown food. It has been mentioned through parent feedback that the nursery is engaged to make a local community better.

Next Steps:

- Continue to work towards and sustain Green Flag status as part of Eco Schools Scotland through continuation of Eco working party group
- Continue to develop outdoor spaces to ensure there is rich literacy and numeracy opportunities and incorporating technology. This will be through implementation of new 'Outdoor Standards'.
- Continue to track and offer a wide variety of opportunities for children to explore the local community, beach and forest and plan using the wellbeing indicators.

Evidence of significant wider achievements

There has been a variety of wider achievement opportunities across Fair Isle Family Nurture Centre this session. Opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals and this is shared through the Fair Isle Nurture Centre Facebook page. There is also a celebration of learning linking to the wellbeing indicators. Learning opportunities and events are also shared through a 'Learning Newsletter' at the end of each term which incorporates learning linked to the UNCRC and nursery events. Children are recognised from each playroom on a weekly basis for being 'Artist of the Week' which includes pictures, models, singing and dancing. Children also receive certificates when completing challenges such as the Danceathon and using the lending library.

Significant Events and Achievements include:

<p>Term 1</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • Nursery Rhyme Week • Danceathon • Health and Wellbeing – 5 ways to wellbeing • UNCRC – Survival <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • PEEP • Craft Club • Gardening Club 	<p>Term 2</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • Demonstrating our Values • SIMOA – keeping safe • Light – a celebration of learning through child led interest and play <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Bookbug • PEEP – numeracy focus • Incredible Years • Christmas Market Day
<p>Term 3</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • UNCRC - participation • World Book Day – with a numeracy focus • Burns Day • Big Bird Watch • Chinese New Year • Young Writers – 48 poems published <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Community Social Work Hub • Community Bookbug • Numba Rumba • Boosting Budgets • Easter Holiday Family Learning Programme 	<p>Term 4</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • UNCRC - protection • Walk n Roll • Highland Games • The 'FairFest' • One Planet Picnic <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Outdoor Learning • PEEP – transition • Baby Massage • Cooking on a Budget • Baby Bites • Y Dance – Me and You Sessions • Gardening Club

Children have become effective contributors through the sponsored Danceathon event in term 1. Children led their own learning through choosing the music, teaching others new dance moves and raising money which was used to enhance outdoor learning experiences.

Developing their safety awareness children have become responsible citizens through activities using 'SIMOA' our safety elephant. Children identify risks within and out with the nursery environment and can confidently speak about what they need to do to stay safe.

Through the Young Writers initiative children worked collaboratively with their families to become successful learners to create a poem that celebrated their uniqueness, their favourite person and capturing their likes at this time of their life. 48 children are now published authors in the book 'My First Poem'.

Children demonstrated that they were confident individuals when they participated in a Highland Games sports day event in front of an audience showing their developed gross motors skills through the 'Highland Fling, Tattie n Spoon race, wellie toss and the Haggis Hop'.

Learning Partnership - Strengths and Areas for Improvement

Strengths identified:

- Relationships across playrooms are positive, this includes practitioner relationships and relationships with children, the ethos is underpinned by nursery values.
- Good balance of literacy and numeracy opportunities outdoors.
- Children across 3-5 playrooms were able to talk about their learning.
- There is a wide range of family learning opportunities which supports the needs of families and is responsive to their needs and interests.
- Strong partnership working supporting the needs of children and families.
- Evidence of improvement priorities impacting on practice within playrooms. Staff speak confidently about their role within nursery development.
- Evidence of appropriate dialogue to extend learning through skilled questioning.

Areas for Improvement/Planned Next Steps

- Ensure maths and numeracy resources are available in all core provision areas and are being used to develop skills with numeracy and maths.
- Digital technology to be developed across core provision.

Care Inspectorate - Strengths and Areas for Improvement

Strengths:

- Children were happy, confident and settled because staff sensitively responded to their needs, rights and choices.
- Children experienced high quality care, play and learning that helped them to achieve their potential through very good personal planning.
- Families were very happy with their children's experiences as well as the guidance they received from staff to promote their own wellbeing.
- The setting was homely, comfortable and nurturing while also being mostly safe, clean and well maintained.
- Leaders empowered staff to respect and implement the shared vision, values and aims of the service which had been created collaboratively with children, families and the community.
- Staff were committed, dedicated and passionate about promoting positive outcomes and took responsibility in making changes that improved children's experiences.
- Staff worked very well as a team to meet children's needs by respecting their choices and rights.
- There were opportunities to improve experiences for children through careful planning of staff deployment and ensuring consistently high-quality interactions across the team.

Areas for Improvement:

There were no formal recommendations.

- Re-visit best practice for infants and toddlers, continuing to develop interactions and limit transitions for youngest children
- Include Boardmaker symbols in PLJ's
- Consideration to language used in plans to consistently promote our nurturing approach
- Toilets within FIR to be improved
- Build on types of observation, strategies and feedback methods used

- Ensure staff are aware of deployment and reasoning for this

Consultation with Stakeholders

- Monthly question to parents through floorbook
- Travel Plan Survey for pupils, parents and staff
- Families had the opportunity to feedback on improvement priority work through questionnaire at start of session and end of session
- Care Inspector Questionnaire
- Parent focus group as part of Learning Partnership
- Pupils on-going feedback gathered through regular discussion, observation and responding to child-led interest (captured on Learning Walls, Floorbooks and PLJ's)
- Pupilwise and Parentwise survey
- Termly Parent Forum

How is SQR, IP and PEF Plan shared with stakeholders?

The Improvement Plan and Standards and Quality report is shared with all parents through publishing on Nursery website and through Sway which was emailed to all families.

There is also a display in both buildings detailing the improvement priorities and this is also included in the termly newsletters. The learning newsletter also contains information about the nursery improvement priorities and how families can support their child.

The nursery improvement priorities are also discussed during Parent Forum meetings.

School/Setting Name: Fair Isle Family Nurture Centre

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	5	5	5	
2.3 Learning, teaching and assessment	4	5	5	
3.1 Ensuring wellbeing, equity and inclusion	5	5	5	
3.2 Securing children's progress	4	5	5	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?		5	
How good is our setting?		5	
How good is our leadership?		5	
How good is our staff team?		5	

Headteacher: Sharon Curran

Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/ Achievement /Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 1: Learners will improve their problem solving, creativity, communication and thinking skills through the increase in rich learning opportunities in digital literacy.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		3.2 – Securing Children's progress 2.2 – Curriculum 1.2 – Leadership of Learning 1.5 – Management of resources 2.5 – Family Learning 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>Curriculum:</p> <p>Developed knowledge, understanding and practice of effective learning, teaching and assessment of digital literacy which will enhance experiences offered to children.</p> <p>Practitioners will have a clear understanding of the technology curriculum to ensure children experience rich learning experiences within technology both indoors and outdoors.</p> <p>Children will have increased opportunities both indoors and outdoors to explore and play through digital literacy.</p>	<p>Participation in Fife Core Approaches: Leading and Embedding a Digital Learning Culture.</p> <p>Complete full audit of current digital technology resources.</p> <p>Identify gaps in resources and source</p> <p>Incorporate technology into intentional promotion planning cycle.</p> <p>Identify current practice and knowledge& understanding of practitioners and identify areas for increasing professional capacity.</p>	<p>EYLO – Keri PT - Lisa</p> <p>All practitioners</p> <p>HT/PT</p> <p>Seniors with all practitioners</p> <p>HT/PT</p> <p>HT/PT</p>	<p>Planning will reflect a focus on technology.</p> <p>Through PLJ monitoring it will be evident that children are being tracked more closely and this will be identified through observations and on tracker.</p> <p>Baseline and follow up audit at end of year.</p> <p>Learning Partnership</p> <p>Digital Schools Award accreditation</p> <p>Views of children captured through PLJ's</p>	<p>Term 1</p> <ul style="list-style-type: none"> Baseline audit Incorporate technology into planning Technology in intentional promotion calendar Collegiate session 1,2 Complete module - ELC: Digital Technology (cloud.microsoft) Improved communication with families Parent Audit <p>Term 2</p> <ul style="list-style-type: none"> In- Service – audit of technology resources

	<p>Professional reading, training and dialogue around use of technology in nursery.</p> <p>Looking outwards to other settings.</p> <p>Creation of a Digital Literacy document with useful websites/resources and activities both indoors and outdoors</p>	<p>HT/PT</p> <p>PT/EYLO's</p> <p>Seniors</p>		<ul style="list-style-type: none"> • Purchase of new resources • Looking Outwards • Collegiate – cyber resilience and internet safety <p><u>Term 3</u></p> <ul style="list-style-type: none"> • Creation of Digital Literacy document • Family Learning – Digital Literacy • Tracking Wider Achievement • Internet Safety Learning Cards • Participation in Fife Core Approaches: Leading and Embedding a Digital Learning Culture. <p><u>Term 4</u></p> <ul style="list-style-type: none"> • Follow up staff audit • Follow up parent audit • Family Learning – internet safety
<p>Increase Family engagement and Family Learning opportunities:</p> <p>Help families to select age appropriate digital tools and access restrictions</p> <p>Families will have greater understanding of how to use technology safely with their children.</p> <p>Staff will use a variety of digital platforms, with confidence, to enhance the link between home and nursery learning</p>	<p>Digital Literacy Workshops/Family Learning sessions:</p> <ul style="list-style-type: none"> • How to set restrictions • Useful apps/websites • Sharing technology with your child <p>Analyse how we share learning with families – closed Facebook groups/Seesaw/other communication methods</p> <p>Creation of system to share learning from home and celebrate wider achievements in nursery.</p>	<p>Family Worker</p> <p>Family Worker</p> <p>PT/EYLO's</p>	<p>Impact Mat reflecting family learning around digital literacy.</p> <p>Display and tracking of wider achievements.</p> <p>Family feedback in relation to use of Social Media to engage families.</p>	
<p>Digital wellbeing:</p> <p>Develop a whole nursery approach to promote digital wellbeing through cyber resilience and internet safety practices.</p>	<p>Audit of practitioner understanding</p> <p>Audit of parent understanding</p> <p>Professional Learning for practitioners</p> <p>Family Learning for parents</p>	<p>HT/PT</p> <p>Family Worker</p> <p>HT/PT</p> <p>Family Worker</p>	<p>Baseline and follow up survey of practitioner views.</p> <p>Parent survey</p> <p>Observations and tracking to show children's understanding of safe use of technology.</p>	

	Developing learning cards using a WfL approach with a focus on using digital technologies safely and securely.	PT		
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 2: Increase literacy and numeracy opportunities through RME and Social Subjects Use benchmarks for literacy, numeracy, social subjects and RME to measure children's progress and achievement of a level using a range of assessment evidence to inform professional judgement				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.4 - Personalised support 2.5 - Family Learning 3.2 – Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Curriculum: Enhanced practitioner knowledge of Social Subjects will allow to have enhanced experiences. Children will have opportunities to explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. Children will have opportunities to experiment with imaginative ways such as modelling and drawing, to represent the world around them, the journeys they make	Baseline audit of observations for N5 pupils in Social Subjects and RME. Explore Global Goals and plan learning experiences linking these and intentional promotion themes Explore the GGs Booklet.pdf Explore the GGs Activities.pdf Creation of Intentional Promotion Calendar incorporating diverse experiences and opportunities through social subjects and RME. Resources to support social subject themes developed through global goals, intentional promotion, and child-led interest.	PT/EYLO's HT Seniors Seniors	Observation and tracker data Intentional Promotion calendar and observational data Working Party Impact Mats Toolbox of inclusive practice strategies Learning walls to reflect children's views of experiences and activities.	<u>Term 1</u> <ul style="list-style-type: none"> Baseline audit of observations Baseline audit of practitioner understanding Professional Learning re Global Goals, Social Subjects and RME Creation of intentional promotion calendar Family Learning opportunity supporting RME and Social subjects <u>Term 2</u>

<p>and the different ways they can travel.</p> <p>Enhanced practitioner knowledge of RME</p> <p>Children will have enhanced experiences through RME.</p> <p>Cross Curricular links made between Social Subjects, RME, literacy and numeracy.</p> <p>The curriculum we offer and our approaches to learning and child development promote diversity and equality.</p>	<p>Learning cards template adapted and created to continue to embed WfL and numeracy across the curriculum approaches.</p> <p>Professional learning using Educational Scotland RME and Numeracy Document.</p> <p>Working Party:</p> <ol style="list-style-type: none"> 1. Eco Schools 2. School Travel Plan 3. Inclusive practice and communication 	<p>PT/EYLO's - all practitioners</p> <p>PT/EYLO's</p>		<ul style="list-style-type: none"> • Purchase of resources to support RME and Social Subjects themes • Learning Cards created incorporating literacy, numeracy, RME and Social Subjects • In-Service Day – Professional learning Numeracy and RME <p><u>Term 3</u> In-service – Social Subjects, benchmarks and moderation Collegiate 3 - Meta Skills Bookbug focus - diversity</p> <p><u>Term 4</u> Reporting</p>
<p>Family Learning Strategy:</p> <p>Family Learning to reflect the needs of the community and for all to feel valued, respected and included.</p> <p>Parents/carers knowledge of literacy, numeracy, social subjects and RME will be developed to ensure they can support their children in their learning in these curricular areas.</p>	<p>Pre-termly meeting/regular engagement with families to discuss needs of family engagement.</p> <p>Family Learning Opportunities to support literacy and numeracy through RME and Social Subjects.</p> <p>Bookbug focus using a wide and diverse range of literacy materials.</p>	<p>DHoC/Family Worker</p> <p>Family Worker</p> <p>Family Worker/Bookbug trained practitioner</p>	<p>Feedback from families</p> <p>Impact Mat</p>	

<p>Moderation and assessment:</p> <p>Children will experience planned progressive learning experiences across literacy, numeracy, social subjects and RME.</p> <p>Practitioners will enhance their assessment skills through learning consultations and moderation activity to track children's progress across the 4 curricular areas and use assessment evidence to support professional judgement</p>	<p>Collegiate and moderation sessions to analyse benchmarks and how to meet these.</p> <p>Collegiate session to develop knowledge and understanding of meta skills at early level.</p> <p>Learning consultations with a focus on targets for literacy, numeracy, social subjects and RME.</p> <p>Learning Consultations will promote professional dialogue and develop understanding of Progress Framework and benchmarks.</p> <p>Intentional Promotion and responsive planning to reflect cross curricular links in these areas.</p> <p>All practitioners to use reporting aspect of framework to complete end of session reports for all N5 children transitioning to school.</p>	<p>PT</p> <p>HT/PT</p> <p>PT/EYLO's</p> <p>PT/EYLO's</p> <p>All practitioners</p> <p>All practitioners</p>	<p>Use of new tracking system</p> <p>Use of new reports for N5 pupils</p> <p>Planning documentation</p> <p>PLJ's – cross referencing</p>	
<p>Ongoing Evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity/ Achievement /Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 3: Increase staff confidence, knowledge and understanding of the Early Entrant Curriculum				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		2.2 - Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised Support 2.5 – Family Learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Schematic Play: Practitioners will have a deeper understanding of what schematic play is and how to support this which will ensure children experience activities and play to support and develop their learning.	Practitioners will understand the 7 types of schematic play and understand how to identify them. Planning and PLJ's will reflect schematic play Bank of resources created to support each schema	DHoC All practitioners EYO led	PLJ's will show opportunities for children to develop through schematic play. Baseline audit of practitioner knowledge and confidence. Learning wall to reflect schematic play opportunities.	Term 1 Up Up and Away professional learning Collegiate – Schema Voice of the Infant action plan Transition timeline Term 2 Schema bags/resources In-service – Solihull approach Term 3 Family Learning – schematic play Family Learning – 4 areas of development
Family Learning and Support: Children and families will feel supported upon transition into early entrants provision and moving into 3-5 nursery placement. Practitioners to engage with parents and share ideas for building the foundations to literacy.	Clear transition timeline for starting nursery and moving on Parental engagement sessions based on milestones, block of 4 based on 4 areas of development. Schematic play family learning opportunities including workshops and learning cards/poster/sway	DHoC and Under 3's Seniors Family Worker Family Worker/DHoC	Questionnaire from families. Impact Mat from Family Learning sessions	

<p>Role of practitioners and identification of learning needs:</p> <p>Practitioners are confident when nurturing and supporting children within under 3's provision</p> <p>Practitioners will be able to identify children who need literacy support as early as possible in order to prevent difficulties arising.</p> <p>Developed practitioner understanding to profile a child's stages of development, in relation to their environment, routines, motivation and skills.</p>	<p>Engage in professional learning using Circle Framework (Up Up and Away)</p> <p>Complete Voice of the Infant audit and create action plan</p> <p>Solihull – revisit approaches through e-learning module</p> <p>Professional Learning using Growing My Potential and A good place to be two</p> <p>Looking outwards to other settings</p>	<p>PT – Lisa DHoC – Toni EYO – Linda</p> <p>All Practitioners – under 3's</p> <p>All practitioners – under 3's</p> <p>Seniors – under 3's</p> <p>1 practitioner (minimum) from each playroom</p>	<p>Analysis of Up Up and Away audit</p> <p>PLJ's will reflect in early literacy skills</p>	<p>Collegiate – Growing My Potential and A good place to be two</p> <p><u>Term 4</u> Family Learning – schematic play Family Learning – 4 areas of development Collegiate – Growing My Potential and A good place to be two</p>
Ongoing Evaluation				

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2023-2024 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people</p> <p>Personalised for schools and significant events/achievements shared</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>PEF Evaluation (per priority)</p> <p>Progress:</p> <p>Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2024-2025

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	

Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by _____

Date feedback given _____

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		