

Learning Partnership Report

Session 2025- 2026

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| ELC: Fair Isle Family Nurture Centre (Appin Crescent and Fair Isle Road) | Date of Visit: 25 th November 2025 |
| LP Members: Sarah Else, Education Manager, Lesley Henderson, Quality Improvement Officer, Jill McEwan, HT Viewforth Nursery and Parkhill PS, Angela McLeary, DHT Viewforth Nursery and Parkhill PS, Christy Duncan, DHT Fair Isle PS and Alison McGlade, HT Methilhill PS. | |

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| Overview of focus/format of LP visit: (Please be very clear on focus/purpose of visit) | | |
| <ul style="list-style-type: none"> The purpose of the Learning Partnership visit was to examine the provision available for children particularly focused on play and learning, early language and communication and continuum of support. The focus of the Learning Partnership was to gather evidence to support progress and improvement over time and the impact this is having on children and families. | | |
| Core Provision ELC | Yes | No |
| Literacy Rich Environments – evident both indoors and outdoors | | |
| Numeracy Rich Environment – evident both indoors and outdoors | | |
| Universal approaches evident: <ul style="list-style-type: none"> Evidence of the Up, Up and Away Framework Audit tools supporting staff to identify next steps in under 3 provision Universal strategies and resources consistent within the provision | | |
| Strengths identified: <ul style="list-style-type: none"> The ELC values (Nurture and RAISE) are well embedded and are clearly articulated and demonstrated not only verbally by the staff team but also in interactions within the nursery playrooms. All staff interviewed spoke positively about the setting's values and how these support them to be ambitious for the children and their families. The headteacher supported by the senior leadership team has rightly identified the two nursery improvement priorities based on self-evaluation evidence. The newly refreshed Quality Improvement Calendar is supporting the monitoring of improvement activity linked to the new Quality Improvement Framework to ensure evidence of impact on children is very clear. From playroom observations and people's views there is a clear focus on ensuring that children play and learn in an inclusive, warm and nurturing environment. Interactions between staff and children were of a high-quality with questioning being used well to develop children's skills, knowledge and understanding. Children are clearly at the centre of all work within both buildings with practitioners all committed to achieving the very best outcomes for children. Practitioners are very clear on their role as a family nurture centre and the importance of supporting families to ultimately support their children's learning and development at home. Core provision was evident both indoors and outdoors in all playrooms and staff were very well deployed to ensure safety for all children, but also well placed to interact with children to promote learning experiences. From observations and people's views the Golden Thread is evident in all practice across playrooms and in both buildings. Practitioners have a very good understanding | | |

of this and how this runs through all of the work within the nursery playrooms and their involvement in this.

- Practitioners spoke positively about their involvement in Quality Improvement Methodology programme and the impact this is having on their own understanding of how to use data to measure and assess children's progress in learning. As a result, children are being moved on at a pace which is realistic and relevant to them.
- The Staff Leadership Group spoke about the role they play in leading nursery improvement activity and the challenges they have overcome to ensure that developments are shared widely with the whole staff team.
- Practitioners were very knowledgeable about the Communication High 5 Programme that they are engaged in and how this is leading to improvements in children's language and communication. These developments in children's learning and then evident within observations in the PLJs.
- Parents in the focus group were very complimentary of the experience that their children get in the setting, and the wide range of parent supports available. All in the focus group shared that they felt staff knew their child really well and that the PLJs were detailed and provided a really good picture of what their children were learning.
- Parents spoke positively about the sharing of achievements between home and nursery and that this is a two-way communication.
- Staff were able to talk confidently about how Seesaw supported them to demonstrate aspects of the Nurture and RAISE values and to be ambitious for their children and families and provide positive connections.
- Parents felt that their voice was very clear in nursery improvement and that communication was very effective. This included them celebrating their child's achievements at nursery, involvement in change within both settings and being kept up to date with operational matters e.g. changes to menus.
- From playroom observations and people's views there is clear evidence of the way in which responsive, promotional/intentional planning and individual planning is being used to inform the available resources in playrooms and outdoors.
- Intentional / promotional planning was robust and there was a clear focus on children developing skills through play and learning. Learning Walls were then reflective of the planned experiences for children and the ways in which they could extend children's learning through play.
- Children were increasingly developing their independence skills from Under 3's into 3-5 provisions. The children were really keen to share their experiences of being a child in Fair Isle FNC and the importance of their role as Wee Officers and how they are involved in making decisions in the settings. This is supporting them to develop key skills for life, learning and work.
- In all playrooms there was a calm, purposeful play/nurture environment where children were engaged in learning activities, very well supported by practitioners who interacted well with them across the playrooms. Practitioners were sensitive and appropriate in their interactions with children ensuring that where children needed extension, they were there but also stood back to allow for development of independence skills.
- Practitioners have a very good understanding of the needs of the children and as a result place themselves well to support shadowing, modelling and questioning ensuring all children are safe in the setting both indoors and outdoors.
- There was evidence of high-quality observations in PLJs and these were regular and included bundling outcomes across curriculum areas. As a result of the improvement plan focus during Session 24-25 there is really clear evidence of the links between families/home and nursery and the celebration of learning in and out of nursery.

- Transition arrangements for children moving from nursery to Primary 1 are supporting to ensure that pastoral and curricular transitions are supporting school staff to build on children's prior learning from nursery which in turn is supporting the continuity of learning and children making better progress in learning.

Areas for Improvement/Planned Next Steps:

- Consideration to be given to implementing/extending aspects of Stay and Play across all nursery playrooms.
- Continue to build on the work currently underway with the focus group on spreading and scaling QI Methodology in relation to the Communication High 5 strategies.
- Explore ways in which next steps can be linked to observations and easily accessed so that there is evidence of how this is informing progress across the curriculum for individual learners.
- Explore further approaches/strategies that could be incorporated through intentional/promotional planning to ensure literacy rich environments are further enhanced similar to that which has happened with numeracy rich environments which were really evident.

Headteacher: Sharon Curran