

Ferryport Nursery Improvement Plan

Session 2025-2026

Education Directorate Improvement Plan: Equality & Equity				
Focused Priority 1 <ul style="list-style-type: none"> Support and enhance the delivery of high-quality learning through professional learning for all staff on the use of digital technology and learning for sustainability. To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment. 				
HGIOS4 Quality Indicators		Quality Framework		
		Curriculum – continuity and progression in the curriculum; Skills for life and learning Play and learning – children’s engagement Learning, teaching & assessment – children’s experiences and spaces		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
Our nursery spaces and resources allow all children to experience rich play that is engaging, interactive and meaningful. Through professional learning all staff will enhance their skills in using digital tools to facilitate high-quality learning experiences for all children.	Making the nursery values explicit through staff using technology to support children’s thinking and learning– focusing on Thinking, Responsibility [safety online] and achieving, linking with SIMOA messages.	SLT and SEYOs	People’s Views: Staff/ parents/ children feedback groups Parentwise survey Child’s voice: Floor books; Mini-feedback films	Sept 25/ Dec 25/ Feb 26 Mar 26
	Professional learning: Utilise Screen Scotland training opportunities. Make links with learning for sustainability.	KC and all EYOs	Data: PICT audit Staff confidence Seesaw engagement Volunteer engagement	Ongoing
	Build on Screen Scotland PL and share best practices and collaborate with other nurseries.	KC and all EYOs	Staffwise Survey	
	Develop our understanding of further software that can support play and learning.	SLT	Observations: <u>Learning Partnership focus</u> – are all children participating fully and engaged in learning and play? Are they supported by high	Dec 25

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<p>Through showcasing our commitment to the Tayport community and learning for sustainability via our nursery blog and Seesaw develop home-nursery partnerships to enrich children's wider experiences.</p>	<p>Engage with early level Fife PICT in collaboration with P1 teachers. Looking outwards to other settings demonstrating good practice.</p>	SEYO and Digital Lead	quality interactions, experiences, creative use of spaces and technology? Our staff make highly effective use of technology to support involvement and engagement of children and families.	Mar 26
	<p>Family Engagement: Introducing SIMOA to support child led general risk assessment and more focused online safety with Keeping children safe - look, think, act campaign</p>	KC and EM – SIMOA Leadership Roles	Audit of PICT PLJ audits	Term 1 - ongoing
	<p>Host a "Mini Film Festival" to showcase children's transition experiences and learning for sustainability approaches.</p>	SA - Family Engagement ND- HWB & UNCRC		July 25/ Dec 25
	<p>Involve parents in storytelling sessions and digital literacy workshops.</p>	KW – Bookbug and Tayport PS Digital Team to support – tbc		Feb 26
	<p>Children to capture and share beach kindergarten experiences in their community [possibly link to film/art festival]</p>	Nursery Team		Feb 26
	<p>Identify ways that we can use technology to extend learning across the curriculum and play within Ferryport.</p>	KC and Tayport Digital Team		Nov 25 Sept 25/ Dec 25/ Feb 26

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Ongoing Evaluation			
NIP Action:	Evidence:	Impact:	What's next:
A.) Our nursery spaces and resources allow all children to experience rich play that is engaging, interactive and meaningful.	Some children can now explain the functions of the ipad whilst taking a video. This evidence has been gathered through children's voice, observation and is highlighted in our Film and Screen floor book.	Children are continuing to develop their confidence using technology and are able to merge other curricular areas such as expressive arts as they are recording their creations using zoom in out "burst" photos. Allowing children to explore with the ipads outdoors has sparked a creative flare using the ipads to film themselves climbing trees has created creative and imaginative play.	
B.) Through professional learning all staff will enhance their skills in using digital tools to facilitate high-quality learning.			
C.) Develop home-nursery partnerships through shared creative experiences and showcasing commitment to learning for sustainability via website and Seesaw.			

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Education Directorate Improvement Plan: Wellbeing				
Focused Priority 2 <ul style="list-style-type: none"> To support all our children to successfully transition to a dual model running within the nursery while continuing to make good progress in their learning. To proactively promote equality, diversity and inclusion through learning for sustainability throughout our nursery. 				
HGIOS4 Quality Indicators		Quality Framework		
		Curriculum – continuity and progression in the curriculum Nurturing Care and Support – nurturing care		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timscales
<p>Our transition programmes within nursery ensure all children feel safe and secure.</p> <p>Arrangements are in place to promote continuity of care across the day, week and throughout children's ELC experience, ensuring positive transitions and communication with families.</p>	<p>For those children changing from 49 week AM to term time 9 – 3 pm staff will regularly evaluate the effectiveness of the transition to ensure consistent relationships to minimise disruptions to children's care and learning experiences. Refer to Fife's updated Transition Policy</p> <p>Staff PL revisiting "Realising the ambition" section 8 – transitions – identifying barriers and solutions. Staff become familiar with the new framework best practice in transitions.</p>	<p>EYO leadership will be clearly linked to priorities – tbc</p> <p>SEYOs EYOs</p> <p>SEYOs</p>	<p>People's Views: Quick survey time feedback Staffwise survey Floor books</p> <p>Data: Moderation of responsive planning Audit Possible Lines of Development (PLODs) and triangulate with PLJs/ Learning Walls</p> <p>Observations: Peer observations – focused child Moderating the impact of Possible Lines of Development (PLODs) through golden thread approaches</p>	<p>July 25/ August 25/ Jan 26/ Apr 26 Mar 26</p> <p>July 25 Oct 25 Jan 26</p> <p>October 25 Feb 26</p>

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<p>Quality Assurance processes will ensure that daily responsive planning, for indoors/outdoors, follows best practice and learning for sustainability.</p>	<p>Making the nursery values explicit through transitions – focusing on Connecting and Kindness</p> <p>To embed the use of the curriculum rationale and nursery values: Finding and using my voice: Nursery support children in sharing their voices to contribute to successful transition.</p> <p>Clear annual calendar of events for both models with QA activities woven throughout.</p> <p>Develop opportunities in the community to build relationships and improve children’s confidence in new situations.</p> <p>Use parent/carer feedback to enhance Nursery to P1 transition programme and timetable using Fife’s updated Transition Policy.</p> <p>SIMOA learning to be used during P1 transition arrangements for children to risk assess new environments.</p>	<p>EYO lead (UNCRC – Learning for sustainability)</p> <p>All EYOs – showcasing on learning walls</p> <p>SEYO and SLT</p> <p>OM – Community lead</p> <p>SEYO and SLT</p> <p>KC and EM – SIMOA Leadership</p>	<p>Playroom observations of language of learning.</p> <p><u>Learning Partnership Focus:</u> do we work collaboratively to ensure all children experience high quality transitions within and beyond the setting. Is our transition programme highly effective in building on prior learning to support curriculum continuity and progression?</p>	<p>Dec 25</p>
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	<p>Utilise parental engagement opportunities – PEEP, Bookbug and Kodaly as part of our transition programme throughout the year.</p> <p>Rhymes, songs and kodaly will be consistently promoted through intentional promotions.</p> <p>Review of enhanced transition processes into nursery, between models and to school or other settings.</p>	<p>KW and LH – Kodaly and Bookbug lead</p> <p>EYO – Kodaly lead</p>		
Ongoing Evaluation				
NIP Action:	Evidence:	Impact:	What's next:	