
	<h2 style="text-align: center;">Context of Ferryport Nursery</h2>	
Demographic	<p>Ferryport Nursery is a standalone 52-week Nursery for 3-5 year olds which up until August 2025 provided morning 8-12:40pm or afternoon 1:20-6pm sessions for up to 30 children in each. Children have free flow access between the large playroom and the outdoors. The nursery takes children from their third birthday and has intakes in August, January and April.</p> <p>This year we have had 21 children attending the morning session only. Almost all children who attend live in Tayport in a range of SIMD profiles from 8 – 15.</p>	
Vision, values and aims	<p><u>OUR VISION</u></p> <p>Our Vision for all learners at Ferryport Nursery is that through our rich nursery experiences they will be “On TRACK to a bright future”. This vision and the values below were developed in conjunction with all stakeholders and finalised in January 2025 and is closely aligned with our feeder primary, Tayport Primary School.</p> <p><u>OUR VALUES</u></p> <p>Thinking – I take leadership in my learning through play. I am challenged to think in different ways through my play. I am supported to recognise my success and progress.</p> <p>Responsibility – I am encouraged to assess risks during play to explore and extend my learning. I help to create and use our nursery charters to keep myself and others safe and happy. I am supported to make responsible choices during my play.</p> <p>Achieving – I celebrate my achievements and success and inspire others. I am supported to recognise my achievements and encouraged to try new experiences. I can talk about and/or show my progress.</p> <p>Connecting – As I play I connect my interest to my learning. I connect with my community and local environment. I share my learning with my family and community.</p> <p>Kindness - I am kind to myself, others and my surroundings. I am supported to appreciate, understand and celebrate everyone’s individuality. I make my nursery a welcoming place where everyone is welcomed and included.</p> <p><u>OUR AIMS</u> – Everyone at Ferryport Nursery will:</p> <ul style="list-style-type: none"> - be welcomed into a safe, positive and caring environment, where relationships will be fostered and valued, and trust built. - develop the skills of great learners who are mindful of the difference they can make to their immediate and wider community. - experience an engaging, relevant, responsive, and creative curriculum. - be supported in their learning to be on track to a bright future. 	
Attendance	<p>Average over the nursery session: 88%</p>	



Summary of consultation with stakeholders	Throughout the year all parents have had the opportunity to feedback on improvement priority work through planned family surveys, quick question times, Seesaw posts, Progress Meetings and informal conversations. Children's views are regularly sought, and this can be evidenced through learning walls, nursery improvement floor books, daily responsive planning and PLJs. During the learning partnership visit (27 January 2025) almost all staff and some children gave feedback. A small group of parents met with the learning partnership team and this provided helpful insight to their nursery experience. Each staff member holds a nursery leadership role which feeds into the overall nursery improvement plan. The nursery team hold weekly meetings to share progress and next steps. Annual PRD meetings were held with SLT to evaluate progress and next steps of practitioners.
Cost of the school day:	At Ferryport Nursery we recognise the need to reduce the Cost of the Nursery day. We ensure that all our children have the same experiences, such as the Christmas party and teddy bear picnic, at no additional costs to families. The nursery team have begun to organise an annual fundraising calendar to ensure equity of experience. If families wish to contribute to our voluntary nursery fund Early Years Fife and the nursery provide information around this.

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

Focused Priority 1: Support all our children to make very good progress in their learning through proactively promoting a culture of equality, diversity and inclusion. Staff confidently track and monitor learning experiences across the curriculum. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/HGIOELC Quality Indicators: 1.3 Leadership of change; 1.4 Leadership and management of practitioners; 2.1 Safeguarding and child protection; 2.4 Personalised support; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Developing creativity and skills for life and learning

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

All staff are aware of and have read the Non-Attendance Policy and Guidance relating to their responsibilities and actions within this. All staff record any attendance related phone calls and any concerns are highlighted in PLJ/Chronologies and/ or shared with Team members, including SLT.

All staff are aware of and model the use of language relating to the UNCRC within their daily practice. The team agreed on 5 children's rights to focus on – Article 8, 13, 17, 24 and 31. The nursery anti-bullying policy has been updated to reflect our focus on children's rights by staff and families and is revisited by the staff team regularly. Various activities are planned throughout the year through intentional promotions, focus days/weeks, topics/themes covering a wide and varied range of Health & Wellbeing topics to ensure a range of cultures and experiences are catered for. All staff participated in Film and Screen training over October and November 2024 which has extended opportunities to use technology to develop children's skills and showcase to families.

All staff attended conceptual maths training to develop confidence in various aspects/concepts of numeracy including mathematical language. Over the session all EYOs have supported transition in the P1 classroom which has offered informal opportunities to develop numeracy knowledge. Almost all staff regularly record observations/photographic evidence/gather information to monitor/track children's progress in PLJ's. **All staff are familiar with the expectations around tracking children's learning across the curriculum.** All staff have been trained to use the Progress system and keyworkers are reporting using this in June 2025.

**Impact:**

All staff are aware of the impact of children's attendance patterns and can access data via eLIPS overview sheet/TRAMS/Clerical. The Ferryport team use their positive relationships with families to support attendance. During the learning partnership visit [27 January 2025] the team were recognised as hard-working and they demonstrated their commitment to delivering high quality nursery experiences for children and families. Staff were observed being sensitive and respectful to children's needs. Children's voices were evident in opportunities for choice and to lead their own learning.

The impact of EYO leadership roles in improving outcomes for children can be seen, in particular, from the numeracy champion auditing PLJs [using Es and Os] to identify gaps in children's learning which led to the playroom and outdoor environment being further developed. All staff are responsive to develop children's numeracy interests and next steps. Following numeracy professional learning most practitioners stated their confidence and knowledge of conceptual mathematics had increased.

A UNCRC floor book has been created with evidence of staff and children's voice. This is always available for parents to access/engage with.

The nursery team has used feedback from the learning partnership to review equity of experiences by adjusting the days of beach so all children have this opportunity.

Staff have a bank of information within PLJs showing children's progress in learning enabling staff to complete end of year reports using Progress. Most staff are more aware of using the language of the early level when reporting.

Next Steps:

- Continue to moderate professional judgements through collaborative activities internally and externally.
- Staff to continue to be more aware of including mathematical concepts into all areas of the nursery e.g. learning walls by including/incorporating graphs/tally mark charts etc.

Focused Priority 2: Develop a curriculum rationale for Ferryport Nursery and community which embraces our shared vision, values and aims and meets expectations around children's rights.

HGIOS 4/HGIOELC Quality Indicators: 1.2 Leadership of Learning; 1.3 Leadership of change; 2.2 Curriculum; 2.5 Family learning; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Developing creativity and skills for life and learning

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

Ferryport's website was developed in September 2024 and continues to grow, providing a weekly update on nursery life and showcasing what our Curriculum Rationale is actually all about: [Ferryport Nursery – Tayport | Latest news and updates from Ferryport Nursery.](#)

In collaboration with all stakeholders the uniqueness of Ferryport nursery was captured and summarised under the banners of the 4 contexts for learning to create our Curriculum Rationale. As the draft rationale was developed it was carefully audited to ensure children's rights were at the forefront of Ferryport's offer. One of our parents designed the refreshed vision logo to include one of Tayport's lighthouses. The children facilitated gathering natural resources for an interactive curriculum rationale display in the main entrance. The Curriculum Rationale document was drafted by the end of January 2025 and further feedback sought from families, children and staff before finalising in May 2025.

During the nursery's learning partnership visit it was recognised that parents are regularly consulted with almost half sharing their feedback.

Impact:

Almost all Ferryport families have accessed our nursery website and blog. Feedback from a family survey indicated that they feel that staff nurture children in achieving a bright future. During nursery staff PRDs most commented on the positive impact of developing the nursery's rationale and how this has provided clarity, and pride, in what they do well. It will be a useful tool, going forward, to support new staff.



The SEYOs and SLT are reviewing the nursery's quality assurance timetable in line with the curriculum rationale to ensure consistency in responsive planning being evidenced promptly in PLJs and how evidence gathering feeds into improvement practices.

Next Steps:

- To embed the use of the curriculum rationale by staff, families and children.
- To link this with the new improvement framework launching September 2025.

Improving Outcomes

Achievements

There has been a wide variety of wider achievement opportunities across the nursery this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals such as Beach Foreshore, local walks, community garden visits, library visits, Christmas party, Sports Day, Scots Poetry recital, PE sessions at school, BookBug, PEEP, and Seesaw.

Evaluations (ELC)

	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children's progress	Good	Good	Good	

Care Inspectorate Evaluations (ELC)

	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Very Good	n/a	n/a	
How good is our setting?	Very Good	n/a	n/a	
How good is our leadership?	Very Good	n/a	n/a	
How good is our staff team?	Good	n/a	n/a	