



Ferryport Nursery
Standards and Quality Report 2023-24
Achieving Excellence and Equity



Context

Setting	<p>Ferryport Nursery is a standalone 52-week Nursery for 3-5 year olds offering morning 8-12.40pm or afternoon 1.20-6pm sessions for up to 30 children in each.</p> <p>The Nursery takes children from their third birthday. We have intakes in August, January and April.</p> <p>This year we have 28 children attending in the morning session and 9 attending in the afternoon.</p> <p>The Nursery building itself comprises an entrance front hall with one large playroom. There is a central cloakroom area and separate children's toilet area.</p> <p>Ferryport Nursery has a lovely outdoor garden space on different levels. This is completely contained and secure. Children have free flow access between the playroom and the outdoors.</p>
SIMD Profile:	Average: 6.2
Attendance (%)	Average 85.2%
Cost of the school day statement	<p>At Ferryport Nursery we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the nursery day through the following headings: voluntary contributions, snack, Travel, Learning, Friendship and Community, Eating, parent groups and Home learning.</p>

OUR VISION

Our vision for all children at Ferryport Nursery is that they are "**On TRACK to a bright future**". This vision and refreshed values were created in consultation with families, staff, children and the community during 2021-22 school/nursery improvement work.

OUR VALUES

Thinking - We think and talk about our learning. We concentrate to improve. We reflect on mistakes and use them to question our thinking.

Responsibility - We are responsible for our learning. We are respectful. We build trust in ourselves and others.

Achieving - We never give up. We make progress and know our next steps. We are proud of our achievements and inspire others.

Connecting - We make connections in our learning. We connect and learn in our community. We collaborate to improve.

Kindness - We are kind to ourselves, others, and our environment. We care and share with others. We make our school a place where we all belong.

OUR AIMS –

Everyone at Ferryport Nursery will:

- 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.

Improvement Priority Session 2023-24

Priority 1 – To ensure all our learners feel nurtured and included in our Nursery

- All staff using the “Up Up and Away” framework to plan appropriate routine and structures, social & communication, & physical environments.
- All staff using tools available to support the development of emotional literacy.

Directorate Improvement Plan (delete as necessary)

Equality & Equity

Health & Wellbeing

Attendance & Engagement

HGIOELC Quality Indicators

1.1 – Self-evaluation for self-improvement; 1.2 – Leadership of Learning; 2.1 – Safeguarding & child protection; 2.3 – Learning, teaching & assessment 3.1 – Ensuring wellbeing, equality & inclusion; 3.3 Developing creativity & skills for life and learning

Has this priority been:

Fully
Achieved

Partially
achieved



Continued into
next session

Progress:

All staff took part in “Up Up and Away” training at the start of the session in August 2023. All staff have a knowledge of the Up, Up and Away document and can access paper copy/online material.

Following this training EYOs audited the nursery environment and set next steps.

Seesaw is used to share information with families as well as informal conversations with families at drop off and pick up times

All staff took part in UNCRC training – using child friendly speak. Following this Five Rights were identified and displayed and all staff are aware of what they are (Article 31: Play, Article 8: Identity, Article 24: Clean Water, Article 17: Access Information, Article 13: Share Thoughts). Most children are aware and have been involved with promoting UNCRC rights. This has been achieved through the use of floorbooks and wall displays.

All staff are aware of “The Promise” document. All staff are aware and follow the Wellbeing Indicators to ensure we follow the principles of GIRFEC.

All children are familiar with our Team members and they will seek support from any of them. All Team members engage with families at pick up and drop off times. A visual display of our staff team supports this. All families are provided with our Ferryport Booklet (from front hall or electronically) which shares information about our Team and how to communicate.

All children's voices/communications are recorded through PLJ observations/Daily Responsive Planning, Seesaw Posts and displays, All staff can be observed listening to pupils voice through their daily interactions, When families have shared confidential information/sought support, all Team members are aware of strategies/protocol which can support individuals and have contacted multiagency support (with permissions when necessary), signposted to services or offered regular 'check ins.

All staff are familiar with and use “Health and Wellbeing Responsibility of All” strategies to provide a nurturing and included environment. A range of family learning opportunities are offered throughout the year, such as Bookbug, Parents as early educating partners (PEEP), Sports Day etc.

Due to large staff team and annual leave cover clear and consistent systems are in place for team members to access information through the use of a communication book, chronologies and our Teams Tile for meeting minutes.

Learning partnership highlighted the nurturing and warm environment "home from home".

Impact:

All staff can now complete individual plans (appropriately) based on the outcomes of the completed "Up Up and Away" audits.

Following the audit a number of developments were highlighted for further development. These included:
- story manipulatives eg felt board and characters, puppets, symbols being available; bilingual books being available; a variety of writing on display; opportunities to hear, sing and discuss rhymes; a borrowing system in place for props/mark making; story time to be planned with books selected with clear aims. All staff are working towards developing these.

All staff ensure the correct environment is provided and resources are adapted or added to meet individual needs.

As a result all children know and follow daily routines such as handwashing and snack.

Almost all children are settled throughout their nursery session.

All staff prepare children for transitions through the use of Scripted Language, visuals or signalong.

Children were observed as happy and calm during planned transition visits to the new P1 classroom.

All staff are using the language of UNCRC rights and have contributed to a wall display raising awareness of these to children and to families. Seesaw posts have supported this. All staff are now linking Rights to everyday practice, activities and wellbeing indicators. Most staff and children are using the language around UNCRC rights.

Following training around the Promise and SHANARRI all staff have contributed to discussions about individual children and are able to share/access/action strategies to support our learners and families. All staff understand their role is to provide children with what they deserve in their everyday life to enable them to thrive and achieve.

Of the Parents who participated in our quick question time –"My Family are included in my child's learning journey" Most respondents strongly agreed or agreed with this statement

Most families readily approach staff and ask if help, advice or signposting is needed. All children are comfortable and confident approaching the known adults in the Nursery when support is required.

All staff make good use of recording communications to ensure appropriate information is shared.

A minority of families engaged in our Bookbug and Peep sessions – HWB, numeracy, literacy and play.

Those who engaged said they had learned skills and ideas to apply at home. Most families attended the annual sports day and encouraged and cheered on children.

Next Steps:

- Build on the use of the Up, Up and Away document to support individual needs using the summary of child evaluation tool – stage 2 support.
- All staff to embed the UNCRC rights by engaging in child friendly speak around these and regularly refer to them during interactions. PLJ's will show progress in children's awareness and understanding of UNCRC rights
- A shared understanding of HWB across the learning community. This will be achieved through explicitly sharing HWB (progress and impact) through newsletters, showcases and seesaw posts.
- HWB events to be carefully planned (intentional promotions) and well publicised throughout the year.

Priority 2 – To improve Early Numeracy Experiences

Directorate Improvement Plan (delete as necessary)
Achievement

HGIOELC Quality Indicators
2.2 Curriculum;
3.2 - Securing Children's progress
2.5 – Family Learning

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into
next session

**Progress:**

All staff completed online training for Conceptual Numeracy in August 2023.

A rigorous audit of existing numeracy experiences and opportunities throughout the Nursery setting was completed by all staff. The audit covered 37 areas within the setting. 7 of these areas were evaluated as rich in evidence, 24 were evaluated as some evidence and 6 were found to have little or no evidence requiring more numeracy opportunities to be actioned.

All staff planned and delivered intentional promotions as part of "Maths Week Scotland". These activities were -finding pairs, numeracy through games, tallying findings, recording information, data analysis, money.

Opportunities to encourage measuring, weighing, counting and shape recognition have been identified and delivered through play dough and baking themes.

Developing areas has captured pupil voice by providing opportunities for all children to voice opinions which created discussions using a variety of mathematical language connected to position, size, length, height as well as developing space/spacial awareness.

A variety of mathematical themed/related materials have been added to the nursery environment both indoors and outdoors including number, directional signage etc for all children to explore.

Learning from Maths Week Scotland was shared with parents and the wider community through seesaw and a showcase sway.

All staff are tracking and monitoring progress in numeracy using tracking sheets. PLJ moderation focussed on significant progress in numeracy using a template to track observations and progress. Learning partnership highlighted rich numeracy environment in the Nursery.

Numeracy progress is shared with parents through one-to-one chats, evidence in PLJ's and through posts on seesaw. Pupil voice has been a feature of this progress.

Impact:

Following the audit, resources required were identified and sourced to include in the relevant areas of the Nursery. These included number displays and signage, labels, planned intentional promotions eg symmetry, resources to promote pouring, filling and scooping. Cataloguing items and inventories. Environmental print for speeds, number plates, vehicle numbers and timetable.

Following the conceptual numeracy training most staff have a greater understanding and greater confidence in securing children's progress using a range of resources, experiences and questioning. Most children are confidently accessing resources and experiences to extend their knowledge and understanding of mathematical concepts and making connections with meaningful real-life contexts.

All families have been invited to participate in planned Progress Meeting Chats throughout the year where almost all families have engaged. All practitioners who have provided Progress Meeting Chats have confidently discussed their Key Worker children's progress, sharing more detailed information relating

to children's mathematical and numerical progress. This has resulted in families having a better understanding of the progression in numeracy and maths.

PLJ's were audited to identify areas in numeracy and maths where significant observations could be increased to secure children's progress and as a result staff know areas to focus on. Almost all staff were then able to promote these through intentional promotions e.g. Maths area with games, ramps etc. Greater significant observations have resulted in more focussed comments on end of sessions reporting. Our local community amenities are being accessed more regularly to support children's real-life experiences and interests, supporting their understanding of real life contexts such as money, building relationships and developing skills for life and work

Next Steps:

- EYOs will work with the P1 teacher to extend their conceptual numeracy understanding while supporting transitions in P1 classroom.
- Further conceptual numeracy training and how to use the progression pathways.
- To analyse P1 Base Results and review intentional promotions in nursery.

Priority 3 – To provide high quality interactions.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Health & Wellbeing
Attendance & Engagement

HGIOELC Quality Indicators

1.2 – Leadership of learning; 2.2 – Curriculum;
2.3 – Learning, teaching and assessment;
3.3 – Developing creativity and skills for learning and work.

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved



Continued into
next session

Progress:

All staff have received training on Quality Interactions, intentional promotions and open-ended questioning.

All staff have discussed and planned peer observations focussing on the use of open-ended questioning. Children's questions have been captured through the use of mind maps, learning walls, floor books and seesaw.

Daily responsive planning – the majority of staff are contributing to daily responsive planning which captures the interactions between adult and child.

All staff have a sound understanding of potential risks in the nursery day. Daily outdoor risk assessments are routinely carried out. Staff regularly talk about risks with children. All staff carry out risk assessments for local walks/outdoor space e.g. evaluating the safety of the garden steps if they are slippery or broken

To ensure all families felt able to support their child with Reading, a Quick Question Time was shared with all families. 'I feel I am provided with information to support my child's early reading skills.'

Impact:

All staff have prepared an intentional promotion with planned open-ended questioning.

Most children are now identifying risks and are able to explain what makes something risky. An intentional promotion focused a discussion for Bonfire night re safety including videos. The children were observed to have a high level of engagement.

Children involved in re-evaluating risk assessments re shore walk. Discussed at "Base Camp" on arrival each week. All risk assessments are regularly updated.

Through quality interactions most children are making informed decisions about the activities undertaken and they can weigh up the risk and the risk benefit.

All staff understand the importance of daily responsive planning and next steps. In the majority of cases there is consistent evidence of children's learning being extended through the daily responsive planning and next steps are being identified

Interactions are being well documented through the use of seesaw. This gives families regular updates about their child's progress so that they have a better understanding of their current interests and progress.

Almost all staff are readily communicating with families/carers/extended family at pick up and drop off times to keep an open dialogue going about learning experiences and interests.

The majority of respondents agreed/strongly agreed that reading support has been provided. The majority of families said they wanted more information about reading. Almost all families agreed that the best method of sharing reading information would be electronically through a Sway which has been created and shared with all families.

Next Steps:

- All staff to be fully engaged in responsive planning regularly.
- All staff to further develop planned intentional promotions.
- All staff to carry out peer observations with a focus on high quality open-ended questioning.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC/School 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.

Feedback from External Scrutiny - Learning Partnership 30 November 2024

Strengths identified:

- Nursery has a warm, calm and welcoming feel.
- All parents today in the focus group (random) stated channels of communication are strong and supported their confidence in the young person attending nursery and awareness of child's development.
- Parents feel involved with nursery, feel children gain community experiences and they spoke positively about transition activities with Tayport PS.
- Clear identification between individual staff leadership roles and overall nursery improvement plan. Professional learning was adaptive in meeting needs of children.
- Professional learning opportunities between school and nursery are embraced.
- While opportunities are limited for whole team collaboration, they are maximised
- The refreshed nursery environment has supported staff's awareness and supervision of all areas. Supervision of the areas was observed to be seamless.
- Environment audits have promoted where literacy and numeracy needed further developed.

Areas for Improvement/Planned Next Steps

- Being more explicit about Nursery Improvement areas with parents/carers.

- Continue to create systems for sharing leadership work.
- Revisiting core approaches
- Building staff confidence in number to improve quality interactions. Gather a baseline on this.
- Building impact into responsive planning

Consultation with Stakeholders

All parents have had the opportunity to feedback on improvement priority work throughout the session through quick question time responses and surveys.

During the learning partnership visit all parents/carers were invited. The minority attended the LP session. Almost all staff gave feedback during this also.

Less than half families were represented in the March Parentwise survey.

Children give ongoing feedback and staff respond to their learning interests. This is captured in PLJs and Seesaw as well as on responsive planning sheets.

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

In September IP and SQR are shared with all parents/carers through our normal communication via email which links directly to our school and nursery website. A NIP display is also updated regularly in the nursery foyer.

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation (since August 2023)
1.3 Leadership of change	Good	Very 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 (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?	Very Good	n/a	
How good is our setting?	Very Good	n/a	
How good is our leadership?	Very Good	n/a	
How good is our staff team?	Good	n/a	

Headteacher: Mrs Victoria Tweed