

Ferryport Nursery

STANDARDS & QUALITY REPORT

Session 2025-2026





Nursery Context	
Demographic	Roll - 18 SIMD Profile – 8-15 EAL – 11% Armed Forces – 11% ASN – 11% We currently support a few young people who are cared for by the local authority.
Vision, values and aims	<u>OUR VISION</u> 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. <u>OUR VALUES</u> 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. 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. 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. 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. 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. <u>OUR AIMS</u> – 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.
Attendance	Average attendance over the year is: 87%
Summary of consultation with stakeholders	Throughout the year, parents have been provided with multiple opportunities to contribute feedback on improvement priorities through planned family surveys, “quick question” sessions, Seesaw engagement, progress meetings and informal dialogue. Children’s views are routinely gathered and evidenced through learning walls, nursery improvement floor books, responsive daily planning and Personal Learning Journeys (PLJs). During the Learning Partnership visit (December 2025), almost all staff and a sample of children contributed their views. A small group of parents also met with the visiting team, offering valuable insight into their nursery experience. All staff hold a defined nursery leadership role that contributes to the delivery of the Nursery Improvement Plan. The team meets weekly to review progress and agree next steps. Annual PRD meetings with the Senior Leadership Team support professional reflection, evaluating practitioner progress and identifying priorities for further development.



Cost of the School Day statement	At Ferryport Nursery, we recognise the importance of reducing the cost of the nursery day for families. We ensure that all children can access shared experiences, such as the Christmas party and teddy bear picnic, at no additional cost. To support equity, the nursery team has begun to develop an annual fundraising calendar to help sustain these opportunities. Information about the voluntary nursery fund is shared with families allowing those who wish to contribute to do so.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Focused Priority 1

- 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

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

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

Increasing number of children can confidently explain and use iPads to record videos, evidenced through observations, children's voice and the Film and Screen floor book.

Staff confidence in using digital technology has improved, supporting a wider range of learning experiences. iPads are used on outings to capture and record significant learning experiences.

Digital technology is embedded across the playroom, enhancing learning opportunities.

Children are making progress in digital learning, demonstrated through responsive planning, PLJs and use of digital floor books. Children are developing early literacy skills through technology, including recording voice, adding drawings and sequencing events.

QR codes introduced to share stories with families, supporting learning at home and promoting inclusion.

Planned professional learning further developed staff skills in creating and using QR codes across indoor and outdoor environments.

Outdoor audit (Oct 2025) identified areas for development; improvements include relocation of the story corner to a higher-use area and the creation of a new stage space.

Staff are revisiting professional learning to ensure consistency and continuity of practice.

A range of parental engagement opportunities is in place, including a new comment and suggestion book.

PLJ audit (Nov 2025) shows increasing engagement, with staff supporting families to access and use Seesaw effectively.

Impact:

Children are developing confidence in using digital technology and are making links across learning, including expressive arts. Outdoor use of iPads has enhanced creativity and imaginative play, with most children engaging in role play and storytelling, and some using the stage for drama.

Staff support children to extend learning through safe digital experiences, with some able to create short films and use digital vocabulary. Most children are confident in using technology and share learning with families through Seesaw.



Inclusive approaches ensure all children can access digital learning, supported by staff training. Parental engagement is improving through Seesaw and family learning opportunities, including PEEP sessions, although this has been impacted by connectivity issues.

Community links and QR codes for the lending library further support learning at home and in the wider environment.

Next Steps

We will embed digital technology consistently across indoor and outdoor learning, extend children's digital vocabulary and opportunities for content creation, support staff through ongoing professional learning and sharing of practice, and further develop community links and QR-supported home learning.

Focused Priority 2

- 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

Curriculum – continuity and progression in the curriculum

Nurturing Care and Support – nurturing care

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

Snack and daily transition approaches have been reviewed and adapted to improve equity and consistency, including revised snack and lunch arrangements and increased staff awareness of horizontal transitions. Children, staff and parents have contributed to improvements through reflections, "quick question" feedback and the learning partnership visit, strengthening shared understanding of practice. The nursery vision, values and children's rights are now more visible and embedded, supported by digital tools such as QR codes to enhance engagement.

Digital technology is increasingly used to support cross-curricular learning and documentation, while community links, including partnerships with the police, library and community garden, are enriching children's experiences. Transition into P1 is well planned and highly attended, with positive parental feedback and enhanced approaches including SIMOA, Bookbug, PEEP and Kodaly. Individualised planning and strong multi-agency working, including support from the Health Visitor and Educational Psychologist, are ensuring children's needs are effectively met during transitions. A comprehensive six visit nursery to P1 transition programme was delivered to all pre-schoolers with 100% engagement.

Impact:

Snack and lunch arrangements have been successfully reviewed, with a flexible model now in place that promotes equity, independence and inclusion. Almost all children now participate in snack and lunch experiences, developing social skills and benefiting from a shared, inclusive meal, including access to a hot lunch. Staff use reflection effectively to improve practice and are confident in supporting both daily routines and small transitions, particularly for children with additional support needs.

Transitions throughout the day are smoother and better supported, contributing to improved resilience and reduced disruption. Early engagement with families through individual meetings has strengthened transition arrangements, and targeted monitoring (e.g. food diaries and risk assessments) ensures children's needs are well met.

Almost all staff demonstrate increased confidence in applying the nursery's values and curriculum rationale in practice, which is visible across the learning environment. Children's rights are embedded in daily experiences and reflected in planning and documentation.

Most children are developing safety awareness through embracing SIMOA within the nursery and at home.



Children are benefiting from rich, inclusive learning experiences, including Kodaly, Bookbug and digital technology, with increased confidence in language, rhythm and creativity. Digital tools are being used effectively to document and enhance learning. Strong community links and transition activities have supported children to feel confident and positive about moving to school.

Almost all pre-schoolers' families who attended the nursery to P1 transition visits to Tayport PS reported a very positive experience for children.

Next Steps

Sustain the inclusive snack and lunch model to further develop independence and social skills

Embed consistent practice in children's rights, curriculum rationale and transitions across the nursery.

Improving Outcomes

Attainment Over Time:

Most children are making good progress within the Early Level, as shown through individual P.L.J.s. Next steps are now shared with the wider team so that all staff can support children's individual progress and development.

Towards the end of the academic year, there is a targeted approach for children moving into P1. This focuses on identifying any gaps in learning and providing additional support through meaningful play experiences. These opportunities help children continue to develop key skills and confidence as they prepare for the next stage of their learning.

Data from individual ELIPS entry and exit assessments were compared. The results showed that all children increased their overall scores. The greatest progress was seen in the 'Understanding' section of the assessment. Most children achieved higher scores, or maintained the same high scores, across all three areas. Where scores remained unchanged, they were typically within two points of the highest possible score, indicating that many children were already performing at a high level when they started nursery.

The largest gains were made by children with additional needs, again in the 'Understanding' section, where significant progress was made. Although these children achieved lower overall scores than their peers, their rate of progress was substantial and demonstrated the positive impact of the intervention on their learning and development.

Progress Over Time

From evidence gathered through planning process and an audit completed on the preschool overview sheets, and individual PLJs children have made good progress in their learning over the past academic session. Children have achieved well in Literacy and English, all children engaging well at story time, sharing likes and dislikes and listen and watch to learn new things. Children have all developed a good sense of size and had opportunities to explore numbers, and that they represent quantities. Most children have experience of handling money through their play as well as real experiences provided through visiting local shops.

Achievements

There have been a range of wider achievement opportunities across the nursery this session. All opportunities have developed a variety of skills linked to the Four Capacities and our curriculum is organised around the Four Contexts for Learning:

On TRACK to a bright future embraces the Four Capacities of Curriculum for Excellence:

Effective Contributors

Children's voice is increasingly evident through floor books, learning environments and DRP, where they lead aspects of their learning. Some contribute to the local community, including work on a wildlife pond. Children initiate play



based on their interests and are proactive, inquisitive and increasingly engaged in contributing to their PLJs, with learning effectively extended through responsive play experiences.

Successful Learners

Progress is tracked through PLJs, trackers and ELIPS. Most children are developing key life skills, including independence in play, self-care and routines. Some support peers confidently within daily experiences. Achievements are recognised and shared regularly with families, supporting positive learning partnerships.

Responsible Citizens

Most children demonstrate growing responsibility through play, including safety awareness, care for others and respect for the environment. They actively contribute to routines (e.g. tidying, risk assessments) and take ownership of their outdoor space, including caring for plants and wildlife. Children show increasing understanding of inclusion and equity, interacting positively with others and demonstrating responsible behaviour within the local community.

Confident Individuals

Most children are developing confidence in social situations, supported by inclusive approaches such as shared mealtimes. They increasingly share their learning with others, seek support to extend their knowledge and lead their play. Participation in wider experiences, including performances such as a Christmas sign-along and sponsored Rhyme time event, has further strengthened confidence and engagement.

Evaluations (ELC) – HGIOELC?

	2023-24	2024-25	2025-26
1.3 Leadership of Change	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



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