

HALBEATH NURSERY

STANDARDS & QUALITY REPORT



HALBEATH NURSERY

Context of the School

Demographic	Halbeath Nursery is a purpose built, stand-alone building situated in the village of Halbeath in the East of Dunfermline. Halbeath's Headteacher is joined with Carnegie Primary School. Within the nursery there are 4 playrooms – three for our 3-5-year-olds and one room for our Early Entrants provision. All nursery playrooms have access to secure outdoor play provision and a multi-purpose hall. Halbeath Nursery has the capacity for 222 children and is open 52 weeks per year, offering all 3 operational models for 3-5 year olds – term time, 46 week and 49 week and 49 weeks for Early Entrants. Current roll of 87 children. Halbeath Nursery is situated within the Dunfermline area locality and is establishing relationships with partner agencies including educational psychology, health visiting service, pre-school home visitors, child development centre, local primary schools, and speech and language therapists. Children who attend Halbeath Nursery live across the Dunfermline locality and transition to several primary schools. Our main primary school is Carnegie Primary, we work in partnership with Carnegie and all other nurseries and primary schools to plan and support transitions and enhanced transitions to nursery and primary one. SIMD 2024/2025 <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1-5</td> <td>30%</td> </tr> <tr> <td>5-10</td> <td>7%</td> </tr> <tr> <td>10-15</td> <td>4%</td> </tr> <tr> <td>15-20</td> <td>59%</td> </tr> </tbody> </table>	Category	Percentage	1-5	30%	5-10	7%	10-15	4%	15-20	59%
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Vision, values and aims	Families, children and staff were asked in November 2020 to create vision, values, and aims for Halbeath Nursery. The staff team worked collegiately to really tease out the values they hold. Our vision - At Halbeath Nursery our vision is to inspire children to learn through play every day, by providing all with a happy, caring, safe, secure, and stimulating environment. Our Mission - Inspiring learning through play Our Values - Kindness, Respect and Determination Our Aims - Our nursery aims are based on the wellbeing indicators. We aim for all our children to be safe, healthy, achieving, nurtured, active, responsible, respected, and included at Halbeath Nursery.										
Attendance	Attendance at nursery is not compulsory, however this is discussed during regular progress meetings. This will be an area of focus next session to ensure robust systems and monitoring is in place.										
Exclusions	N/A										
Summary of consultation with stakeholders	Parents are consulted following Stay and Play events and are issued with feedback forms. This will be an area of focus to enhance consultation with stakeholders next session.										
Attainment Scotland Fund Allocation (PEF)	N/A										
Cost of the School Day statement	At Halbeath Nursery we recognise the need to reduce the cost of the nursery day for all our children and families. In striving to do so, we aim to support families to cope well within their local and immediate family contexts, reducing barriers to learning and play which can be impacted by poverty. We recognise that the early learning and childcare we provide is free at point of entry and examine the nursery day considering, clothing, travel, learning, friendship and community, trips and outings, meal and snack provision and family engagement opportunities.										

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

Focused Priority: Learning

Develop high quality learning experiences with an enhanced focus on STEM and Digital Technology.

HGIOELC Quality Indicators - 1.4,2.2,2.3,3.2,3.3

The National Standards - Criteria - 2,3,4, 5 and 6

Nursery Aims - Achieving, Responsible and Included

Realising the Ambition - Section 5 and 6

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

All EYPs have completed Numeracy and STEM training delivered by The Workers Educational Association trainers and Fife Councils 'Provocations in Play' training EYPs completed an audit before and after training with 80% increase in staff knowledge and understanding.

Three EYPs have visited other settings including Carnegie, Pitreavie, Beanstalk and Lynburn to look at how different settings include STEM learning opportunities within intentional planning.

Resources were purchased to enhanced STEM learning, the nursery garden has been developed to include a water wall, ball run and planting area which enhanced children's play spaces and experiences.

70% of children have engaged in STEM learning activities with evidence recorded within personal learning journals.

Intentional planning meetings take place fortnightly with STEM learning included in each planning cycle and evidence in PLJs, floor books and on Seesaw.

Impact

- ❖ Increased knowledge and understanding of STEM across Halbeath Nursery Community.
- ❖ Most children able to confidently use scientific language through their learning whilst problem solving and using critical thinking skills.

Next Steps

- ⇒ Quality assurance monitoring will ensure playroom environments are well maintained.
- ⇒ Enhance the high-quality play, interactions and spaces within the playroom by ensuring consistency of approach.
- ⇒ Further embed STEM learning consistently across all playrooms.

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

Focused Priority: Culture

Embed a culture of wellbeing and respect across the Halbeath Community

HGIOELC Quality Indicators - 1.3,1.4,2.1,2.4,2.5,2.7

The National Standards - Criteria - 1,2,3,4 and 6

Nursery Aims - Safe, Healthy, Nurtured, Included and Respected

Realising the Ambition - Section 2, 3 and 8

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

All EYPs have completed intensive interactions training and professional dialogue with Inclusive Practice Team, Speech and Language Therapist and Educational Psychologist. EYPs completed an audit before and after training with 60% increase in staff knowledge and understanding.

100% of children have had their personal plans updated and reviewed regularly alongside parents/carers and partner agencies.

100% of EYPs have a deeper understanding of child development and understanding of what children need to grow and learning by engaging in professional dialogue about chapter 3 Realising the Ambition, the SEIC quality image and Care Inspectorates practice notes.

The Colour Monster and Kitbag are fully embedded across all the nursery playrooms. 80% of children can identify emotions and communicate their own emotions.

Halbeath nursery has two early years accredited Kitbag trainers, almost all current EYPs, PSA and HT have received Kitbag training. Kitbag information is on the nursery website/newsletters and information sessions have been held to share information on what Kitbag is and how families can use Kitbag to support their children at home. Kitbag space has been developed and used regularly with children. Halbeath Nursery are on route to becoming the first Kitbag accredited nursery.

Staff wellbeing is carefully planned for with team building activities during in-service days, walking groups and celebrating success wall in the staff room. All EYPs and PSAs have had a PRD and learning recording in individual action plans to record impact on training, reading and visits to other settings.

All EYPs have read chapters from 'The five side effects of kindness' by David R Hamilton and chapter 1 from 'Mental health and wellbeing in the workplace' by Gill Hasson and Donna Butler as a follow up to the training.

Impact

- ❖ Almost all children are confident following nursery routines and lead their own learning.
- ❖ Almost all children have an increased understanding of emotions and how to regulate.
- ❖ All children are cared for and nurtured by EYPs who know them well.
- ❖ Clear and robust, systems in place to support a calm, settled, productive nursery environment for all children.

Next Steps

- ⇒ SLT will monitor observations within nursery to ensure high quality and consistency in support strategies being implemented.
- ⇒ Engage with CIRCLES environmental audits to enhance children's experiences
- ⇒ Develop and deliver family groups to engage with wider community and partner agencies
- ⇒ Create and implement support matrix.

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

Focused Priority: Relationships

Foster positive nurturing relationships and high-quality interactions for all children and families

HGIOELC Quality Indicators - 1.1,1.2,1.4,2.2,2.3,3.1,3.1

The National Standards - Criteria - 1,2,3,4 and 6

Nursery Aims - Safe, Nurtured, Included and Respected

Realising the Ambition - Section 2, 3 and 4

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

Core Provision audits have taken place by EYPs and children within each playroom, resources have been added as required and playroom environments have changed over the year to meet the needs of the children.

Achievements are displayed consistently across all playrooms; children's voices are fully embedded. Almost all children can talk about their learning experiences, and all children can lead their own learning.

Family engagement at stay and play events has increased by 22% and now 96% of families engage in Seeaaw posts with 51% engaging in home learning and sending in videos/photos. 56% of families completed family consultations, providing feedback on nursery improvements.

The nursery website has been updated to include information for families on pre-writing skills, curriculum information and schematic play. Nursery teacher hosted two information sessions for families linked to school transitions.

All EYPs have completed training, professional reading and professional dialogue on Nurturing approaches, relationships matter, adverse childhood experiences and the impact of trauma on child development. Post training all EYPs feel more confident in understanding children's behaviour linked to their lived experience.

EYPs have an increased knowledge of the curriculum for excellence and the 7 principles of curriculum design following professional dialogue and learning conversations for all children.

Impact

- ❖ Nursery environment/play spaces meet all children's needs.
- ❖ All children experience high quality interactions from all at Halbeath Nursery.
- ❖ Halbeath nursery provides a nurturing environment for all children
- ❖ All children lead their own learning.

Next Steps

- ⇒ SLT will continue to support room planning to ensure experiences are high quality.
- ⇒ Quality assurance monitoring will ensure all are consistent with support strategies for individual children.

Improving Outcomes

Achievements

- ❖ Halbeath Nursery was awarded ECO flag in November 2024.
- ❖ Kitbag early years trained practitioners.
- ❖ Play on pedals trained practitioners.
- ❖ Community breakfast club runs twice weekly supported by Greggs and the Stephens Foundation.
- ❖ Monthly stay and play sessions run in all playrooms.
- ❖ Professional dialogue takes place with practitioners from Carnegie Nursery during in-service days.
- ❖ Partnership with speech and language therapy to develop and deliver, 1-2-1 sessions, training and family groups.
- ❖ Partnership with inclusive practice team, staff feel fully supported and confident to implement strategies consistently for all children.

Evaluations (ELC)

	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	4 Good	4 Good	5 Very Good	N/A
2.3 Learning, teaching and assessment	3 Satisfactory	4 Good	4 Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	4 Good	4 Good	5 Very Good	N/A
3.2 Securing children's progress	3 Satisfactory	4 Good	4 Good	N/A

Care Inspectorate Evaluations (ELC)

	2022-23	2023-24	2024-25	
How good is our care, play and learning?	5 Very Good	Not Assessed	Not Assessed	
How good is our setting?	5 Very Good	Not Assessed	Not Assessed	
How good is our leadership?	5 Very Good	Not Assessed	Not Assessed	
How good is our staff team?	5 Very Good	Not Assessed	Not Assessed	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	N/A			

