

HALBEATH NURSERY STANDARDS & QUALITY REPORT

Session 2025-2026



HALBEATH NURSERY

Context

Demographic	Halbeath Nursery is a purpose-built, stand-alone building and it was established in 2020 situated in the village of Halbeath at the East of Dunfermline. Within the nursery there are 4 playrooms – three for the 3-5-year-olds and one room for the Early Entrants provision. All nursery playrooms have access to secure outdoor play provision and a multi-purpose hall. Halbeath Nursery has the capacity for 111 children, is open 52 weeks per year, offering all 3 operational models for 3–5-year-olds – term time, 46-week, 49 weeks, and offering 49 weeks model for early entrants. Halbeath Nursery’s current roll is 72 and average SIMD is 4.05 with 90% of children living in SIMD 1-5. At Halbeath 32% of children have additional planning in place, 19% have EAL and 3% are Care Experienced. All staff have great awareness of The Promise and GIRFEC frameworks to ensure equity to access learning for all children. Halbeath Nursery is situated within the Dunfermline area locality and has established relationships with partner agencies including social work, 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. The main primary school is Carnegie Primary and 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. Halbeath Nursery SIMD Data <table border="1"> <caption>Halbeath Nursery SIMD Data</caption> <thead> <tr> <th>SIMD Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>SIMD 1</td> <td>22%</td> </tr> <tr> <td>SIMD 2</td> <td>6%</td> </tr> <tr> <td>SIMD 3</td> <td>11%</td> </tr> <tr> <td>SIMD 4</td> <td>31%</td> </tr> <tr> <td>SIMD 5</td> <td>19%</td> </tr> <tr> <td>SIMD 10</td> <td>11%</td> </tr> </tbody> </table>	SIMD Category	Percentage	SIMD 1	22%	SIMD 2	6%	SIMD 3	11%	SIMD 4	31%	SIMD 5	19%	SIMD 10	11%
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Vision, values and aims	Vision, Values and Aims Families, children and staff have reviewed the vision, values, and aims this session. Following the review, it was felt that current vision, value and aims are well embedded and most have very good understanding of it. Ongoing work is under way to introduce visuals to support all to feel fully confident with the values. 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 at Halbeath Nursery there are clear guidelines in place to ensure regular contact between nursery and families in relation to absence. Absence is monitored and actions agreed to support families with attendance.														
Exclusions %	N/A														
Summary of consultation with stakeholders	Consultations with stakeholders have taken place through this session and have helped shape the learning that has been provided along with shaping initiatives. Stakeholders have been involved in evaluations of the improvement work that has taken place and shape next sessions improvements priorities. The consultations have taken different forms e.g. collating information through online questionnaires, verbally at in-person events. pen and paper, and through voting using concrete materials.														

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

Improvement Priority 1: All children will experience high-quality provision which protects their rights and promotes wellbeing

ELC Quality Improvement Framework Quality Indicators:

Leadership – Staff skills, knowledge, values and deployment and leadership for continuous improvement

Children are supported to achieve – Nurturing, care and support and wellbeing, inclusion and equality

Children thrive and develop in quality spaces – Children experience high quality spaces and settings

Children play and learn – Playing, learning and developing

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

- All staff have engaged with Quality Improvement Framework for Early Learning and Childcare sector exploring QI "Children experience high quality spaces" and QI "Playing, learning and developing" allowing staff to evaluate using the question framework "How are we doing?" "How do we know?" "What are we going to do know?".
- Using the framework have supported all staff to evaluate together to identify strengths and areas for improvement utilising the "Very Good" illustrations to evaluate against.
- All staff have engaged with Fife Councils resource "High Quality Spaces" to together evaluate specific areas highlighted for individual playrooms to ensure that rich provision is available to allow pace and challenge in learning for each child.
- All staff have completed professional learning in relation to SIMOA guidance from Care Inspectorate through bitesize videos.
- Professional dialogue within nursery and looking outwards at best practice from local nurseries has helped to further staff's knowledge about making SIMOA user friendly for children.
- "SIMOA the Elephant" and SHANARRI wooden dolls has been introduced within each playroom along with visual social story for fire alarm and child-friendly risk assessments to make learning about risk meaningful for children. A display was also set up in the foyer of the nursery with boardmaker to support the 'Look', 'Think', 'Act' approach to risk assessments, and to engage parents with SIMOA.
- All staff have engaged with learning materials relating to "Learning Through Rights in the Early Years, a rights-based approach" exploring how UNCRC underpins the educational policy and practice. Parent information leaflets and sway were created to enable parents to gain a better understanding of Children's Rights.
- All staff have engaged with restrictive practice training following new guidance from Care Inspectorate, this has helped staff to feel more confident ensuring that all children are supported, feeling safe and have their rights respected. All staff reported an increase in confidence when comparing post and prequestionnaire data with 90% of staff feeling confident or very confident.

Impact

- Almost all children have engaged with “SIMOA the Elephant” and most children can confidently talk about keeping safe in nursery and when out and about in the community.
- All children feel comfortable with fire drills and most children can independently talk about what to do, where to go and how to support each other.
- All children have their rights respected as all staff knows their role as Duty Bearers and how this links with legislation such as The Promise and GIRFEC.
- Almost all staff are using consistent rights-based language to help children to make connection to their rights, actions, and the impact on those around them.
- All children have individualised next steps, that are reviewed regularly ensuring that they are included in all aspect of learning in their preferred way.
- All staff have more confident when using self-evaluation utilising the new Quality Framework which allows all children to have access to learning that are continually reviewed to ensure high quality and rich learning experiences and spaces.
- All children have access to high-quality spaces that are linked to their interest and learning ability allowing them to make progress in their individualised learning. Our learning walks indicated that all playrooms have free flow opportunities and the majority are resources in line with intentional planning.

Next Steps

- Continue to utilise further parts of Quality Framework tools to ensure continually progress in learning offered through spaces, experiences and interactions.
- Involve children meaningfully in discussion and understanding their next steps in learning.

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

Improvement Priority 2: Improving outcomes for all learners by reducing barriers to learning resulting in increased engagement

ELC Quality Improvement Framework Quality Indicators:

Leadership – Staff skills, knowledge, values and deployment and Leadership for continuous improvement

Children are supported to achieve – Nurturing care and support, Wellbeing, inclusion and equality and Children's progress

Children thrive and develop in quality spaces – Children experience high quality spaces and settings

Children play and learn – Playing, learning and developing

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

- All staff have engaged in a session to discuss “Getting it Right in Fife framework” and together they developed an understanding of the continuum of support offered at Halbeath Nursery.
- All staff contributed to a “Getting it Right for Every Child at Halbeath” matrix identifying what universal, additional and intensive support looks like in practice at Halbeath.
- A “Closing the Gap overview” has been created showing an overview of need for each child in each playroom. This has been collated in collaboration with the playroom teams allowing all staff to take ownership of their keygroup of children. A review of need has been incorporated in the quality assessment calendar ensuring information is reviewed regularly.
- Almost all staff have participated in the session “What is Neurodiversity?” delivered by the Neuroinclusive Support team the session shown a small increase in confidence for some staff in supporting children with neurodiversity.
- Almost all staff have participated in refreshed in-house playbox and sensory circuit training allowing them time to discuss strategies for with specific children in mind.

- All staff have participated in Kitbag training building confidence in supporting children to build resilience in emotional wellbeing. Kitbag kit and a designated kitbag space have been created to ensure ongoing development.
- The family learning programme have offered a wide range of learning experiences such as Kodaly, soft start through breakfast club, stay and play sessions with focused topics e.g. messy play etc.
- Termly evaluation has taken place to identify families need and timings of sessions to ensure all community needs are taken into consideration when planning ahead.
- All children are provided with home learning ideas linked to current learning topic within the playrooms weekly through seesaw.
- Home learning bags have been introduced, and lending book library is embedded allowing children to share learning from nursery to home.
- All staff have engaged with e-lips refresher training allowing them to continue to build on their understanding of communication and language development.
- All E-lips data is reviewed and keyworker and management work collaboratively to identify gaps and appropriate strategies identified to support interventions.
- All staff engaged with input relating to Trauma Informed Practice, De-escalation and Nurture Principles. The engaged with real nursery scenarios to discuss good practice and used self-evaluation tools highlighting strengths and identifying next steps. A staff information leaflet was worked on together and produced for easy access for staff to revisit.

Impact

- All children's learning needs are regularly discussed allowing for next steps to be current, relevant and drive learning forward.
- All staff have built on their confidence to identify what universal, additional and intensive support look like and this has allowed for all children to get access to the right support at the right time.
- Almost all staff have increased their confident when supporting children that require additional planning to access learning, this has allowed more bespoke learning opportunities offer for children that is learning differently.
- Parental feedback supports our development of universal and targeted support with written communication saying "staff have gone above and beyond to get to know him...and find solutions for every barrier"
- Learning partnership visits evidence demonstrates that staff were attuned to children needs and emotional wellbeing which demonstrates a commitment and focus of health and wellbeing.
- Majority of staff have shared that they confident in delivering kitbag sessions which is supporting identified children to build on their resilience and increase their wellbeing which is shown in pre-post evaluations of kitbag sessions.
- The family learning has been valued by families that attend and feedback such as "I enjoy learning with my child" "I enjoy singing with my child" "great learning about kitbags" showing impact of enjoyment of learning together and learning something new which will support children to feel valued in their learning.
- All staff are confident using e-lips toolkit to identify where children are in their learning and is starting to become more confident at identifying next steps following on from the e-lips evaluations.

Next Steps

- Continue to work with staff to utilise their knowledge of each child to ensure the curriculum provided offers depth, challenge and progression for all.
- Promote ways for families to share everyday learning from home and establish celebration of wider achievements.

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

Improvement Priority 3: Develop consistency and a shared understanding of how to document learning, teaching and assessment.

ELC Quality Improvement Framework Quality Indicators:

Leadership –Staff skills, knowledge, values and deployment and Leadership for continuous improvement
Children are supported to achieve – Wellbeing, inclusion and equality and Children’s progress
Children thrive and develop in quality spaces – Children experience high quality spaces and settings
Children play and learn – Curriculum and Learning, teaching and assessment

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

- All staff have engaged in ongoing learning session relating to the learning cycle and the golden thread of learning. Halbeaths own “Learning Cycle” was created by all staff as an easy visual to follow.
- All staff participated in Learning wall training session to build capacity relating to children leading the learning.
- “Steps to success for PLJ’s” has been created together by all staff both in early entrance and in 3-5 to ensure a consistent approach, ensuring observations are of high quality to allow for all children to reach their full potential.
- Most staff have had opportunity to visit other settings to learning from others and share good practice, staff shared that inspiration from resources, layout, feel and planning format has furthered their own understanding of high quality ELC.
- A comprehensive tracking recording document with all curricular areas has been revised to show progress over time for all children. Progress over time for all children is now clearly recorded, with individual next steps identified in partnership with keyworkers, children, and their families.
- A review of early entrant documentations to ensure it reflect the developmental milestones in PLJ, Planning and tracking has taken place, through looking outwards and professional dialogue with colleagues at other Early Entrance settings.
- A visit to Treetop Family Nurture Centre in Rosyth supported the sharing of planning formats. Following this, Early Entrance staff at Halbeath agreed to continue with the established planning formats currently in use, recognising their effectiveness. Professional dialogue between the Depute Head of Centre at Halbeath, Beanstalk FNC, and Woodlands FNC resulted in a review and refinement of documentation used to track progress within PLJs and planning, a staff guide to evaluate early entrance planning was created. Quality assurance documentation was also reviewed and further adapted to ensure processes are robust, consistent, and support ongoing improvement.
- Review of Vision, Values and Aims has taken place this session. Following the review, it was felt that current vision, value and aims are well embedded and most staff and families have a very good understanding of it.

Impact

- Having a shared understanding of expectations regarding high quality observations has allowed almost all staff to be “completely confident” or “fairly confident” in completing high quality observations, which allows all children to have their individual learning valued and celebrated.
- Majority of staff shared they are confident in leading a learning wall and ongoing monitoring show majority of children having a voice and are supported to lead their own learning.
- Majority of staff will actively and regularly contribute to discussion during planning meetings and monitoring show most children’s voice is followed through.
- Having a shared tracking record allows all staff to take ownership of GIRFEC for keyworker children ensuring all children progress is values and effectively acted upon.
- Early entrance review has allowed all staff to build confidence in current system and processes, making small tweaks to ensure all children’s individual learning is recorded appropriately and next steps are robust to ensure progress.

Next Steps

- Further explore high quality interactions ad extend knowledge relating to interaction versus Interference
- Further explore how Halbeath nursery is capturing the learning journey of each playroom.

Improving Outcomes

Attainment

- Overall, for Curriculum of Excellence at Halbeath Nursery
 - 79% of pre-school children are on track to be reported as Early Progression in Literacy
 - 73 % of pre-school children are on track to be reported as Early progression for Numeracy
 - 82% of pre-school children are on track to be reported as Early progression in Health & wellbeing as they transition to P1. Of the children off track, 9 % are pre-early level.
- Most children are “Progressing” in their communication and language development. A focus on providing rich literacy core provision and experiences through planning that build on children interest has had a positive impact on children’s engagement in learning. The more consistent use of data tracking tools and Curriculum for Excellence tracking has allowed us to show more clearly the progress made in children’s literacy skills. We will continue to develop this using robust tracking systems next session.
- The majority of children have made good progress within all aspects of Numeracy & Maths over this session. The increased focus on resources and opportunities within the learning environment/core provision to support numeracy/maths, has made a significant impact on children’s conceptual understanding. Our PLJ’s demonstrate children’s range of numerical experiences across our setting and evidence children’s progress within early level. We will need to continue to sustain the rich numerical and mathematical experiences for all children next session through continued high-quality core provision development.
- Most children are making very good progress in Health & Wellbeing following a focus on supporting children’s individual needs through kitbag tools. Upskilling staff on kitbag, de-escalation, language development, meeting individual’s sensory needs and supporting engagement through play, has enabled children to build more strategies to self-regulate allowing them to access learning and achieve. Our staff are beginning to consistently apply children’s summary of support plans to ensure our children’s needs are being met. We will continue to develop our use of these plans next session to support our children moving forward. Our PLJ’s also evidence a range of experiences for our children to support their Health and Wellbeing development. Although Kitbag has been a focus this year there is a need to develop the approaches and principles within our playrooms to ensure that they are embedded in practice.
- The outdoor programme of Forest/Beach visits implemented this session has provided rich interdisciplinary learning opportunities for children building meta skills. This will continue to be developed over next session.
- Majority of Parents/Carers reported to us that they felt staff really knew their child as an individual, their child’s learning was well supported by the adults in the setting and that learning experiences were at the right level for them.
- PNT/DHoC/SEYO’s has worked with staff to identify learners to overcome barriers to their learning and work towards ‘closing the gap’ in their achievements. This has resulted in positive outcomes for almost all children receiving this additional support.

Progress Over Time

- From evidence gathered through the planning process and individual Personal Learning Journals (PLJs) throughout this session, children have demonstrated clear and sustained progress in their learning. They are increasingly confident in learning through active approaches, effectively engaging with a wide range of play experiences indoors, outdoors and within the community. Staff have proactively implemented interdisciplinary learning, ensuring children’s voice is central to planning. High-quality questioning, carefully selected resources and meaningful provocations are used effectively to extend and deepen learning. Staff know children well and differentiate learning experiences appropriately to meet individual needs and ensure progression for all.
- In literacy, children have made good progress in early communication, reading and writing skills. For example, majority of children can now confidently recognise and identify initial sounds within words during play, such as matching objects to their beginning sounds during an outdoor phonics hunt. Most children have engaged more

meaningfully with stories, retelling familiar texts using props and storytelling areas, and are increasingly able to create their own stories. Mark-making has developed significantly, with majority of children independently choosing to write in a variety of contexts, such as creating shopping lists in the home corner or recording findings during outdoor investigations, with majority beginning to form recognisable letters and simple words.

- In numeracy, children are displaying increased confidence and competence in applying mathematical concepts across play. For example, majority of children can now accurately count sets of objects during play, such as counting out snack items or resources during group activities and are beginning to recognise numerals in the environment. They use mathematical language more consistently, describing size, shape and quantity during block play and construction. Opportunities for real-life problem-solving have supported early understanding of addition and subtraction, with children combining and separating groups of objects in meaningful contexts, such as sharing resources or role play scenarios. These experiences demonstrate a growing ability to apply numeracy skills purposefully across the learning environment.
- In health and wellbeing, children have made notable progress in developing independence, resilience and social skills. For example, most children are increasingly able to manage their own personal care routines, including handwashing, dressing for outdoor play and making healthy choices at snack and lunchtime. They demonstrate improved ability to regulate emotions, with staff supporting them to use Kitbag strategies to support taking turns, sharing resources and expressing feelings appropriately. Most children are building positive relationships, showing empathy and respect for others, and engaging more confidently in group activities, contributing to a nurturing, inclusive and supportive learning environment.

Achievements

At Halbeath the staff have made huge progress in supporting families and enhancing achievements through various initiatives aimed at addressing poverty, fostering lifelong learning, and promoting family well-being.

- Halbeath Nursery - Scotland's First Accredited Kitbag Nursery. We are proud to be the very first nursery to achieve Kitbag Accreditation, leading the way in supporting children's emotional wellbeing. Kitbag is a nurturing, child-centred tool that helps children:

- Understand and name their emotions
- Build trusting and positive relationships
- Develop confidence in expressing themselves
- Learn calming strategies for overwhelming moments

Through Kitbag, children practice taking turns, listening kindly, and speaking about their feelings in a safe and supported way. It helps create a gentle, positive atmosphere where every child feels valued, respected, and heard. We are delighted to offer engaging information sessions for parents and carers who would like to learn more about how Kitbag supports children's wellbeing at Halbeath. These sessions run throughout the year and can be planned for individual or group sessions. The information session can be joined either in person or online, giving families flexible options to get involved. As part of our lending library, we also have a small number of mini-Kitbags that families can borrow to continue their child's wellbeing journey home.

- Partnership with The Big Hoose Project: Halbeath Nursery are proud to work in partnership with The Big Hoose Project Fife, an initiative that supports families experiencing financial hardship by providing essential household items, including furniture and kitchen appliances, at no cost. This provision plays a vital role in creating safe, functional, and comfortable home environments, while significantly alleviating financial pressures. By addressing these fundamental material needs, families are better positioned to direct their limited resources towards other essential living costs such as food, clothing, and utilities, thereby promoting greater stability, wellbeing, and resilience within the home.
- Family Holiday Programme: We offer a Family Holiday Programme during term-time breaks for all families in the community. This programme is varied and adapted following feedback from families and has throughout the year included engaging activities such as outdoor learning, creative learning, literacy focus learning and focus on having fun and doing activities together as a family. This has provided valuable family learning experiences throughout the session. As it is free of charge it offers families support with cost of living creating exciting opportunities to participate during the holiday period.

With these initiatives we are keen to continue taking a holistic view to wellbeing to support families to build resilience and capacity for all.

Evaluations (ELC) – HGIOELC?				
		2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change		4 Good	5 Very Good	
2.3 Learning, teaching and assessment		4 Good	4 Good	
3.1 Ensuring wellbeing, equity and inclusion		4 Good	5 Very Good	
3.2 Securing children’s progress		4 Good	4 Good	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	Inspection Evaluations
Curriculum	4 Good			
Learning, Teaching and Assessment	4 Good			
Wellbeing, Inclusion and Equality	4 Good			
Children’s Progress	4 Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	N/A			

