

KENNOWAY NURSERY

STANDARDS & QUALITY REPORT

SESSION 2025-2026
MASTER COPY



Nursery
Kennoway Primary School



Improving life
chances for all

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

ELC Improvement Priority 1:

- Implementation of universal and targeted approaches to support children's wellbeing.
- These approaches aim to promote positive mental health, resilience, and strong attachments for every child, ensuring their wellbeing needs are at the centre of our practice.

ELC Quality Improvement Framework Quality Indicators:

Leadership

Staff skills, knowledge, values and deployment

Children Play and Learn

Quality of Interactions

Children are supported to achieve

Nurturing care and support

Wellbeing, inclusion and equality

Children's progress

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

- ✓ Our Family Engagement Session in Term 2 supported families in finding out more about Kitbag and Kodaly and how they could use the approaches in the home environment.
- ✓ Resources were purchased to support each Playroom in setting up a "Calm Corner" to support emotional regulation.
- ✓ The Resilience Tool in Up, Up and Away was used to support staff in planning and identifying strategies for targeted children to support emotional wellbeing.
- ✓ On Inset Day 2 most practitioners completed the "Prem Awareness Fife" course and we now gather data when children start nursery to find out if any of our children were born prematurely.
- ✓ All children have had the opportunity to be involved in various interventions this session including Kitbag, Kodaly and Yoga.
- ✓ All Practitioners have had the opportunity to engage in professional dialogue using the challenge questions focusing on Nurturing Care and Support in the Quality Framework.
- ✓ Our Learning Partnership in February 2026 focused on Nurturing, Care and Support. This included visits to Kitbag and Kodaly sessions along with a Staff Focus Group.
- ✓ All practitioners have engaged in online training on "Trauma Informed Practice" and undertaken professional dialogue along with input on The Promise.

Impact:

- ✓ As a result of planned sessions for Kitbag and Kodaly, practitioners identified that the majority of children had a better understanding of their emotions and this had a positive impact on their ability to regulate. Practitioners also identified listening skills had improved for the majority of identified children.
- ✓ Our Learning Partnership feedback highlighted several strengths that were evidenced during the visit: Family engagement opportunities, including structured sessions and the use of Seesaw, had successfully supported the sharing of learning and extended understanding of nurturing approaches among parents

and carers. Feedback also advised that these sessions had been beneficial and relevant for supporting learning at home. Targeted interventions were carefully planned and informed by data and observations, with evidence indicating that almost all children participating in these sessions are fully engaged. The Staff Focus Group demonstrated strong confidence, commitment and effective teamwork, which underpinned the successful delivery of interventions and enabled support to be extended appropriately to children across the nursery.

- ✓ All practitioners have developed an understanding of the developmental impact of being born prematurely, enabling them to respond more effectively to children's individual needs and support their learning and wellbeing.
 - ✓ All playrooms have a 'Calm Corner' with appropriate resources to support children in emotional regulation and practitioners have identified that most children are using these effectively. This approach supports consistency across early years and transitions from Nursery to P1.
 - ✓ As a result of engaging in professional learning all practitioners have a better understanding of the Quality Improvement Framework and how it can be used to support self-evaluation to improve outcomes for all of our children.
 - ✓ The confidence of practitioners continues to improve in using Up, Up and Away to identify and support children in targeted interventions that improve learning for our children.
 - ✓ Feedback gathered during our Family Engagement session Term 2 highlighted that families recognised and valued the warm, nurturing interactions between staff and children. There was also an interest from families in understanding how our nurturing approaches could be extended and applied within the home learning environment to support our children. Leaflets were made available to support families in this.
 - ✓ Our children have told us that they have enjoyed Kitbag and Kodaly sessions:
 - "I like the colour card because I like colours. My favourite colour is bright yellow because it makes me feel happy". -child feedback on Kitbag
 - "We said things with the talking stick". -child feedback on Kitbag
 - "You have to do the beat". -child feedback on Kodaly
 - "I liked singing and using the instruments". child feedback on Kodaly
- Parents and Carers have shared that they "enjoyed the sessions and they were really well organised"
- "Staff were amazing at explaining, very helpful"

Next Steps:

- ✓ To build on the positive impact of current interventions by providing further opportunities for all children to engage in Kitbag and Kodaly, supporting their continued development and enjoyment.
- ✓ To continue to undertake regular resource audits to ensure that key initiatives are well resourced to ensure effective delivery, enhancing the children's experiences.
- ✓ Further develop all children's understanding of inclusion and equality, which will further support and all children's wellbeing through the Think Equal programme.

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

ELC Improvement Priority 2:

- To provide rich, purposeful opportunities for all children to develop their communication and language skills through high-quality interactions, responsive environments, and planned experiences.

- Practitioners will engage in professional learning to deepen their understanding and confidence in supporting early language and communication. This will include both universal and targeted approaches, ensuring all children, including those with identified language needs, are effectively supported to reach their full potential.

ELC Quality Improvement Framework Quality Indicators:

Leadership

Staff skills, knowledge, values and deployment

Children Play and Learn

Quality of Interactions

Children are supported to achieve

Nurturing care and support

Wellbeing, inclusion and equality

Children's progress

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

- ✓ On Inset Day 3, practitioners received input focusing on communication delivered by Area PT and Peripatetic EYLO, specifically in relation to the Communication High 5.
- ✓ Across each term, practitioners have identified and developed one of the five strategies to enhance their practice. This has been recorded and evaluated at the end of each term to support ongoing improvement.
- ✓ Using eLIPS data, an identified cohort were involved in regular sessions supporting their development of speech sounds. Initially the delivery of these sessions was supported by Speech and Language Therapists.
- ✓ Throughout the Session a programme has been developed in conjunction with Speech and Language Therapists to introduce the 12 core Sign-a-long signs. These signs have been used by practitioners in all rooms and shared with our families through Seesaw.
- ✓ All practitioners have had the opportunity to engage in professional reading and reflective dialogue focused on communication, drawing on relevant Early Years guidance such as The Quality Improvement Framework, Realising the Ambition and Education Scotland to inform and strengthen practice.
- ✓ As part of our Quality Improvement visit Term 4, we welcomed colleagues to help validate our professional judgements in relation to communication, further supporting our self-evaluation processes.

Impact:

- ✓ Almost all of the children in the identified eLIPS cohort show an improvement in their base line scores.
- ✓ 72% (Majority) of children going to school will be on track to achieve early level by the end of P1.
- ✓ All staff that were involved in the Speech Sounds Programme said it had a positive impact on their knowledge and confidence in supporting children with their language development.
- ✓ All staff were able to articulate clearly how the strategies they were focusing on supported children in their communication journey. Through ongoing reflection, practitioners described how *"using signs helped him to better understand what I was communicating,"* while also recognising that *"keeping to short sentences and simple questions helped to maintain his attention."* Staff also demonstrated a sensitive awareness of children's need for processing time, identifying that *"giving her time to think about her response reduced the pressure to answer straight away."*
- ✓ Our Quality Assurance visit in Term 4 identified that in all Playrooms the strategies around the Communication High 5 were embedded and the environments supported children in their communication journey.

- ✓ Our children shared that they have enjoyed taking part in Speech Sound sessions and using Signalong
“I like saying the sounds.”
“I like singing Wheels on the bus and Twinkle, Twinkle Little Star.”
“I like the signs.”
- ✓ Our Parents/Carers were invited to attend a Signalong session to see this intervention in action. Feedback identifies that they enjoyed this workshop and found it useful.
One Parent shared that their child was so excited to share with her what they had been learning in the Speech Sound Sessions.

Next Steps:

- ✓ To continue to use the assessment criteria highlighted by SaLT to enable practitioners to identify children that would benefit from targeted support.
- ✓ To continue to embed the 12 core Signalong signs in our nursery environment.

APPENDIX C - Session 2026-2027 Improvement Plan



Education Directorate Improvement Plan: Meeting Learner's Needs				
Focused Priority: To promote and enhance children's social and emotional learning through high quality implementation of the 'Think Equal' initiative.				
Quality Improvement Framework				
- Children thrive and develop in quality spaces - Children play and learn - Children are supported to achieve				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will experience high quality 'Think Equal' sessions, which will support their social and emotional understanding.	All practitioners will have a sound understanding of the 'Think Equal' objectives allowing confidence to effectively deliver the programme. Initial Working Group meetings will ensure effective delivery of the programme and a consistent approach.	<u>Strategic Leads</u> Birgitta MacDonald (DHT) Lesley Harrison (Peripatetic Nursery Teacher) Sharon Hunter (Early Years Lead Officer)	Questionnaires and feedback gathered at the beginning and end of the academic year will evidence practitioners' knowledge and confidence level when delivering the learning objectives and key messages. Professional dialogue.	Beginning in August 2026
	All practitioners will integrate the 'Think Equal' programme into playrooms, through intentional promotions providing holistic understanding of social equality, gender, racial and religious equality, social and emotional health and well-being and global citizenship, based on social-emotional learning.	<u>Operational Leads</u> Cheryl Ford (Senior Early Years Officer) EYO's with Leadership Roles in each room <u>Delivered by</u> Early Years Officers	Training will take place to ensure practitioners are secure in how to deliver the programme. Skill based quality observations recorded in PLJ's, planning, floor books and wall displays. Adult and child's voice evident throughout the nursery alongside natural discussions, with rich and meaningful interactions. Practitioner professional development and reflective practice will be evident. Use of language by children.	Beginning in August 2026

	All practitioners will participate in training to identify the trackable experiences and outcomes to identify children's new learning, knowledge and skills. All practitioners will plan and evaluate 'Think Equal' sessions to ensure inclusivity for children that are pre-verbal ensuring appropriate breadth, depth, challenge and pace for all.		Child engagement Increase in high quality skill-based observations for appropriate E's and O's throughout PLJ's. Responsive and fortnightly focus planning. Ongoing evaluations will be completed. Resource pack and stories from the 'Think Equal' framework will be embedded into the Playrooms through fortnightly focus planning. Activities will be carefully planned to support the lesson aims and objectives, while balancing children's unique learning needs. Quality observations recorded in PLJ's, planning, floor books and wall displays. Rich and meaningful interactions with children. Ongoing evaluations of the progress of all learners. Practitioners will confidently be able to share learning and methods of recording, tracking and evidencing the 'Think Equal' programme. Professional dialogue. Practitioner professional development.	Ongoing throughout session 26/27 Ongoing throughout session 26/27 By June 2027 Ongoing throughout session 26/27
Facilitation of cross-setting and cluster collaboration to share best practice and approaches.	Practitioners will network with other professionals in Levenmouth Cluster who are delivering the programme to maintain the highest standards through best practice and delivery.			
Children and families will be given the	The 'Think Equal' objectives will be threaded through our Family			

opportunity to participate in the 'Think Equal' programme through regular Family Learning opportunities, enabling our families and children to have a shared understanding of the key Think Equal principles.	Engagement programme, which will support the development of positive relationships and encourage parents to support their child's emotional and social wellbeing. All families will have the opportunity to engage in stories and activities from the 'Think Equal' resource pack through our Seesaw App, promoting the learning link between nursery and home.		Consistent approach. Group session plans will make connections to 'Think Equal' objectives and lessons. Impact reports Parental feedback through discussions, observations and questionnaires. Parental feedback - Responses and engagement gathered through Seesaw/questionnaires.	
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Curricular Pathways				
Focused Priority: Update our Curriculum Rationale to ensure that it accurately reflects how we do things in Kennoway Nursery.				
Quality Improvement Framework				
Children play and learn QI-Curriculum				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Across our nursery community there will be a shared understanding of the purpose and design of our Curriculum. Almost all stakeholders will be able to talk about the unique features of our nursery community.	Gather staff, children, partners and family's views on what matters most in our curriculum. Review national guidance with staff. Draft a setting-specific curriculum rationale. Hold feedback sessions with staff and parents/carers. Respond to audits, questionnaires and feedback to ensure our draft curriculum rationale is relevant and fit for purpose for our context. Finalise and publish our rationale across our communication platforms.	<u>Strategic Lead</u> Birgitta MacDonald (DHT) <u>Operational Leads</u> Lesley Harrison (Peripatetic Nursery Teacher) Sharon Hunter (Early Years Lead Officer) Cheryl Ford (Senior Early Years Officer) Linda Robertson (Senior Early Years Officer) <u>Delivered by</u> All practitioners	Questionnaires Audits used to gather views from children, staff and families. Children's views -observations, children's voice. Family Engagement feedback	Beginning in August 2026 By June 2027