






<div>LYNBURN ELC</div> <div>Context of the Setting</div>				
Demographic	<ul style="list-style-type: none"> Lynburn Primary School was built in 1961. It serves the Abbeyview area within the eastern side of Dunfermline, a recognised area of regeneration and deprivation comprising of mainly social housing. Nursery places are allocated in line with Fife Council's Admissions Policy. Our nursery is part of the Dunfermline East Local Area (D3), along with Carnegie, Duloch, Halbeath and Pitreavie, where children from across the locality can be allocated a place within Lynburn ELC but not transition to our school. Our large purposeful built, self-contained nursery opened in 2015 and accommodates 20 2-year-olds and 80 3–5-year-olds where we operate term time full time 9am - 3pm. We typically have a large intake in August with further intakes in January and April. All playrooms have direct access to outdoor play areas which are well used. For the 24/25 session the nursery team consisted of a peripatetic nursery teacher, full time EYLO, a peripatetic EYDO, 19 EYOs working a combination of full time, part time and flexible working and 1 full-time apprentice EYOs, as well as support by PSAs. The team is led by the HT. <p>Within nursery there is a high level of additional support needs (40%), this session there has been a decrease in additional support needs in the early entrants and an increase within the 3-5 playroom.</p>			
Vision, values and aims	<div> <div>  <div> <p>Vision, Values & Aims</p> <p>To provide opportunities for children to try their best to reach their targets, to realise that making mistakes is an important part of learning and to keep going no matter what.</p> </div> </div> <div>  </div> <div> <p>Respect</p> <p>Resilience</p> <p>Kindness</p> <p>Confidence</p> </div> <div> <div> <p>To create a safe and happy environment where everyone is treated fairly and with respect.</p> </div> <div> <p>To encourage everyone to make healthy and safe choices and take pride in themselves and their achievements.</p> </div> </div> <div>  <div> <p>To have a caring community with children supporting others and helping to keep our planet safe and green</p> </div> <div>   </div> </div> <div> <p>Our School</p> <p>Our Community</p> <p>Our Learning</p> <p>Our Future</p> </div> </div>			
Nursery Roll	<ul style="list-style-type: none"> Term time 9am – 3pm model offered across all playrooms. AM sessions offered to Priority 4 and 5 within the Early Entrants. Roll of 95 in ELC. 2 x 3-5 playrooms - Squirrels and Hedgehogs 1 Early Entrant playroom – Little Owls 3-5 year olds: 80 children <p>Early Entrants - 2 year olds: 13 eligible children attending full time and 2 children attending part time on a referral basis.</p>			

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

ELC Improvement Priority 1: **Improve outdoor learning experiences for all children by planning high quality outdoor learning opportunities so children are actively involved in leading their play and learning.**

HGIOELC Quality Indicators:

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

2.3 Learning, teaching and assessment

2.5 Family Learning

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.3 Developing creativity and skills for life and learning

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

- Children actively contributed to garden planning through recorded ideas and video reflections, helping shape next steps. Staff observed and supported child-led initiatives, fostering creativity and ownership. A development team of children and adults was formed to lead ongoing improvements.
- The garden layout was reviewed to enhance core provision, and a list of den-building materials was created. Fundraising efforts supported the purchase of new equipment and resources.
- Staff collaboration was strong, and a community clean-up event with parents and children strengthened engagement. Outdoor access became more consistent, including use of the P1 playground and local community spaces.
- A child friendly risk assessment was created to enhance pupil voice around managing risk
- Family learning and engagement opportunities supported parents/families to understand the importance and benefit of outdoor learning and how to make the most of everyday and local outdoor learning experiences.

Impact to be detailed:

- All learners are actively engaging in negotiation and co-operative play, developing empathy, effective communication, and conflict resolution skills which has resulted in, for most learners, improved positive peer relationships and teamwork.
- Through hands-on experiences such as den and shelter building, almost all learners are acquiring essential problem-solving, spatial awareness, and construction skills, fostering creativity and resilience in real-world contexts.
- The majority of learners are increasingly capable of identifying and evaluating potential risks in their environment, showing growth in critical thinking, self-awareness, and the ability to make informed, safe choices.
- Almost all children understand SIMOA and how to be safe in nursery and the surrounding community
- By having their opinions genuinely listened to and considered, learners are experiencing a sense of agency and respect, which supports their rights and nurtures confidence in expressing their ideas and thoughts

Next Steps (if appropriate) to be detailed:

- Ensure there is planned and protected time on the collegiate calendar for garden development
- Explore resources to support successful Woods sessions, eg, whistles, boundary ribbons
- Build a Woods session into existing Nursery transition programme

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

ELC Improvement Priority 2: **Raise attainment in literacy and numeracy.**

HGIOELC Quality Indicators:

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.7 Partnerships

3.2 Securing children's progress

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

- Staff engaged in professional learning focused on Kodaly, attending training and participating in workshops led by Early Years Officers. These sessions emphasised the use of songs, rhymes, and lycra games to support early literacy and numeracy, with key insights cascaded across the team and embedded in playroom practice.
- To enhance pace, challenge, and differentiation, staff explored how to adapt core provision—such as stories, songs, and games—to meet diverse learner needs. A review of current **tracking systems** for literacy and numeracy was undertaken, supported by outward-looking visits to other settings.
- An audit of board games, jigsaws, and books was completed, linking resources to early level experiences and outcomes. These materials are now more intentionally connected to ongoing literacy and numeracy learning within the playrooms

Impact to be detailed:

- Enhanced early literacy skills for the majority of learners through Kodaly inspired activities (songs, rhymes, lycra games) that support and develop phonological awareness, rhythm, and language patterns.
- Higher motivation and enjoyment from playful, musical, and interactive learning experiences for almost all learners
- Improved numeracy understanding by linking musical games and board activities to counting, sequencing, and pattern recognition.
- More targeted learning through differentiated approaches that meet individual needs and learning styles.

Next Steps (if appropriate) to be detailed:

- Identification and development of a new format for tracking progress over time.
- ELIPS training on Inset day in August 25 for all staff to have a refresh and awareness of changes

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

ELC Improvement Priority : **All children will experience high quality provision which protects their rights and promotes participation and equity throughout .**

HGIOELC Quality Indicators:

2.1 Safeguarding and child protection

2.4 Personalised support

3.1 Ensuring wellbeing, equity & inclusion

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

- Staff have engaged in training to help deepen their knowledge of the UNCRC. This has supported the delivery of experiences and interactions that develop children's awareness of their rights.
- All practitioners role modelled behaviours and interactions which encouraged children to ask open-ended questions and engage in active listening to show children that their voices and opinions are valued and actioned on.

Impact to be detailed:

- A Lynburn ELC Charter has been created after a consultation process. This charter focuses on a selection of key rights that were chosen for their relevance to our context.
- All staff now have a clear direction for engaging children in rights based education within our setting.
- More emphasis evident through playroom visits from practitioners on children engaging in reflecting and evaluating Learning Walls
- Most children in our ELC have an awareness of how they experience a number of key rights in ELC, this is evident through interactions , floorbooks and learning walls
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Next Steps (if appropriate) to be detailed:

- Lynburn ELC Charter to be shared with parents/carers at the beginning of next session.
- Charter should be displayed in nursery foyer/in each room.
- Each room will co-create room charters with the children
- Room charters should support the discussion of key rights with the children over the course of next session
- Room displays should have links to key UNCRC articles where appropriate

	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	N/A
3.2 Securing children’s progress	Good	Good	Very Good	Very Good
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?				
How good is our setting?				
How good is our leadership?				
How good is our staff team?				

