

Methilhaven Nursery

Kirkland Parade, Methil, Fife, KY8 3DL

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Acting Head of Centre: Lisa Beattie



Standards and Quality Report

Academic Session:

2025-2026

Achieving Excellence and Equity



Context of the School

Demographic

Setting Roll: 55

- 38 (3-5-year old's)
- 10 (2-year old's)

Methilhaven Nursery is Scotland's first co-located setting, combining a nursery and a care home within one facility. Practitioners demonstrate a strong commitment to intergenerational learning and show enthusiasm for developing and promoting meaningful opportunities for children and older adults to learn together.

The setting operates a 49-week provision, offering sessions Monday to Friday from 8:00am - 12:40pm and 1:20pm - 6:00pm. Children are provided with a morning brunch or afternoon tea as part of their session. Meals are prepared within the Care Village complex and served to children in the playroom by catering staff. The majority of children attending Methilhaven Nursery transition to local feeder primary schools, including Methilhill, Aberhill, and Parkhill.

Relevant data:

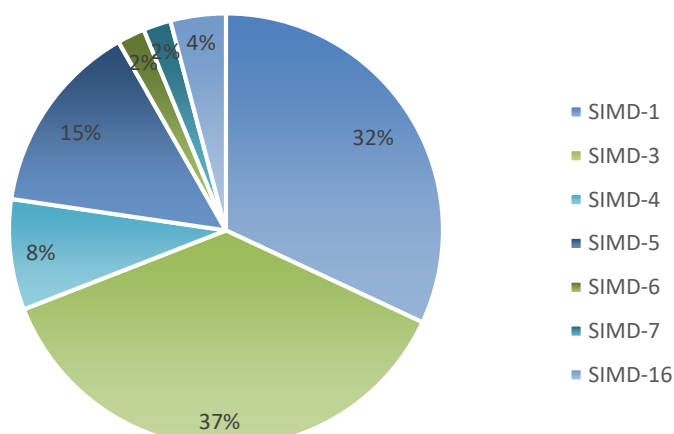
Children with EAL – 6%

LAC – 0%

Children on CP Register – 0%

Children with significant ASN – 10%

SIMD Data



SIMD-1	31%
SIMD-3	37%
SIMD-4	8%
SIMD-5	14%
SIMD-6	2%
SIMD-7	2%
SIMD-16	4%

Vision, values and aims

Our Vision

Methilhaven Nursery is a place where every child feels loved, nurtured, and included. Our vision is to create a warm, welcoming environment where fun and learning go hand in hand. Through quality play experiences, we spark curiosity, build confidence, and foster a sense of belonging. We offer stimulating opportunities for children to explore, imagine, and discover - while embracing intergenerational learning. By connecting children with older generations, we share wisdom, stories, and skills that strengthen community ties and celebrate learning across all ages.

	Our Values and Aims <u>Fun</u> Offering playful interactions that support emotional wellbeing and promote meaningful relationships with peers, adults and older friends. <u>Nurture</u> Creating a culture of nurture and comfort, where children feel safe, valued, and respected for who they are. Supported by strong relationships that span generations. <u>Love</u> Recognising and celebrating every child's achievements, while fostering meaningful connections across generations to inspire and grow together. <u>Included</u> Ensuring that our practice is inclusive, recognising and embracing the uniqueness of every child, family and those in our community. Together with families and our community, we build a foundation for lifelong learning happiness and success.					
Attendance	Total	89 %	Authorised absences	10%	Unauthorised absences	1%

Summary of consultation with stakeholders	<u>Families</u> Our families are involved in ongoing consultation throughout the academic year. Questionnaires are used to gather the viewpoints from families on a variety of topics including our Family Learning timetable and Intergenerational Learning. This year, families were consulted throughout the process of adapting our Vision, Values and Aims – helping to ensure that the values were also reflective of their views. In May 2026, when asked their opinions on the nursery families were very positive. For example, from the families who responded all were all in agreement that nursery practitioners treat their children fairly and with respect. 100% of families who responded also felt that our new nursery values were evident within the setting. This provides strong evidence that our ethos is both understood and experienced positively by families. 100% of families also indicated that <u>Children</u> In May 2026, children were asked to share their views about the nursery. Feedback was very positive, with 100% of children indicating that adults listen to them and 100% reporting that adults help them to learn something new. When asked about their favourite experiences, 25% of children highlighted visits to the Care Home and time spent with their older friends. Regular opportunities for children to share their views through discussions and observations of play ensure their voices meaningfully influence the environment and planning. This feedback is used to enhance playroom experiences, floor books, PLJs and responsive planning approaches. Children's views clearly reflect our values of love, included, nurture and fun. Children feel listened to and respected, are supported by warm and responsive relationships, and engage in
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	enjoyable meaningful experiences such as intergenerational learning. Children's voice is evident throughout both playrooms and continues to shape practice across the setting. <u>Stakeholders</u> Partner agencies and stakeholders are valuable to collaborative working. In May 2026 a questionnaire was sent to our partners to evaluate the success of session 25/26. The results from this questionnaire will support and inform our next steps for the following academic session. All stakeholders agree 100% on several areas including feeling their service is valued and that our new nursery values are evident within the setting. Additional comments include - I feel there is a very strong partnership between my service and the 3 nursery settings. The nurseries are very good at offering support and taking on any advice/strategies offered. We have very good communication which is key to effective partnership working. - All 3 nurseries have a great understanding of their community and what works best for their children and families. The core values highlight the key strengths of the nurseries and continuing their hard work in keeping good quality relationships with families and children will ensure the best outcomes for all. - Health Visiting has an excellent working relationship with the nursery and value their support and communication.
Cost of the School Day statement	In response to insights from SIM-D data, the nursery is committed to reducing the impact of the Cost of the School Day and ensuring that all children and families can participate fully throughout the year. • Our Pop-Up Shop supports children and families by providing access to everyday essentials, including toiletries, store cupboard items and pre-loved clothing for all ages, helping to ease financial pressure. • Through our Family Learning Programme, we offer free and inclusive opportunities for families to build confidence in supporting their children's learning. Activities are free which encourage families to recreate them at home, without the barrier of cost. • We also provide a range of take-home learning resources, such as library books and literacy packs, enabling children to extend their learning without families needing to purchase additional materials. • Where appropriate, we make applications throughout the year to access funding from local charities and community businesses. This allows us to provide resources and experiences for our families at no cost, ensuring financial barriers do not affect access to learning.

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

Improvement Priority 1:

- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level using a range of observation and evidence to inform professional judgements
- Record achievements on the Progress system to ensure each child's learning journey is tracked from entry into Nursery

ELC Quality Improvement Framework Quality Indicators:

- Children experience high quality spaces
- Play and learn
- Curriculum
- 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

- All practitioners engaged in professional learning to develop confidence in using a range of evidence to track children's progress across the curriculum
- Practitioners consistently used Personal Learning Journals, Learning Walls and planning documentation to gather and analyse high-quality observations and to identify gaps in learning as well as next steps in order to plan targeted support for individual children where appropriate
- Practitioners analysed evidence alongside eLIPS data to inform professional judgements about children's achievements to track progress across the curriculum
- Practitioners set individual targets based on careful analysis of progress data to ensure appropriate support and challenge
- Practitioners participated in professional learning to support the implementation of the new Progress system
- Practitioners applied this learning to complete end-of-year reports and share meaningful information about children's learning with parents and feeder primary schools

Impact

- More accurate and consistent use of evidence has led to improved identification and tracking of children's progress across the curriculum
- Learning experiences are better matched to individual needs, resulting in increased engagement, motivation and sustained involvement in play
- Effective use of data to inform next steps ensures children receive timely, targeted support, leading to stronger progress in learning and development
- Clearly identified individual targets support appropriate challenge and support, promoting increased achievement and growing confidence
- Improved tracking supports earlier identification of gaps in learning, helping to reduce barriers and promote equity for all children
- High-quality sharing of information with parents strengthens partnerships, enabling families to better understand and support their child's learning
- Effective sharing of progress and achievements with feeder schools will contribute to improved supports and pace for children as they make the transition to primary 1

Next Steps

- Embed consistent use of high-quality evidence to strengthen accuracy in tracking progress and recording this on Progress system
- Further develop practitioners' confidence in analysing data to identify gaps and support early intervention
- Strengthen practitioners' use of progression pathways to ensure precise tracking of progress and timely identification of next steps across the curriculum
- Extend use of the Progress system to support ongoing tracking and predictions throughout the year, with support from EYLO and Principal Teacher
- Enhance parental engagement through more regular and meaningful sharing of children's achievements and progress during regular Parent Chats

Improvement Priority 2:

- Increase practitioners' knowledge and use of the new Quality Framework for the early learning and childcare setting
- Review our Vision, Values, Aims and Curriculum Rationale

Quality Improvement Framework:

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|--|-------------------------------------|
| • Leadership and management of staff and resources | • Curriculum |
| • Staff skills, knowledge, values and deployment | • Learning, teaching and assessment |
| • Leadership of continuous improvement | • Nurturing care and support |
| • Children experience high quality spaces | • Wellbeing, inclusion and equality |
| • Play and learn | • Children's progress |
| | • Safeguarding and child protection |

Has this priority been:
(please highlight)

Fully achieved



Partially achieved

Continued into next
session

Progress

- All practitioner's engaged in curriculum development to ensure that practitioners are becoming more confident to articulate the purpose and design of the curriculum and translate this into practice. This is aiding greater consistency in planning and delivery, with children experiencing coherent, progressive learning across indoors, outdoors and community context.
- Through refreshing our vision, values and aims in consultation with all stakeholders we have actively involved them in shaping our curriculum rationale to ensure it captures the uniqueness of our setting to improve outcomes for all children, capitalising on our sector-leading intergenerational learning.
- Through active consultation with our children and families, we successfully gathered a range of perspectives. Integrating this valuable feedback has directly shaped the design of our curriculum the creation of our refreshed vision, values and aims for Methilhaven Nursery.
- Our curriculum design prioritises equity, inclusion and excellence, with targeted interventions led by the EYLO ensuring that potential gaps in learning are identified early and addressed effectively. This has resulted in improved outcomes for targeted groups of children, particularly in relation to engagement, communication and wellbeing.
- Through our QA processes and staff development sessions we have used the new Quality Framework curriculum challenge questions and Fife's Quality Toolkit to help us to reflect on our practice to support us to shape our curriculum rationale to meet the needs of our context, community and children in line with CfE principles.
- Our new curriculum graphic illustrates our learning journey and the connections we have in the local community.

Impact

- All children are experiencing a consistent and coherent approach to learning across all playrooms.
- Learning experiences increasingly reflect children's needs, interests and stages of development, improving engagement and involvement
- All children's voices are more valued and reflected in practice, supporting confidence and independence which is reflected in planning and individual PLJ's.
- A clearer, shared vision leads to more purposeful interactions, enhancing the quality of learning and play
- Children benefit from a curriculum that is more responsive and meaningful, supporting progress across all areas of development
- Stronger partnerships with families ensure children's experiences are better understood and supported between home and setting
- A consistent values-driven approach supports positive relationships, wellbeing and inclusion for all children
- Families have a clear visual representation of how our nursery supports their child's learning

Next Steps

- Ensure the vision, values and curriculum rationale are embedded in daily practice, planning and interactions with children and families
- Support practitioners to use the curriculum rationale to inform consistent, high-quality experiences for all children
- Strengthen partnerships with families by creating opportunities for engagement with the curriculum rationale

Improvement Priority 3:

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

Has this priority been:
(please highlight)

Fully achieved

✓

Partially achieved

Continued into next
session

Progress

- After undertaking the training package from Think Equal all practitioners now have a sound understanding of the programme objectives. This has helped to identify the trackable experiences and outcomes to support children's new learning, knowledge and skills. The Think Equal programme has been introduced into both playrooms, through intentional promotions which has supported holistic understanding of social equality, gender, racial and religious equality, social and emotional health and well-being and global citizenship.
- Building on the introduction of Think Equal within the Oak Room from session 24/25, a more structured approach was implemented from August 2025. Lessons are delivered in numerical order and effectively linked to fortnightly planning, allowing children sufficient time to explore key themes in depth. Almost all children in the Oak Room regularly participate in Think Equal sessions, with Senior EYOs leading delivery to model effective practice and support the upskilling of practitioners ahead of wider rollout next session.
- Children in the Acorn Room are in the early stages of engagement, becoming familiar with key stories, vocabulary and concepts linked to social and emotional learning. Themes are introduced in an age-appropriate manner to meet the children's needs by skilled interactions from practitioners.

- Most Practitioners are beginning to embed Think Equal themes across the playroom. Books are displayed within relevant areas to support connections in learning (e.g. *How We Feel* in the emotions area, and as *Wally the Wave* and sensory bottles have been introduced within the sensory den to reinforce calming strategies.)
- Think Equal stories and activities are being used beyond the immediate playroom environment, and are being introduced within family learning groups and periods of transition, for example *The Tale of Baby Beetroot* through PEEP sessions to support children who are beginning their transition onto Primary 1.
- When discussing how they feel and their emotions, some children are beginning to recall and apply strategies introduced during Think Equal sessions, such as deep breathing and mindfulness, and most children are able to recognise the role of friendships in influencing how they feel.

Impact

- There is growing evidence of the majority of children beginning to recognise and talk about their emotions confidently, with a few able to suggest strategies to support their own and others wellbeing. This was reflected in the questionnaire carried out in May 2026 where children were asked to share what they would do if they felt upset at nursery; a few children were able to recall themes from sessions including breathwork (Health Minds sessions), and most children acknowledged that their friends/staff can make them feel happy.
- Observations in the majority children's PLJs increasingly capture aspects of social and emotional development, indicating that this area is becoming more visible in practice. This is enhancing Health and Wellbeing opportunities, as most children are exploring these themes with greater depth.
- The Think Equal programme is being embedded across the environment and daily routines, supporting the Oak Room children to make connections in their learning. All practitioners are becoming more confident in co-delivering sessions and extending this learning through play.
- Acorn children are being exposed to the stories and activities from the programme, supporting them to become familiar with the early vocabulary and concepts of the

Next Steps

- The Think Equal Programme will continue to be embedded across the nursery, supporting children's developing social and emotional awareness
- From August 2026, practitioners will confidently plan and deliver Think Equal sessions independently
- A consistent, shared approach to delivery will be established across the setting
- Programme themes will be regularly revisited through play experiences and intentional promotions
- Opportunities for reinforcement will be built into everyday learning experiences
- Tracking and moderation of social and emotional development will be enhanced to show evidence of children's progress over time

Improving Outcomes

Attainment

Literacy areas	% of N5 leavers working within Early Initial Engagement	% of N5 leavers working within Early Progressing
Reading	8%	92%
Writing	8%	92%
Listening and Talking	8%	92%

2026 Literacy Statistics

Across the nursery – We have 13 children at N5 stage

Children's literacy attainment remains broadly consistent with last session, with the majority of children working within the Early Progressing level across reading, writing, listening and talking. Practitioners continue to offer rich daily opportunities for children to engage in literacy experiences including story sessions, Bookbug and Kodaly. This is having a positive impact on all children, as the approach is individualised to their own learning needs.

2026-2027 Numeracy Statistics

Numeracy areas	% of N5 leavers working within Early Initial Engagement	% of N5 leavers working within Early Progressing
Number, Money and Measure	15%	85%
Shape, Position and Movement	8%	92%
Information Handling	8%	92%

Across the nursery – We have 13 children at N5 stage

Children's numeracy scores also remain consistent with last session, with all N5 children moving on to school working within early progressing level for all areas of their numeracy. To support this, numeracy opportunities are embedded into the nursery session. Practitioners offer a variety of experiences to build numeracy skills including board games, songs and rhymes and play with loose parts. These provide meaningful opportunities for children to develop confidence and apply skills in a range of contexts.

Progress Over Time

- From evidence gathered through planning processes, assessment and moderation activities individual children are making good progress in their learning across the curriculum. All children are confident in leading their own learning across both stages. Children's voice is evident in planning to influence learning experiences across the curriculum.
- Almost all children take part in intergenerational experiences with adults in the care home setting. This has a positive impact on broadening the children's learning across the curriculum.
- All children in the Oak Room are learning about the importance of 'Think Equal' programme and messages while they explore different themes around social learning.

Achievements

Methilhaven Nursery has continued to strengthen its reputation within the local and wider community this session. Intergenerational Learning remains central to what makes us unique – however, we have continued to build community links by establishing Family Groups for families in the local area. These groups include; community toddlers, Messy Play and Bookbug sessions where we have continued to embed the *50 Things to Do Before You're Five* initiative into our sessions. In partnership with The Big House Project Fife, we have supported families facing hardship by providing essential household goods free of charge, helping to ease stress and reduce poverty. Our weekly Pop-up Shop offers affordable food and toiletries, reducing stigma and promoting healthy choices.

Effective Contributors:

Our Family Learning Programme continues to provide meaningful opportunities for children and their families to play and learn together within our nursery community. Open to families from birth onwards, these sessions provide accessible support and rich experiences. The progressive nature of these groups encourages families to build confidence and develop relationships over time. These opportunities strengthen communication, collaboration and positive partnerships between home and nursery.

Successful Learners:

Due to our unique location, we have made use of all spaces available within the Nursery and Care Home complex. Practitioners are able to take children to the Magic Table Room, Lounge, Day Service Room or Nursery Family Area as breakout spaces – providing a calm and purposeful learning environment. These spaces allow children to engage small group experiences and focused activities. These spaces have been particularly useful for Think Equal sessions allowing more depth of discussion enhancing children's engagement in their learning.

Responsible Citizens:

Children regularly benefit from both spontaneous and planned opportunities to visit their older friends in the Care Home. These experiences support our children to develop their awareness of the older generation. Children across both stages are becoming more confident when mixing with the older adults during sessions, and these opportunities are a highlight of the week. We also make use of opportunities to support our local community – visiting the residents from the Very Sheltered Housing Complex with cards for holidays.

Our Family Learning programme is free of charge and provides families somewhere to come to meet other parents/carers with the aim of building on their capacity. Groups are run for nursery families as well as the wider community.

Confident Individuals:

We have continued to be a part the Think Equal Pilot for Fife, delivering this through a bespoke and nurturing approach. This supports children to develop emotional literacy, resilience and an understanding of equality and global citizenship. Achievements are shared through our Seesaw pages, Facebook, nursery newsletters, and children's individual Personal Learning Journals.

Evaluations (ELC)

	2023-24	2024-25	2025-26	Inspection Evaluations
1.3 Leadership of Change	5	5		N/A
2.3 Learning, teaching and assessment	5	5		N/A
3.1 Ensuring wellbeing, equity and inclusion	5	5		N/A
3.2 Securing children's progress	5	5		N/A

Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)

	2025-2026	2026-2027	2027-2028	
Curriculum	5			
Learning, Teaching and Assessment	5			
Wellbeing, Inclusion and Equality	5			
Children's Progress	5			
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.				