**Woodlands Family Nurture Centre**

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**Standards and Quality Report**

**Academic Session:**

**2024-2025**



***Achieving Excellence and Equity***

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| **Context of the School** |
| **Demographic** | **Setting Roll** - 83 (3-5 year old’s)  - 20 (2 year old’s)Woodlands Family Nurture Centre is located in Methil, which is an area of social deprivation. 74.8 % of our families are living in SIM-Decile 1, 2 and 3 and only 2.8 % of our children and families are out with SIM-D 1-5. This contributes to some of the challenges our families face. As a Nurture Centre, our staff team are aware of these challenges and we are continuously seeking ways to offer support to remove barriers which some families face.The majority of our children will transition to local feeder schools – Methilhill PS, Aberhill PS, Buckhaven PS, St Agatha’s PS and Parkhill PS. **Current Staffing** Senior Leadership Team: Head Teacher (across 3 settings) Depute Head of CentrePrincipal Teacher (across 3 settings) 2 Senior EYOs1 Senior EYO Family Worker1 Lead Officer1 Lead Officer (across 3 settings)FT EYOs - 1530 Hour EYOs - 225 Hour EYOs - 320 Hour EYOs - 418 hour EYOs - 2Apprentices - 2PSA 2 - 2Admin Assistant - 1Clerical Assistant (18 hours) – 2SIMD Data shows 74.8% of children attending Woodlands Family Nurture Centre live in SIMD 1 to 3. With the remaining 25.2% living in SIMD 4 or above**SIMD Data**Other data:Children with EAL – 9LAC – 1Children on CP Register – 0Children with significant ASN - 18 |
| **Vision, values and aims** | We aim to provide a safe, welcoming and nurturing environment for all. We work in partnership with others to empower, support and influence positive life changes and lifelong learning for all children and families. **Our Values**- Value Partnerships - Included- Friendly, fun, nurturing environment - Child centred learning for all**Our Aims****-** We work alongside professionals and agencies to support our families- Children are involved in their own learning through responsive planning, learning walls, floorbooks and PLJ folders.- We provide a rich and stimulating environment with a range of challenging resources.- Children are treated as individuals and practitioners are responsive to their learning needs |
| **Attendance** | **Authorised Absence** | **16.22**% | **Unauthorised Absence** | **2.17%** |
| **Exclusions** | 0 |
| **Summary of consultation with stakeholders** | In May 2025, a questionnaire was distributed to gather feedback from all stakeholders, evaluating the success of session 24/25 and informing planning for 25/26. Families are engaged in ongoing consultation throughout the year via regular questionnaires covering various topics, including family groups and holiday provision. Additionally, a parent focus group meets termly to discuss key issues. The feedback collected through these questionnaires guides our continuous improvement and informs future strategies.**Parents/Carers**- via Seesaw – Responses 10Child Age Distribution: 2-year-olds: 30%, 3-year-olds: 30%, 4-year-olds: 30%, 5-year-olds: 10%Feedback on Nursery Experience:Parents gave 100% agreement across all statements, including:* + -Children enjoy coming to nursery
	+ -Staff treat children fairly and respectfully
	+ -Children feel safe, confident, and emotionally supported
	+ -Learning experiences are well-matched to children’s needs
	+ -Staff know children as individuals and support their development
	+ -Parents receive helpful feedback and ideas for home learning
	+ -The nursery is well led and managed
	+ -Parents feel comfortable approaching staff
	+ -Transitions are well supported
	+ -Parents would recommend the setting

**Children** – they were supported by familiar practitioners using visuals – Responses 62Most of the children’s responses were very positive. 93% of children answered ‘yes’ when asked “Do you have fun at nursery?”. We used the questionnaire as an additional opportunity to understand what could make our nursery even more enjoyable for everyone.**Practitioners** – sent electronically via email – Responses 28Most staff responses were highly positive, with 100% agreement on several key areas such as:-Feeling rewarded in their role-Understanding the setting’s context-Feeling their professional learning improves their practice-Child protection and safeguarding procedures-Leadership and management-Children’s engagement and learningThese areas higher disagreement (above 10%) and are considered opportunities for development:-Encouragement to share practice with other settings (86% agree / 14% disagree)-Opportunities for leadership roles (82% agree / 18% disagree)-Involvement in setting priorities and self-evaluation (89% agree / 11% disagree)-Respect among colleagues (85% agree / 15% disagree)-Communication across staff levels (75% agree / 25% disagree)-Support for planning and assessment (89% agree / 11% disagree)**Stakeholders** – sent electronically via email – Responses 3Most stakeholder responses were highly positive, with 100% agreement on several key areas such as:-Regular partnership working-Effective joint planning and delivery-Promotion and valuing of partner services-Opportunities to network and share practice-Clear understanding of the setting’s context-Overall satisfaction with partnership workingSuggest opportunities to strengthen collaboration by involving partners more in reflective and evaluative processes.-Involvement in self-evaluation of joint work (67% agree / 33% N/A)-Evaluating the impact of partnership working (67% agree / 33% N/A)**Additional comments we received:****“**Health Visiting Service work very closely with the above nursery and we all benefit from this good partnership working.”“Welfare support - CLD Fife Council, have found the partnership working with the Nursery's to be very fulfilling. The abilities to support parents/other partners or the Nursery's directly has made for smooth transitions, great relations and built a trusting partnership” |
| **Attainment Scotland Fund Allocation (PEF)** | None |
| **Cost of the School Day statement** | We are committed to supporting families and reducing the cost of the nursery day wherever possible through:* Family Learning Programme – Free and engaging sessions for families to build skills and confidence in supporting their child’s learning, with breakfast or snacks provided for all participants.
* Pop-Up Shop – Access to everyday essentials like toiletries, cupboard staples, and pre-loved clothing for all ages.
* The Big House – Access to free household goods to ensure children and their families have a solid foundation, where they feel safe and secure.
* Take-Home Learning Resources – Children can borrow books and learning materials from our lending library to support their learning at home.
* Additional Funding – Throughout the year we access funding from local charities and businesses. This helps us provide extra resources and opportunities for families at no additional cost.
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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** |
| School Improvement Priority 1: * **To create an inclusive learning community which will increase our capacity for supporting learners who have additional support needs.**
* **Improve collaboration with families to ensure children’s needs are valued and supported.**
* **Children with additional support needs will thrive, attend and achieve positive and equitable outcomes**
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| HGIOELC Quality Indicators:* 1. – Self-evaluation for self-improvement

1.3 – Leadership of change2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.6 – Transitions 2.7 – Partnerships3.1 – Ensuring well-being, equity and inclusion 3.2 – Securing children’s progress |
| Has this priority been:(please highlight) | Fully achieved | **✓** | Partially achieved |  | Continued into next session |  |
| **Progress** * All practitioners received training on trauma informed practice. This included a focus on emotional regulation support for children
* Practitioners created dedicated nurturing spaces in each playroom, with access to resources to support children with emotional regulation. All children independently access resources, as well as doing this with the support from practitioners
* All practitioners received training on Social Communication, use of Up, Up & Away Circle Framework and understanding of Neurodiversity from the Supporting Learners Service
* Practitioners were supported to use the Circle Framework to feel more equipped in identifying effective strategies to engage children and plan for progress and achievements, linked to stages of development
* Support files were updated to include relevant information and strategies to support children to overcome barriers to learning. Parent helpline numbers are easily accessible for practitioners to share with parents – this is done through a supportive and coaching approach where appropriate
* Practitioners collaborated to create a nursey charter for inclusion which promotes consistent approaches across the setting
* We now gather data to find out if any of our children were born prematurely
* Practitioners document individual children’s need on an overview sheet to ensure all practitioners working with the child have a shared understanding of their needs and support strategies
* Parents are supported to be involved in their child’s learning and support needs
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| **Impact*** Practitioners have tailored the learning environment to meet the needs of children. Children’s needs are well supported through access to stage appropriate resources and supports
* All children are thriving in environments which meet their needs and where practitioners are more confident in identifying and meeting individual children’s needs
* All children receive high quality nurturing interactions from practitioners who are skilled in understanding their needs
* Using the Circle framework to assess children’s needs has enabled practitioners to target support for individuals and plan for success and achievements for all children. This has removed barriers for those children with specific difficulties so that activities and opportunities can be adapted to meet their needs
* Practitioners use updated support files to support individual children’s needs and plan targeted support and improve outcomes
* All practitioners use shared language and strategies to ensure all children are welcomed, respected and included
* Parents are informed and included in supporting their child’s needs
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| **Next Steps**Continue to be responsive to the needs of individual children and seek training opportunities and support from additional agencies to ensure appropriate supports are in place for individuals. Consider training opportunities for practitioners linked to Prem Awareness. |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** |
| School Improvement Priority 2: Children’s literacy skills will be enhanced through, the use of digital technology. To reflect on pedagogy and how we progress children’s learning taking into consideration Local and National guidance and documentation underpinned by Realising the Ambition: Being Me, GIRFEC, Early Level Curriculum for Excellence and the Digital Learning and Teaching Strategy for Scotland. Considering provocations, ourselves, our spaces and environments as we look inwards, outwards and forwards. |
| HGIOELC Quality Indicators:2.2 - Curriculum 2.3 - Learning Teaching and Assessment 3.3 - Developing creativity and skills for life and learning |
| Has this priority been:(please highlight) | Fully achieved | **✓** | Partially achieved |  | Continued into next session |  |
| **Progress** * Almost all practitioners engaged in professional learning and moderation activities around digital literacy and digital technology, using Realisingthe Ambition: Being Me, GIRFEC, Early Level Curriculum for Excellence and the Fife progression Pathways to support planning and observations for children.
* Almost all practitioners have engaged in personal development to support confidence in understanding digital technology for their own use, allowing effective and efficient working practices.  Professional dialogue and practitioners’ consultation determined QR Code creation, AI, Adobe Express and Microsoft Forms were areas of development.
* Almost all practitioners engaged in professional learning and discussion on the implementation of digital literacy and technology outdoors.
* All practitioners completed an audit of digital resources available within their play space, reflected on their play pedagogy and the appropriate outcomes and experiences available. Professional discussion with practitioners and children supported consideration of any additional resources required to provide rich provision for all children in consultation with the Early Level Curriculum for Excellence Benchmarks and Fife PLJ Trackers.
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| **Impact** -Almost all correspondence to parents is now shared on digital platforms.  This has improved parental access to information and updates, fostering a positive relationship to support children's learning. -As part of our transition to school, we create an individualised 'This is me' video, to capture a holistic essence and understanding of the child in real situations.  This enables the child's needs to be better met by school practitioners. -Children have tailored learning experiences to match their individual developmental stage and needs, which leads to better engagement in activities and appropriate challenge to support progress across digital technology and digital literacy skills.  This is tracked using the PLJ trackers. |
| **Next Steps**-To continue to plan and moderate around the curricular area of Digital Literacy and Technology to continue to develop skills and knowledge of practitioners and children. We aim to plan for challenge and increase pace and progression. This will be highlighted next session in our planned update to our curriculum rationale. |

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| **Improving Outcomes** |
| **Attainment****2024-2025 Numeracy Statistics 2024-2025 Literacy Statistics**Across the nursery – 47 N5’s Across the nursery – 47 N5’sThese tables show that in May 2025 100% of our N5 leavers were working at the Early Progressing level in all areas of numeracy and literacy.

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| Numeracy area | % of N5 leavers working within Early Initial Engagement | % of N5 leavers working within Early Progressing |
| Number, Money and Measure | **/** | **100%** |
| Shape, Position and Movement | **/** | **100%** |
| Information Handling | **/** | **100%** |

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| Literacy area | % of N5 leavers working within Early Initial Engagement | % of N5 leavers working within Early Progressing |
| Reading | ***/*** | **100%** |
| Writing | **/** | **100%** |
| Listening and Talking | ***/*** | **100%** |

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| **Achievements**Our Family Worker collaborates with local agencies to support welfare, budgeting and other services. In partnership with The Big House Project Fife, we have supported families facing hardship by providing essential household goods free of charge, helping to reduce stress. Our weekly Pop-up Shop offers affordable food and toiletries, reducing stigma and promoting healthy choices. Children have developed skills through a variety of activities linked to the four capacities:-**Effective Contributors**: Enterprise activities at fayres and sponsored events around the community which funds new resources. -**Successful Learners**: PEEP, Playroom Patter, Bide and Blether, Bookbug and Tots and Tea offer children and care givers opportunities to play and learn together.-**Responsible Citizens**: Our holiday programme supports the community to come **together and connect. We support families to access to free local activities and offer hot/cold meals during the holidays to combat food poverty.** -**Confident Individuals**: We have been part of the Think Equal Pilot for Fife, delivering this in a bespoke way. Which ensures inclusion and equity for all children. Supporting children to develop emotional literacy while gaining an understanding of social equality and global citizenship. Achievements have been shared through Seesaw, newsletters, and Personal Learning Journals.. |

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| **Evaluations (School)** |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**(since August 2024) |
| 1.3 Leadership of Change |  |  |  |  |
| 2.3 Learning, teaching and assessment |  |  |  |  |
| 3.1 Ensuring wellbeing, equity and inclusion |  |  |  |  |
| 3.2 Raising attainment and achievement |  |  |  |  |
| **Evaluations (ELC)** |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change | 5 | 5 | 5 |  |
| 2.3 Learning, teaching and assessment | 5 | 5 | 5 |  |
| 3.1 Ensuring wellbeing, equity and inclusion | 5 | 5 | 5 |  |
| 3.2 Securing children’s progress | 5 | 5 | 5 |  |
| **Care Inspectorate Evaluations (ELC)** |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? |  | 5 |  |  |
| How good is our setting? |  | 5 |  |  |
| How good is our leadership? |  | 5 |  |  |
| How good is our staff team? |  | 6 |  |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. |  |