

Blairmore Early Learning Centre

Standards and Quality 2025-26



Context of the Establishment

Our Establishment

Blairmore is an Early Learning centre which caters for 15 children aged 2-3 years at any one time, one full time equivalent places are private to support parents working or attending further education. The remaining fourteen places are for children whose parent's situation are in line with The Scottish Government's Qualifying Benefits Criteria or part time places for children referred by another agency.

The second playroom has 40 children aged 3-5 years receiving Scottish Government 1140 hours entitlement, term time six hours daily, serving the community of East End of Greenock, sharing the campus with a local school provision. Currently 75% of our children attending the nursery live in Scottish Index of Multiple Deprivation, bands 1 and 2.

Our vision is that all children will reach their potential and this is implemented through respecting children's individuality. Staff use robust assessments to plan appropriately for children setting up high quality learning experiences in both playrooms and outdoor environments; encouraging children to play, grow and learn together. We believe in nurturing an inclusive environment where children will feel secure, happy and their individuality, ability and skills are valued.

Partnership with children, parents, carers, other agencies and the local community are essential to providing the best service we can for you and your child. Parents/ carers are central to their child's learning and from this early point can share their knowledge of their child. Parents/Carers have been involved in their child's learning and teaching and we plan to enhance this going forward involving them in a variety different ways including playroom activities and workshops. We work effectively with our local schools to support transitions and continuous learning.

Our philosophy at Blairmore is to be a place where adults feel welcome and children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Values, Visions & Aims

Blairmore gets it right for children and families through the implementation of "Our Values Vision & Aims"

Values

Belonging

Children are at the centre of our service, and families and staff work in partnership using parent's prior knowledge of their child along with staff knowledge and expertise, to have a shared vision of each child's learning journey to ensure all children achieve their potential

Being

A welcoming, friendly and approachable, community of learning for children, who reach their potential through high quality learning and teaching experiences based on play and fun. Where children, parents and staffs' voices are listened to and influence the day to day experiences provided within Blairmore, creating a true sense of identity and belonging

Becoming

Working in partnership we will nurture and support children to be confident and successful, and have an ability to recognise success, be resilient and be able to problem solve leading to lifelong learners with dreams and aspirations leading to success and achievement in life.

Our vision is that children will be:

Included, Respected, Happy, Kind, Secure, Supported, Enthusiastic, Safe, Listened to, Successful

Our Aim is to do this by:

Staff having leadership of their own group and working as a team who are:

Caring, Motivated, Dedicated, Committed, Sincere, Honest, Experienced, Nurturing

Our service aims to do this by:

Effective Communication, High Quality Care, Monitoring Individual children, Continuous Staff Training,
Working in Partnership, Effectiveness of the Service

Establishment priority 1: Health & Wellbeing

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
School leadership
Parental engagement
Assessment of children's progress

HGIOS

1.1 Self-evaluation for self-improvement
2.5 Family learning
3.2 Securing Children's Progress
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

Article 28: (Right to education):
Article 29 (Goals of education):

Outcome: [Cut and paste from SIP]

By **May 27** Inverclyde councils tracking tool will show that **all children** already assessed will show an overall increase of **5% making good progress in numeracy**.

By **May 27** Inverclyde councils tracking tool will show that **all children** already assessed will show an overall increase of **5% making good progress in literacy**

By **October 2026** all staff's knowledge of Learning journals will have been developed through training and workshops, and by **May 2027** tracking will show **that all children** who are already assessed will show an increase of **5% making good progress with accurate data**.

By **August 2026** staff in Acorn room will have researched and developed knowledge of schemas and will have created a presentation to Increase **all staff knowledge** By **October 2026** the gaps in resources will be purchased and this will be evident with the nursery environment, showing an increase of engagement of **almost all children** at this stage.

All children in the 2-3 years room **will be assessed** and have **appropriate target to reach their potential by Oct 25**.

Progress and impact of outcomes for learners:

Diversity and Multi-Cultural Learning

By May 2026, children in the 3–5 room had participated in a wide range of experiences, which supported their understanding of diversity, inclusion and multiculturalism. Learning opportunities focused on cultures represented within our local community and included tasting foods from around the world, families sharing traditional cultural dress, and participating in cultural songs and dances. Observations, learning journals and planning book evidence demonstrate that almost all children developed an increased awareness and understanding of their own culture and those of others. As a result, children demonstrated respect, curiosity and positive attitudes towards diversity, successfully meeting this improvement priority. The depute has completed Building Racial literacy (BRL) course and along with colleagues has completed a racial literacy audit which will lead to an action plan to enhance our practice.

Parental Engagement in Health and Wellbeing

Health and Wellbeing Week provided valuable opportunities for families to engage in their children's learning. Activities included planting experiences lead by Julie from Belville Community Garden project, observing the butterfly lifecycle and the release of butterflies, daily MUGA walks with a family walk to conclude the week. Attendance records show that 91% of children attending that day were accompanied by at least one adult family member across both the 2–3 and 3–5 rooms. Feedback from families indicated that these experiences enhanced their understanding of Health and Wellbeing outcomes within the curriculum and provided practical ideas to support learning at home.

Data shows that 100% of children are making expected progress in Health & Wellbeing sub Relationships sexual health and parenthood 2 from Inverclyde council tracker, 92 % are on track and 8 % require additional support however enjoyed and had a sensory hand on experiences relevant to their age and stage of development. All

children requiring support have individual plans in place to ensure their needs are appropriately addressed and monitored.

Implementation of PATHS

The PATHS programme has been successfully embedded across the setting, with staff consistently using PATHS language and strategies throughout daily practice. Monitoring and observations show that almost all children actively engage with PATHS experiences and regularly use the language associated with emotional literacy, safety, kindness, listening and self-regulation. Children and staff confidently remind one another about PATHS rules and strategies, demonstrating that the programme has become a natural part of the nursery environment.

To strengthen partnerships with families, a PATHS leaflet was developed and shared with parents to promote consistency between home and nursery. A dedicated PATHS display showcasing children's participation further supports family engagement. Feedback gathered indicates that families have an increased understanding of emotional literacy and the language used to support children's emotional development. Learning journals for the 3-5 years room and monitoring evidence show that children going to school 85 % of children are on track and 5 % are behind expectation in Health and Wellbeing sub heading Mental & Emotional, demonstrating the positive impact of the programme. Children returning to nursery in August, 80 % of children are on track and 20 % are behind expectation in Health and Wellbeing sub heading Mental & Emotional. Although children understanding and observation shows good understanding there are children who require support as they become deregulated and at these points cannot follow the PATHs strategies, 10% of the 20% are made up of children who started in April 26 and children with Individual learning plans.

The 2-3 years room has introduced the PATHs characters to start children understanding and create a consistent approach to rules across the whole service, the children now recognise the puppets and can link the characteristic to the soft toy.

Progressive Physical Development Programme

The Health and Wellbeing Working Group successfully researched, developed and implemented a progressive physical development programme linked to Curriculum for Excellence pathways. The programme was embedded across two terms and provided a clear progression framework for children's physical development.

Tracking and monitoring evidence within Inverclyde Council tracker sub heading Physical Education 1 & 2, demonstrate positive outcomes with 38 % of children behind and 62 % on track in Physical Education 1 & 2 by June 2026. Staff observations indicate increased confidence, participation and skill development across special awareness, listening cooperation, supporting children's overall wellbeing and development. This program has created a more focused progressive approach to Our Physical Education program supporting children to reach their potential.

Learning Journals, Target Setting and Positive Relationships

Monitoring of learning journals confirms that all staff consistently record children's learning to a high standard, clearly evidencing progress over each 12-week block. Learning is regularly shared with parents, who contribute to discussions around next steps that create new targets. Staff demonstrate a strong understanding of effective target setting, ensuring targets are measurable, achievable, appropriately challenging and realistic within the agreed timescale.

The significant improvements in the quality of learning experiences and environments are further reflected in the recent Care Inspectorate inspection, where the setting achieved grades of Very Good for both Play and Learning and children thrive and develop in quality spaces. This represents a substantial improvement over the eight-month period since the previous inspection and provides strong evidence of the positive impact of the setting's improvement priorities on children's learning, wellbeing and development.

Next steps

- Staff member trained in BRL along with a working group carried out an audit and will create an action plan for improvement and implement.
- Increase staff knowledge of the promise and use knowledge to embed into practise
- Creating planning formats that identify children's rights that we are focusing on to raise staff and children's understanding of their rights
- Review and self-evaluate current planning, recording and time lines and create a revised 12 week plan that is effective in managing workload and time across the service and includes a focus on the broad general curriculum

Establishment priority 2: Literacy and Numeracy: Tracking, Staff training on Journals, Birth to 3 years tracker introduced, Moderation

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism
Assessment of children's progress
School leadership

HGIOS/ELC QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 2.4 Personalised support
- 1.3 Leadership of change

UNCRC

- Article 3 (Best interests of the child):
- Article 4 (Protection of rights):
- Article 5 (Parental guidance):
- Article 42 (Knowledge of rights):*

Outcome:

By **May 27** Inverclyde councils tracking tool will show that **all children** already assessed will show an overall increase of **5% making good progress in numeracy**.

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By **August 2026** staff in Acorn room will have researched and developed knowledge of schemas and will have created a presentation to Increase **all staff knowledge** By **October 2026** **the gaps in resources will be purchased** and this will be evident with the nursery environment, showing an increase of engagement of **almost all children** at this stage.

All children in the 2-3 years room **will be assessed** and have **appropriate target to reach their potential by Oct 25**.

Progress and impact of outcomes for learners:

Literacy and Numeracy Progress

Tracking information gathered through Inverclyde Council's tracking tool demonstrates that children continue to make positive progress in both literacy and numeracy. Staff have embedded literacy and numeracy experiences throughout daily play and learning opportunities, ensuring children can develop and apply their skills in meaningful contexts.

Analysis of SMID data show that 75% live in SMID 1&2 and tracking data for pre-school children shows that **100%** of children assessed were on track in numeracy & Mathematics with **8 %** beyond expectation. In literacy, **100 %** of children assessed were on tracking Listening & Talking, reading and writing. This is an excellent outcome however how we collect data has changed so unsure of the progress from last year. Regular

monitoring of learning experiences, observations and learning journals evidences children's increasing confidence, independence and application of literacy and numeracy skills across the curriculum.

Tracking of children returning in August shows 60% has been there the whole year cohort 1, 28% started in January cohort 2 and 12% started in April cohort 3.

Cohort 1 is made up of 60% who are on track for Reading writing & Listening and talking and 40% are behind expectation however, they have individual plans to support them to develop or differentiated curriculum plans. In numeracy and mathematics, 67% are on track and 33% have individual plans to support them to develop or differentiated curriculum plans.

Cohort 2 is made up of 100% on track for Reading writing & Listening and talking as well as numeracy and mathematics

Cohort 3 is made up of 33.3 % are on track for Reading writing & Listening and talking as well as numeracy and mathematics 66.7 % behind expectation.

Learning Journals and Assessment

Staff participated in professional learning opportunities, workshops and collaborative discussions to develop a shared understanding of effective learning journals and high-quality assessment practices. This has resulted in greater consistency across the setting and improved confidence in recording, assessing and tracking children's progress.

Monitoring of learning journals shows that staff are accurately identifying next steps in learning and linking observations to Inverclyde tracker based on Curriculum for Excellence experiences and outcomes. Information is becoming increasingly robust, consistent and reliable. Quality assurance activities indicate that staff are using data effectively to inform planning and support individual children's learning needs.

Schemas Development

Staff within the Acorn Room successfully researched schemas and developed their knowledge and understanding of schematic play. This learning was then shared with the wider staff team through a presentation, increasing awareness of how children learn through repeated patterns of behaviour and exploration. The 2-3 years room staff created a presentation, and then one of them presented this to their colleagues, showing an increase in staff's confidence and knowledge.

An audit of resources identified gaps within the learning environment and these were addressed through the purchase of additional materials to support schematic play. As a result, the nursery environment now provides a wider range of open-ended and developmentally appropriate resources that encourage exploration, investigation and sustained engagement.

Observations and monitoring show that almost all children are engaging more deeply in play experiences, demonstrating increased curiosity, concentration and problem-solving skills. Staff report greater confidence in recognising and responding to children's schemas, enabling more responsive planning and enhanced learning opportunities.

Assessment and Target Setting in the 2–3 Room

All children within the 2–3 room have been assessed using I can tool kit and curriculum for excellence milestones for learning have individual targets in place that reflect their age, stage and developmental needs. Staff use observations, tracking information and professional judgement to identify realistic and achievable next steps that support each child to reach their potential. Regular review of targets demonstrates that children are making progress across developmental areas. Where additional support is required, targeted strategies and

interventions have been implemented to ensure all children are appropriately supported in their learning journey.

Overall, the improvements in assessment practice, staff knowledge and learning environments have strengthened the quality of learning experiences across the setting. Children are increasingly engaged, staff are making effective use of assessment information, which provides clear evidence of progress in literacy, numeracy and wider learning outcomes.

Next steps

- Train and develop staff skills in Consulting with children to develop child focused planning further.
- Using Inverclyde councils 2-3 years guidance develop a planning format that allows children to meet their potential through a well and relevant resourced environment.
- Focus on self-evaluating and monitoring, Play and Learning using the new Quality Framework Document

Establishment priority 3: Wood work

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

Teacher professionalism
Assessment of children's progress
School Improvement

HGIOS

1.1 Self-evaluation for self-improvement
1.2 Leadership of learning
2.4 Personalised support
1.3 Leadership of change

UNCRC

Article 3 (Best interests of the child):
Article 4 (Protection of rights):
Article 5 (Parental guidance):
Article 42 (Knowledge of rights):

Outcome:

Gaps in resources identified through audit will be purchased allowing the program to be implemented in **August 2026** there will be **an increase in fine motor skills for almost all learners**, tracking will show improvement by **5% attaining good and 5% very good** in a range of areas.

Children (3–5): **By June 2026, almost all children** will engage in the Woodwork Programme, with **80% showing improved fine motor skills, problem solving, and creativity**, evidenced in Learning Journals and trackers.

Staff: By **December 2025, all staff working with 3–5s** will be, trained in the Inverclyde Woodwork Programme, with **almost all, demonstrating confidence** in delivering safe, progressive sessions.

Environment: By **October 2025, the 3–5 environment** will be, **fully resourced** with tools and materials identified in the audit, **enabling high-quality woodwork experiences** linked to curriculum pathways.

Progress and impact of outcomes for learners:

A working group was established to lead the development of the Woodwork Programme across the 3–5 room. Staff successfully completed training using Pete Townend's Woodwork Programme materials, increasing their knowledge and understanding of how woodwork experiences can support children's fine motor development, problem-solving skills, creativity and risk assessment.

An audit of resources was undertaken, identifying gaps in tools and materials required to deliver high-quality woodwork experiences. These gaps were addressed, and additional resources were purchased to ensure the environment was appropriately equipped. Staff created a dedicated woodwork area within the outdoor classroom, linked to Curriculum for Excellence pathways, providing a suitable space for future implementation.

As a result of the training and preparation work, all staff demonstrated increased confidence in planning and facilitating progressive woodwork experiences. The environment was fully resourced by October 2025, meeting the target set within the improvement plan.

However, following a review of staffing levels and a comprehensive risk assessment, it was determined that the full implementation of the Inverclyde Woodwork Programme could not proceed as planned during this session. A reduction in children's numbers and staffing allocations, with only four EYECO staff available until December and five staff thereafter, meant that safe delivery of the programme could not be consistently achieved while maintaining required adult-to-child ratios and supporting other nursery priorities.

Although the programme was not fully implemented, the preparatory work undertaken has ensured that strong foundations are now in place. Resources, training and learning environments are established and

ready for delivery when staffing capacity increases. Consequently, the intended outcomes relating to children's participation and progress in woodwork could not yet be fully measured.

This improvement priority will be carried forward as a maintenance and development target for 2026–2027. With projected increases in staffing and a planned allocation of up to six EYECO staff, the setting will revisit implementation of the Woodwork Programme. Future monitoring will focus on evidencing improvements in children's fine motor skills, creativity, problem-solving abilities and independence through learning journals, observations and tracking data.

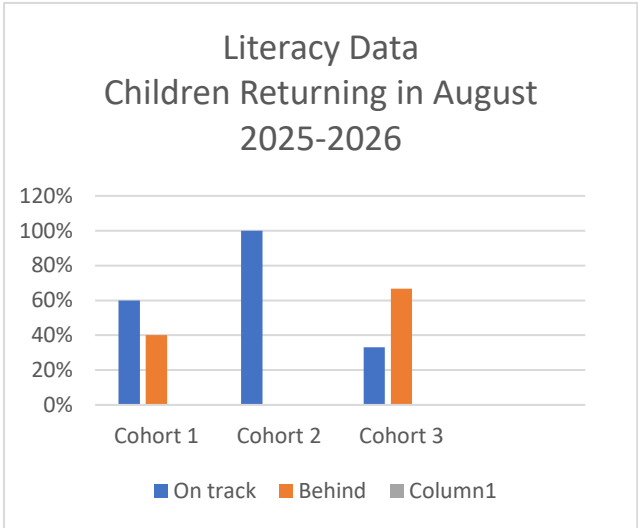
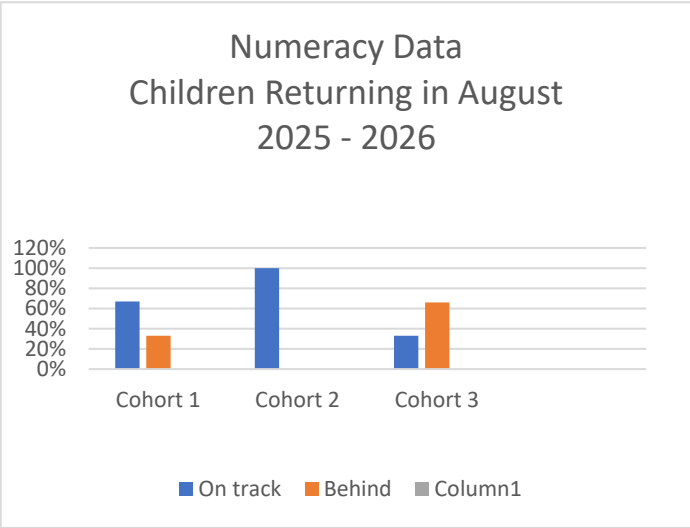
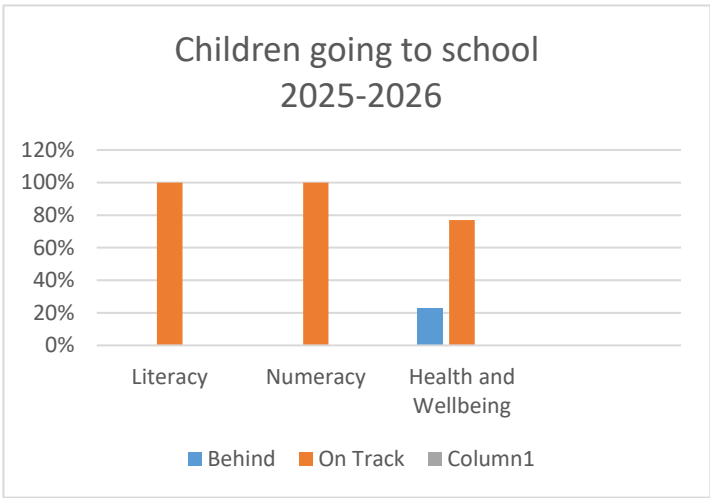
Next steps

- Once staffing increase redo risk assessment and implement woodwork program starting with parent workshops.

Data

Key Strengths:
School/ **Nursery class/ASN provision**

- Staff have participated in professional dialogue and created statements for each milestone of Inverclyde Councils pathway to create a consistent assessment to children’s progress through the use of this moderated document.
- Children going to school are all on tack in Listening, Talking reading & writing, and Numeracy & Mathematics
- Children who require have personalised differentiated curriculum or learning plans



Key Priorities:
School/ **Nursery class/ASN provision**

- Use moderation to make professional and consistent dialogue and review as a team to discuss evaluate the contents
- Created a ASN pathway to ensure consistency in approach by all staff in supporting children learning and having a process that were requires allows you to naturally judge a child against the criteria for a CSP.

Quality Indicators

1.3 Leadership of Change Good	1.3 Leadership of Continuous Improvement (ELC QIF) Good
Key Strengths: School/ELC Nursery class/ASN provision • The staff have developed to the point where they have a single vision through Values, Vision & Aims for the service leading to improved written and verbal communication within the service and outwardly to parent and careers • Staff have developed their leaderships skills which has led to them leading or participating in the creation of policies and procedures including Medical policy, Hygiene audits, Aims, Vision & Values, attendance & accidents and incident to name a few. The staff then took part in audits so they understand the whole process. • Staff have worked with management to develop a self-evaluation sheet that identifies strength, areas for improvement, action planning and grading. The sheet also allows for feedback and updates in progress. • Staff have developed to the point where they have been able to successfully mentor and coach new staff developing them to a point where we have maintained high quality interaction, spaces and environment, along with developing their planning and recording skills in line with our current practise. • Staff are responsive to national guidance and research and create policies to implement this, this is very apparent in our Medication and hygiene process and the developed leadership in implementing and then in self-evaluating and reviewing to ensure this is appropriate. • There are processes in place to meet with senior management team to discuss children progress and support planning and staff feel that they can approach senior management or colleagues using their teams' skills. Key Priorities: School/ELC Nursery class/ASN provision • Develop a robust self-evaluation calendar that leads to recognition of our very good practise and action planning to enhance the service further. • Review staff induction process to ensure all new staff have a consistent and high quality induction. • Planning to be further developed with a focus on the broad general curriculum and consultation with children • Develop our Rationale to Curriculum implementation through the creation of a rationale that is relevant to practice and continuous improvement. • Develop a system that allow staff to come prepared with Learning and teaching they wish to discuss and format to record the outcome.	

2.3 Learning, teaching and assessment Very Good	3.3 Learning, teaching and assessment (ELC QIF) Very Good
Key Strengths: School/ELC Nursery class/ASN provision • The staff have developed very good skills in assessing and planning appropriate targets that are measureable and allow children to experience success and challenge, this is done in collaboration with parents and evaluation are shared with parents at end of block showing progression over time. • We have begun the journey to engage with the community and build links and have relationships already with Oral hygiene support, Bellville Community Gardens, fire services and road safety team. • Consistency in learning and teaching linked to planning has been implemented and increased responsive planning and engagement in learning can be seen in the playrooms and evidenced on learning journals • All children going to school are on track for Literacy, numeracy and mathematics and almost all are on track for health and wellbeing with a few requiring emotional support, this is the outcome of staffs individuality and responsiveness to learning and teaching based on childrens stage of development and learning styles. • Within the 2-3 years room staff responsiveness to children have led to increased language and communication skill which is evidenced in planning and Learning Journals. • Staff consistent approach linked to PAtHs has supported children to have a contextual understanding and increased ability to regulate emotions, understand and follow rules and routines. • Staff have very good relationships with parents for both learning & teaching and emotional support and are equitable in the support that is offered. • Staff have developed moderation of behind, on track and beyond from Inverclyde Councils pathway trackers to ensure a consistent approach in assessing children with in the service. We have also been involved in early years cluster moderation of cross cutting theme outcomes that will continue into next year. • Staff have developed their knowledge and understanding of how to appropriately interact and stand back and allow independence of learning, supporting if and when required, they do not feel the need to always be fully engaged with children and can justify their actions. Key Priorities: School/ELC Nursery class/ASN provision • Develop under three's planning linked to Inverclyde Councils 2-3 Guidance • Develop self-Evaluation and monitoring to identify and evidence strengths and enhance the service further • Review and create more robust process for children with ASN in line with National guidance having a process that when required would lead to the judgement against the criteria for a CSP. • Staff will develop consultation skills and methods of recording the children voices in planning. • Continue to develop community links • Audit our digital technology resources, ensuring resources work, a group of staff will develop guides to using resources to support learning and teaching in technology.	

3.1 Ensuring wellbeing, equity and inclusion Very Good	4.2 Wellbeing, inclusion and equity (ELC QIF) Very Good
Key Strengths: School/ELC Nursery class/ASN provision • Our environments have been developed reflecting the stages and styles of learning allowing for all children to be included and to experience achievement. • Staff and children have very good relationships; this begins at enrolment when meeting the parents and children for the first time to fill out the forms that allow us to get to know the families better. Staff receive all relevant information that will help to support the child and family during their time at nursery. • Parents are encouraged on arrival to take their child to their keyworker so that information can be passed on and opens up a space for that communication and relationships to continue. Almost all 3-5 room parents will now go and see their children's keyworker in the morning or at the end of the day. • Our establishment has an open door policy, which is highlighted to parents during enrolment and throughout the year at parents meetings. • We work in collaboration with parents to have a consistent approach to supporting children to manage and regulate their emotions. • Through having positive relationships, all children will approach staff when they require support or assistance. • A member of staff has completed the BRL training and alongside other staff carried out an audit leading to the creation of an action plan that will be implemented to enhance our service further. • Throughout this year, we have learned more about the cultures of our families, we have been taking part in traditions – eating food from different countries, learning songs and wearing traditional clothing. Parents have given us information to help us be educational and authentic to each family's culture and traditions. • All children are treated in a respectful manner. Staff ensure that all children are treated in appropriate manner that supports each child's individual needs and developmental stages. Key Priorities: School/ELC Nursery class/ASN provision • BRL action plan carried out • Review our ASN process and enhance experiences for children who require them – a group of staff will create an ASN process, and share this with other staff. • Training on Up, Up and Away and Circle to increase staff knowledge and support assessment and planning. • Staff to have a deeper understanding of UNCRC and how this is imbedded in our practice and shared with children and families.	

3.2 Raising attainment and achievement/Securing children's progress Very Good	4.3 Children's progress (ELC QIF) Very Good
Key Strengths: School/ELC Nursery class/ASN provision	

- All children are making progress in the cross cutting theme and this is evidenced in assessment of Inverclyde Councils Tracker, learning journals and planning sheet.
- Staff child relationships have created confidence in children, who will try things that at first are a challenge with minimal adult support
- Keyworker meetings show that staff have in-depth knowledge of the children, emotionally along with their stage of development and interest this ensure that appropriate learning and teaching experiences on offer.
- Staff have a consistent progressive approach to provocations that ensure children master and transfer skills gained in a range of opportunities and experiences.
- Collaborative meeting to share learning and plan new targets are very positive and almost all parents' happy set appointment with a few needing reminded. This has built relationships that have led to parents requesting targets they are concerned about, or asking for ideas at home and or sharing achievements in meeting or daily as they arrive and some are posting on learning journals.
- Staff naturally share daily information and achievements and direct parents to displays of children work or photos of their participation.
- All children have had home learning opportunities, either literacy books with higher order question to help parents extend story time at home for children in the 3-5 years room or nursery rhyme puppet with QR codes demonstrating how to use in the 2-3 room. The 3-5 also have numeracy based on Numicon
- Staff are skilled at writing appropriate achievable target that are individual to children as well as creating an environment in collaboration as a team to ensure all children achieve these targets in a range of way transferring and embed skill.

Key Priorities:

School/ELC Nursery class/ASN provision

- Planning to develop further the recording of the BGE to ensure we are recording all of the children success.

Other quality indicators evaluated from 3-year plan (Nursery)

ELC QI's (QIF)

1.1 Leadership and Management of Staff and Resources	Good
2.1 Children Experience High Quality Spaces	Very Good
3.3 Learning, Teaching and Assessment	Very Good
4.4 Safeguarding and Child Protection	Very Good

Key Strengths:

School/ELC Nursery class/ASN provision

- We created a display and brought our Aims Visions and values to life in a display using photo's making it more meaning full to parents
- Staff have worked collaboratively developing there space and the environment and creating roles and responsibilities in areas this has led to a single vision for our practise and consistency for our children, before self –evaluating practise and creating action plans to enhance further.
- We had a very good child Protection audit, and have further developed out practise by using pastoral notes.

Key Priorities:**School/ELC Nursery class/ASN provision**

- implement action plan for consistent approach across service for planning

Key Achievements of the Establishment

Opportunity to celebrate activities, awards, events, partnerships

- Care inspectorates increase in grades from adequate to very good, for play and learning & Learning along with Children Thrive and develop in quality spaces.
- In collaboration with parent partnership having received a £500 donation we agreed to use this to fund home learning nursery rhymes for the 2-3 room to support parents to develop their children literacy skills, staff recorded using the resources and creating QR codes to demonstrate ideas of how to use resources, leading to increased attainment.
- A member of staff completed Education Scotland's BRL training, and used her knowledge along with staff to audit our service and resources.
- We created a display and brought our Aims Visions and values to life to support a deeper understanding of the wording through visuals; parents interacted with display looking for their children handprints and pictures that link to include. (photo)
- Parental engagement at stay and play and events was very good and we had Christmas craft day, Easter craft day, planting & butterfly release day and family walk.
- All staff have developed their skills in using learning journals.
- We enhanced our home learning book bags by recording the stories and posting on learning journals for parents to use with their child
- We created a communication, language and nurture space within the 3-5 years room to support the development of all aspects of literacy and provide a quiet safe space for children to take time out and regulate.

It was noted by our teacher that over time she has recognised that:

- Staff confidence and autonomy - this past year I have really recognised how supported staff feel. This is clear in professional conversations with me, in their interactions with children, the experiences on offer and attention to detail in their spaces. Your staff are happy, they feel listened to and work well as part of a team.
- I have learnt loads about your self-evaluation processes and the systems you have in place that are robust. There is a clear vision about where the nursery is at and where you want it to go.
- Your children are happy and content. The environment supports independence and outdoors is always developing, adapting and changing to suit the needs of the children.
- I am proud to be part of your team and it is somewhere I look forward to working.

