


Progress with Improvement Outcomes for 2024-25

Outcome 1: To develop our outdoor environment, alongside our learners and parents to create a welcoming, motivating, and engaging learning space.

Considerable improvements have been made to our outdoor learning environment during the 2024-25 session. Following the re-location of our nursery oil tank, efforts were made to utilise the new garden layout and learners' views were actively sought throughout the process. Parents were kept informed using a digital iBook, which shared our progress and requests for support.

A new 'Literacy and Numeracy Shed' was created in our garden, to provide learners with child-led, rich and meaningful opportunities to develop their early literacy and numeracy skills. Resources were sourced creatively through partnerships with parents and the wider community. Parent volunteers supported improvements to our outdoor environment by building raised beds, with the materials purchased via a STEM grant. Children have benefitted greatly from planting and caring for a range of vegetables and fruit. All parents (100%) strongly agreed that the nursery now fully utilises its outdoor spaces.

Outcome 2: To support and strengthen digital thinking skills through numeracy.

Staff confidence, skills and abilities regarding the use of digital technologies across the curriculum has developed well. The nursery's 'Digital Champion' participated in Perth and Kinross Council's Digital Improvement Programme 2024-25, and led several key improvement activities. Rich and meaningful opportunities were provided for children to engage with early coding activities and new resources were invested in to enhance learner curiosity and play with digital technologies, including Earl Robot, Talking Walls and Sensory Writing Boards. Learner views captured in our ELC Floorbook include 'I can make Earl move over there, watch!', 'I liked drawing pictures and making them come alive on the iPad!'.


Outcome 3: To work alongside the main school through the nurturing school programme to develop opportunities for parental and community engagement.

The nursery's 'Nurture Champion' attended professional learning opportunities throughout this session and supported the nursery staff to use co-regulation strategies with learners. This year our nursery has participated in Perth and Kinross Council's Nurturing Schools Programme which has led to key improvements in our setting. The learning environment was audited using the Up, Up and Away resource and CIRCLE Framework, and adaptations were made to the learning environment to support learners' self-regulation and provide a calm and nurturing environment. 100% of nursery parents strongly agreed that staff know their child well, and that they are well supported and nurtured.

Parent feedback identified strengths as 'calm, nurturing environment', 'feeling safe and supported', 'welcoming and nurturing' and 'Consistently going that extra mile to make sure my child feels happy and safe at nursery' (April 2025).

Achievement

From August 2024 to May 2025 our data shows that all children have made consistent progress across the year in literacy, numeracy and health and wellbeing. Most children who are going to school in August 2025 have achieved their developmental milestones (83%), which is an increase upon last year.

All parents surveyed (100%) strongly agreed that their children enjoy Braco nursery, and 100% strongly agreed that staff respond to their children's interests when planning learning activities. This year our nursery has improved our approaches to tracking and celebrating learner's targets, with children now being more actively involved in setting their targets and celebrating their successes. Parent feedback praised how we respond to learners' interests: 'They are great at expanding on the kids interests with various projects' and 'Supporting their struggles and celebrating the children's accomplishments with genuine pride and excitement'.

All our children took part in Play on Pedals this year with almost all pre-schoolers successfully completing the programme.

Transition experiences were provided throughout the year and children were involved in our whole school events including the school nativity, sports day, Skills Groups and weekly Get Togethers. All children continue to be given roles and responsibilities e.g. snack helper, line leader. Transitions were identified as another strength as we 'integrate the nursery children with the wider school population' which leads learners to 'feel safe and supported, and part of the school community'.

Learning

Our nursery staff have excellent relationships with parents and learners, which is evidenced by parent surveys identifying that all parents (100%) strongly agreed that their children enjoy being at Braco Nursery. 100% strongly agree that staff know their child well and all agree that staff have high expectations of learners. Furthermore, all parents strongly agreed that their children's needs were well supported.

To support all learners, our practitioners and headteacher engage with a range of agencies and support services including Speech and Language, Occupational Therapy and the Sunflower Clinic to ensure the needs of all learners are met. Nursery staff have also worked in close partnership with our Peripatetic Nursery Teacher and Early Years Family Learning Practitioner to provide additional supports to learners and their families including; Rhyme Times and Stay and Play Sessions. All parents (100%) believe that their children's learning is well supported and that they are made aware of their child's progress and how they can support them at home.

Through environmental audits, improvements have been made to our indoor and outdoor learning environments, which are now calmer and more accessible for all learners. Parents commented positively on our 'calm environment', 'welcoming and nurturing environment' and the '...opportunities to visit the nursery e.g. stay and plays/rhyme time'.

Assessment is an integral part of learning and next steps are determined through continual assessments and learner observations. Our Nursery Team continue to take part in regular CLPL to extend their knowledge and understanding of early learning and childhood development and make professional judgements about learner progress. Adults know the learners well and continue to respond timeously to learning opportunities and individual interests and curiosities. Support and challenge needs are considered and met.

Staff listen and respond to children's interests and life experiences to help plan appropriate learning experiences. 100% of parents strongly agreed that staff listened to their child and respond to their interests. It was commented that 'They are great at expanding on the kids interests with various projects' (April 2025).

Leadership

All staff and children are familiar with the setting's Vision, Values and Aims, with children regularly linking their learning to our values in the nursery floorbook. Our Vision of 'Include, Achieve and Inspire' is both ambitious and achievable for all. Our VVA is shared at every Get Together, is referred to and discussed at nursery events and is embedded in the daily life of the nursery and referred to in restorative conversations. Children are often challenged to explain how they achieve and are inclusive.

Each member of the nursery staff has a 'Champion' role, and as such they are responsible for leading nursery developments and improvements. Nursery champions for digital skills, communication and nurture have opportunities to engage in professional learning and dialogue within the local authority. Nursery staff felt encouraged and supported to engage in professional learning and then share practice with colleagues.

Our nursery team regularly take part in professional dialogue through planned team meetings and the local network group. This year our nursery has hosted the Local Authority Numeracy Network meeting and has shared good practice with other settings. All staff felt supported to take on leadership roles within the nursery and recognised that they were actively involved in identifying areas for improvement and setting targets.

The nursery team actively listen to and develop individual learners' interests and ideas. Examples of when children have led their learning include the creation of a bakery, hosting parents for 'Tiger Who Came to Tea' tea-party, transforming the nursery into a jungle and planning how to capture an elf at Christmas time. Children planned their own enterprise event to raise money and regularly plan activities to do at the Warm Space Hub with elderly members of our community. Leadership roles for learners are embedded throughout every nursery day with children preparing snacks, being responsible for counting the number of learners and conducting SIMOA checks in our nursery garden.

The headteacher is responsible for leading the nursery team in their role as nursery manager. All staff (100%) strongly agreed that the nursery has been well led this year and that they were supported to fulfil their roles and responsibilities. Similarly, all parents (100%) strongly agreed that the nursery has been well led this year, with some parents highlighting the 'enthusiastic leadership' and 'Fantastic nursery team - approachable, supportive, committed to the kids!'.



This is a snapshot of the many and varied activities and success we have enjoyed during the centre year



Braco Primary School Nursery Standards & Quality Report 2024-25



This is a brief outline of the setting's progress over the year 2024-2025. It follows the sections set down by Education & Children's Services, Perth & Kinross Council.

The report has been compiled in consultation with children, families & others and we welcome any feedback.

Setting Aims

We have collective values of being honest, hardworking, respectful and equitable.

At Braco School and Nursery we endeavour to prepare our learners for life with...

Brains and Bodies that are Healthy
Respectful, Responsible and Resilient Attitudes
Achievement for All
Challenging and Active Learning Experiences
Opportunities for Skills Development

Our Nursery prides itself in being **inclusive**. As a team we work hard to include our learners, parents, and community. As an inclusive environment we welcome creativity and diversity, enabling our learners to feel safe, have a sense of belonging and empowerment to make decisions that affect them.

Our Nursery is committed to **inspire** our learners but also to be inspired by our learners. Such inspiration is achieved by enthusiasm, encouragement, and positivity.

We are committed to ensure all learners **achieve** through their effort, skills, optimism, growth and progression.



Our Improvement Priorities for 2025-26

1 – to develop the health and wellbeing of learners by utilising our outdoor environments and embedding a Forest Kindergarten approach.

2 – to promote children's engagement with high-quality learning experiences through improvements to planning, assessment and moderation.

3 – to continue embedding a Nurturing Approach within the nursery setting.