

Progress with Improvement Outcomes for 2024-25

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

Considerable improvements have been made to our outdoor learning and Forest Kindergarten provision during the 2025-26 session.

Following completion of the Forest Kindergarten training at Perth College, all Early Childhood Practitioners (100%) hold the relevant qualification to deliver high-quality forest kindergarten sessions. Staff surveys have indicated that practitioner confidence levels have increased significantly, from 50% - 100%. To continue providing children with quality outdoor learning experiences, staff successfully completed a grant application, which funded Forest Kindergarten resources, and waterproof clothing and fleeces for learners. Feedback from parents has been positive, with 100% strongly agreeing that our nursery utilises the outdoor environments well. Comments included: *"Such great learning experiences on offer both indoors and outdoors"* and *"The use of the wider community and outdoors is amazing"*.

Outcome 2: to improve practices regarding planning assessment, moderation.

Staff confidence, skills and abilities regarding planning, assessment and moderation have developed well this year. All staff undertook floorbook training linked to Clare Warden's Mindstretchers resources, and key improvements were then made to how our nursery plans and evaluates learning opportunities, identifies 'Potential Lines of Development' and evaluates learning and play. Staff confidence using the newly introduced Quality Improvement Framework has developed well, and staff have engaged with this resource regularly.

Our Nursery Manager established an ELC Moderation Group with 6 partner nurseries, which resulted in high-quality collaboration with over 20 Early Childhood Practitioners. Practice sharing and professional discussions had a positive impact upon our approaches to assessment, and this work will continue to be strengthened during the 2026/27 academic session. Overall practitioner feedback was high regarding moderation activities, with an average rating of 8.25/10. Comments included *"Loved the training. Really informative and would find more sessions like this helpful"*.

Outcome 3: Nurturing Approaches.

The nursery's 'Nurture Champion' has continued to support staff to adopt child-centred, relational approaches. All staff undertook training regarding the social and emotional wellbeing of learners, including: Emotion Works, Nurturing Schools and Forest Kindergarten. As a result of our combined efforts, the school and nursery have achieved their Level 1 Nurturing Schools accreditation.

Glasgow Motivation and Wellbeing Profile Data indicates that our children reported feelings of safety, affiliation, agency and autonomy which were above PKC averages in all areas. Parental feedback was very positive, with 100% of parents strongly agreeing that their child enjoys attending Braco Nursery, staff know their child well and that their child is well supported. Comments included *"...the staff really know all of the children inside and out!"*.

Achievement

From August 2025 to May 2026 our data shows that all children have made consistent progress across the year in literacy, numeracy and health and wellbeing. Almost all children who are going to school in August 2026 have achieved all of their developmental milestones.

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. Our nursery provides children with a broad range of opportunities to achieve, including 'next step' targets, Get Togethers, a nativity performance, and Play on Pedals.

100% of parents strongly agreed that they were happy with the range of educational, play and wider achievement opportunities and experiences that Braco Nursery offers. Parent feedback praised that *"They have really good ties with local community groups and my child has come home talking about going to the Warm Space Hub, Bowling, Green, shops etc. My child really benefits from the warm, caring staff"*.

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 with one parent commenting that their child benefits from *"How integrated they are with the primary school"*.



Learning

Nursery staff continue to build and sustain very positive relationships with children and families. This is reflected in parent survey feedback, where 100% of parents strongly agreed that their children enjoy attending Braco Nursery, that staff know their child well and that their child's needs are well supported. In addition, all parents strongly agreed that staff have high expectations of learners, demonstrating strong parental confidence in the quality of care, support and learning provided.

To ensure all learners are effectively supported, practitioners and the Headteacher work closely with a range of partner agencies and support services, including Speech and Language Therapy, Occupational Therapy and the Health Visitor. This collaborative approach helps to identify and respond to individual needs appropriately. Nursery staff also work in partnership with the Peripatetic Nursery Teacher and Early Years Family Learning Practitioner to provide additional support for children and families, including Rhyme Time, PEEP sessions and Stay and Play activities. Parent feedback is highly positive, with 100% agreeing that their child's learning is well supported and that they are kept informed about their child's progress and how they can support learning at home. 100% of partner organisations strongly agreed that: their work is valued, has a positive impact on learners, their work has a clear rationale, and their partnership works well.

Environmental audits have informed targeted improvements to both indoor and outdoor learning environments, resulting in spaces that are calmer, more accessible and better matched to the needs of all learners. Outdoor environments are used effectively to enrich children's learning experiences, and following staff training, practitioners are now delivering higher-quality Forest Kindergarten sessions with increased confidence and consistency. Parent feedback includes *"From looking at Learning Journals, the children have so many great opportunities to explore the woods and village"*, and *"They have great relationships with our entire family. The range of experiences that they offer the children are fantastic!"*.

Assessment is embedded throughout learning, with next steps informed by ongoing observations and professional judgement. Nursery staff engage in regular professional learning to deepen their understanding of early learning and child development. Practitioners know learners well, respond promptly to individual interests and emerging learning opportunities, and ensure appropriate support and challenge. Parent feedback shows that 100% knew their child's next steps and how to support learning at home.

Staff plan responsive learning experiences based on children's interests, life experiences and individual needs. Parent feedback was very positive, with 100% strongly agreeing that staff listen to their child and respond to their interests. (April 2026).

Leadership

Staff and children have a strong shared understanding of our Vision, Values and Aims. Our vision, "Include, Achieve and Inspire", is ambitious, inclusive and achievable for all. It is revisited at every Get Together, discussed during nursery events, and embedded in daily practice, including restorative conversations. Children regularly link their learning to our values through the nursery floorbook and are encouraged to explain how they demonstrate inclusion and achievement in their play and learning.

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 Nurture, Digital Skills, Communication, Forest Kindergarten and Play on Pedals encourage staff to engage in professional learning, keep abreast of national policies and 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 headteacher established an ELC Moderation Group, which brought together more than 20 practitioners from 6 settings to collaborate and share good practice.

Nursery staff actively listen to children's interests and ideas, supporting them to lead and shape their own learning and play. Examples include creating a vets surgery, planning a teddy bears' picnic, setting up a bird hide, and planning activities with elderly members of the community at the Warm Space Hub. Children also take on meaningful leadership roles each day, including preparing snacks, operating the till for snack-time, counting learners and carrying out SIMOA checks in the nursery garden.

The Headteacher, in his role as Nursery Manager, provides clear and supportive leadership for the nursery team. Staff feedback was very positive, with 100% strongly agreeing that the nursery has been well led this year and that they were supported to fulfil their roles and responsibilities. Staff comments regarding the headteacher included *"...so hands-on and has a huge presence in nursery"*, *"enthusiastic"*, *"supportive"* and *"dedicated"*.

Parent feedback was equally positive, with 100% strongly agreeing that the nursery has been well led. Parents highlighted the *"Fantastic management- organised, excellent communication and feeling of an open-door policy"*, and *"Close knit team, and great leadership"*. (Surveys 2026)



This is a snapshot of the many and varied activities and successes we have enjoyed during the past year.



Braco Primary School Nursery Standards & Quality Report 2025 - 2026



This is a brief outline of the setting's progress over the year 2025 - 2026. 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, and 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 2026 - 27

- 1. Parental Engagement and Involvement:** through improvements made to our partnerships with parents, the percentage of learners attaining Social & Emotional Milestones on track will increase.
- 2. Inclusive Practices:** through improvements to our daily structures and routines, the learning/ play environment, learning and play, assessment methods and staff understanding, attainment for our young people with Additional Support Needs will increase.
- 3. Curriculum Development:** improvements to curriculum planning / offering will support an increase in learner engagement and achievement.