



KIRKLANDPARK NURSERY

Standards and Quality Report 2024/2025



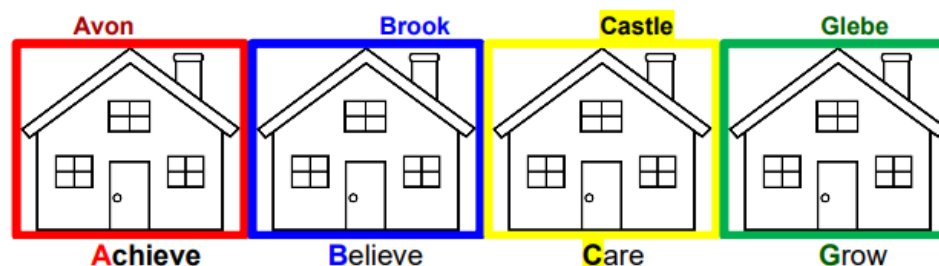
ELC Improvement Plan and Standards and Quality 2025/2026

Context of ELC setting

Our ELC setting:

Kirklandpark Motto: Open Hearts, Open Minds and Open Doors.

Kirklandpark Values: Achieve, Believe, Care and Grow with each one being identified by our houses; Avon, Brook, Castle and Glebe.



Kirklandpark Vision: It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set, and success is celebrated.

Kirklandpark Aims:

- Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals.
- Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves.
- Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds.
- Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work.
- Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society.

At Kirklandpark, our nursery class offers 1140 hours and can accommodate approximately 32 children in our 3-5 years playroom. We provide a secure and friendly environment where all our children are given the opportunity to learn through play.

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Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 1: To continue to develop and strengthen Literacy across all aspects of the nursery.	
NIF Priority: Improvement in attainment particularly in Literacy and Numeracy.	HGIOELC Quality Indicators: 1.2 Leadership of Learning 2.3 Learning teaching and assessment. 2.2 Curriculum
NIF Driver: Curriculum and Assessment School and ELC Improvement	SLC Priority: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Rationale: To create greater opportunities for the development of Literacy across all aspects of Kirklandpark Nursery. Staff knowledge and understanding of approaches to early Literacy development will be enhanced, with targeted provision being provided to our children.

Outcome: All children will receive structured Literacy inputs during daily group times. To further develop children's Literacy skills, particularly rhyme and initial sounds to further develop practitioner knowledge of early writing.

Operational Activity:

- Introduce focused Literacy experiences during group times within the nursery. These will be used by Key Workers at least two days a week.
- All practitioners to undertake Talk 4 Writing training with School Principal Teacher.
- Staff team will review guidance within TWCAWW Developing Communication and Literacy with the view of further literacy experiences across all areas within the Nursery.

Measures:

- Pupil trackers and tracking and monitoring meetings.
- Pupil care plans and scrap books.

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Progress and Impact

- Group time boxes were created with various Literacy resources that target all areas of the Early Level benchmarks.
- Staff continue to plan for high quality teaching and learning experiences within Literacy.
- Literacy is incorporated in all areas of our playroom for children to explore and develop their skills.
- Literacy experiences are shared with parents/carers through our Nursery Learning Journals. The experience is linked to the benchmark and pupil voice is recorded.
- Literacy was incorporated into our parental Stay and Play sessions.
- Literacy progress is documented in our floor books to evidence pupils' skills, knowledge and ability.
- Tracking documents show pupil progress within each area of Literacy, which is used for future planning and next steps.
- Bookbug sessions were held in the playroom to further develop reading for pleasure.
- Our local librarian visits our playroom to further embed early reading skills for all pupils.
- Within our attainment data, 100% of our pupils transitioning to P1 are on track across all areas of Literacy.
- Equity and Excellence lead supporting Kirklandpark Nursery to further develop the delivery of Literacy within the playroom.
- Staff audited our literacy spaces and have begun to audit our interactions within this curricular area.

Next Steps

- Practitioners will plan for reading through 'Book/Rhyme/Sound of the Month'.
- Staff will develop Literacy Story Sacks that have a focus on questioning, rhyme, phonological awareness, letter names/sounds and link with digital technologies.
- M. Moffat will complete Book Bug Leadership training to deliver sessions throughout the year, developing early Literacy skills and providing opportunities for parental engagement.
- All practitioners will monitor and evaluate children's engagement in reading through the Leuven Scale. Using the data, adapt experiences on offer in the playroom.
- All practitioners to undertake IOW (Improving Our Writing) training.
- E. Forsyth and M. Seery will participate in 'Musical Markers' training to enhance gross motor skills and knowledge of rhyme.
- Staff will incorporate musical instruments into the playroom, allowing pupils to actively listen, discriminate sounds and enhance syllable segmentation.
- Staff will develop 'Grab and Go' sound, syllable and initial sound bags.
- V Mclure will attend 'Storytelling and Pre Literacy Skills' training.
- E. Forsyth to complete Beyond the Sparkle Literacy training.

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Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2025/2026

Priority 2: To continue to develop and strengthen Numeracy across all aspects of the nursery.	
NIF Priority: Improvement in attainment particularly in Literacy and Numeracy.	HGIOELC Quality Indicators 2.3 Learning teaching and assessment. 2.2 Curriculum 1.2 Leadership of Learning
NIF Driver: Curriculum and Assessment School and ELC Improvement	SLC Priority: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Rationale: To create greater opportunities for the development of Numeracy across all aspects of Kirklandpark Nursery. Staff knowledge and understanding of approaches to early number sense will be enhanced, with targeted provision being provided to our children.

Outcome:

All children will receive structured Numeracy inputs during daily group times. To further develop children's Numeracy skills, particularly subitising and number sense. To further develop practitioner knowledge of early number development.

Operational Activity:

- Introduce focused Numeracy experiences during group times within the nursery. These will be used by Key Workers at least two days a week.
- All practitioners to undertake Number Talks training with School Depute Head Teacher.
- Key Workers and P1 staff will visit each other to observe Mental Numeracy lessons and share best practice.
- Key Workers and Team Leader will have completed SLC Together We Count CLPL.

Measures:

- Pupil trackers and tracking and monitoring meetings.
- Pupil care plans and scrap books.

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Progress and Impact:

- Group time boxes were created with various Numeracy resources that target all areas of the Early Level benchmarks.
- Staff continue to plan for high quality teaching and learning experiences within Numeracy.
- Numeracy is incorporated in all areas of our playroom for children to explore and develop their skills.
- Numeracy experiences are shared with parents/carers through our Nursery Learning Journals. The experience is linked to the benchmark and pupil voice is recorded.
- Numeracy was incorporated into our parental Stay and Play sessions.
- Numeracy progress is documented in our floor books to evidence pupils' skills, knowledge and ability.
- Tracking documents show pupil progress within each area of Numeracy, which is used for future planning and next steps.
- In April, May and June 2025, Numeracy bags were sent home to engage our parents with further developing Early level skills through games, flashcards and questioning tasks.
- 90% of our pupils transitioning to P1 in August 2025 are on track for Numeracy.
- M. Moffat attended SLC Together We Count CLPL and fed back to staff to further enhance their practice.
- Staff have started to audit Numeracy spaces to enhance the playroom.
- Staff have begun to further develop the core continuous provision offered. From this audit, new resources have been bought to plug gaps in experiences available for pupils.
- Staff extended Numeracy experiences within our Forest Fridays, providing opportunities for IDL.

Next Steps:

- Continuing to develop our Numeracy home learning packs.
- Audit Numeracy spaces and interactions to adapt our playroom.
- Further develop numeracy spaces to enhance teaching and learning of Numeracy.
- Create a Numeracy display to track learning journeys.
- Together We Count booklets to be issued to parents.
- DHT to further develop staff knowledge of Number Talks.
- M. Moffat to attend Together We Count (And More) training.

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Strategic Priority 3 **Improvement Planning** and **Standards and Quality Reporting** for 2025/2026

Priority 3: To further develop and embed children's voice.	
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education	HGIOELC Quality Indicators 2.7 Partnership 3.1 Ensuring wellbeing, equity and inclusion.
NIF Driver: School and ELC leadership School and ELC improvement	SLC Priority: Improve Health and Wellbeing to enable children and families to flourish. Ensure inclusion, equity and equality are at the heart of what we do.

Rationale: To enable children and staff to have greater in confidence in recognising and promoting children's rights within the nursery. To enable children to take responsibility and have greater confidence when contributing to the nursery and school community. To provide further opportunities for pupil voice to influence and contribute to teaching and learning.

Outcome: Staff will increase their own knowledge of UNCRC and how this can be applied within a nursery setting. Children will have an increased awareness of their own rights linked to UNCRC. Develop children's ability to participate in pupil groups which contribute to the wider school and nursery.

Operational Activity:

- All nursery staff will complete training on the Rights of the Child and how these can be embedded into daily practice.
- Staff will routinely include UNCRC Rights of the Child within fortnightly planning.
- Termly, the Nursery Charter will be reviewed by both children and staff with links being made to the UNCRC.
- Every child will participate in monthly pupil groups throughout 2024/25 academic year.

Measures:

- Pupil voice will be evidenced through Key Worker planning documents.
- Increased pupil confidence when attending school and nursery pupil groups.

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Progress and Impact:

- UNCRC explored within the nursery and pupils actively discussing showing an improved understanding of the articles.
- Staff show pupil progress in learning about rights within planning, tracking and monitoring documents.
- Learning based around the UNCRC was shared with our parents/carers via our Nursery Journals.
- Almost all children can identify their needs and wants, voicing this to key workers.
- Pupil voice is further embedded within the playroom, with children voicing their ideas, thoughts and opinions on learning and teaching. This is evidenced through the Learning Journals and group floor books.
- Nursery charter developed with all children and displayed in the playroom. Practitioners regularly refer to this throughout the day to remind children of their rights.
- We provided opportunities for IDL linked to the UNCRC articles. For example, with the focus on Article 17- 'The Right to a Name', children could explore writing their name using a variety of materials and resources
- Our UNCRC floor book is regularly updated to track and monitor pupil progress. Our evidence is available for parents to look through when visiting the nursery.
- We provided parental engagement opportunities through 'Monthly Right's Challenges'. For example, Article 8- 'The Right to an Identity' where parents completed information about their families and sent in photographs for their child to share with Key Workers and peers.
- All staff completed SLC Rights Training in November 2024 where establishments had the opportunity to share good practice.
- Nursery pupils worked with the 'Respecting Rangers Committee' (P1-7) to raise awareness and promote rights across Early, First and Second level.
- Staff created a '*Our Rights*' display to track progress pupil progress and engage our parents in the focus of UNCRC at Kirklandpark.
- Staff engaged in professional dialogue and carried out self-evaluation using HGIOELC to discuss the progress and next steps to further embed rights at Kirklandpark Nursery.

Next Steps:

- Within Improvement Plan 2025/2026, Children's Rights will be incorporated into our maintenance plan to continue to embed this within the playroom.
- Continue to add articles within the floor book when planning.
- Updating our UNCRC display regularly and refer to children's rights within the playroom.
- Provide further opportunities for parental engagement through stay and play.
- Continue to create home links challenges each month relating to the Global Goals.
- Continue to work collegiately with the P1-7 Rights Committee.
- Create a nursery newsletter to inform parents about learning of rights in our nursery.
- Continue to evidence learning linked to rights through our floor book.