



Ladywell Nursery School

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Report on Progress and Future Developments 2016/2017

Ladywell Nursery School

Willowbank

Ladywell

Livingston

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Context of Our Centre

Ladywell Nursery School is a non-denominational early years setting, serving the community of Ladywell in Livingston and one of two early years settings managed by one headteacher. It provides early learning and childcare for children aged 2-5

In 2016/2017 the roll for 3-5 year olds was 40 morning and 30 afternoon children, rising to 40 after Easter. A total of 15 two year olds attended this setting. Staffing comprises a shared headteacher, a full-time nursery teacher and part-time teacher to cover RCCT, four full-time and two part-time nursery nurses and another nursery nurse who provides cover for nursery nurses non-contact time. In addition, a pupil support worker provides support for children with additional needs. Clerical support is provided by one Administrative Assistant.

A variety of events take place within the centre to help develop parental engagement, these include regular Stay and Play sessions, Browse and Borrow, PEEP and planned parental consultations.

Our vision, values and aims are at the centre of everything we do. They underpin our teaching and learning and contribute to an environment which supports our children to be confident, curious, capable and successful.

We are pleased to share the progress made in Session 2016/2017 with parents and the wider community.



Thank you to everyone in the school community for their support this year.

We are committed to improving the experiences for the children and families in our centre as part of a continuous cycle of improvement involving all stakeholders.

School Improvement Priorities 2017/18

- To develop and implement robust systems to assess, track and monitor children’s development and progress . Develop staff confidence in using assessment information effectively and consistently to plan appropriate next steps in learning.
- To improve children’s oral language skills through development of a communication rich environment and participation in an oral language skill development programme involving children and parents/carers .

Additional Tasks

- Continue to develop literacy and numeracy rich environments using natural resources.
- Encourage visits into nursery from parents/community members so share their role in society with children
- Continue to develop methods of consulting widely with children about their learning



‘Play, learn and grow together’

<p>School Priority 1: We made good progress in this area.</p> <p><i>Increase the “Voice of the Child” and children’s engagement in learning through further development of consultative planning and quality assessment of children’s progress in learning and development.</i></p>	
<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy</p>	<p>HIGIOELC Qis 2.3 Learning, teaching and assessment.</p>
<p><u>NIF Driver</u> Assessment of children’s progress</p>	
<p><u>Progress:</u> Staff undertook training on “Children’s Rights” and the “Image of the Child” to help them understand how to put this into nursery practice and be more responsive to what the children say to them—“The Child’s Voice”. Staff also attended training on Consultative Planning to enable children to be more involved in leading the direction their learning takes.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> • Children’s interests and experiences are central to the experiences and learning opportunities provided • Children have increased involvement in planning their own learning. • Children have greater involvement in documenting their learning in their Learning Journals and talking about what they have learned. <p><u>Next Steps:</u> Continue to embed these approaches in practice looking at innovative ways of consulting with children more widely. Further develop the use of Learning Journals to record robust assessment information and engage parents in their child’s learning.</p>	

School Priority 2: We have made good progress in this area.

Continue to develop and embed current early years pedagogy, linking theory, practice and current policy to create stimulating learning environments which promote children’s creativity, enquiry and curiosity.

<u>NIF Priority</u>	HIGIOELC Qis
Improvement in attainment, particularly in literacy and numeracy	2.2 Curriculum 1.3 Leadership of change
<u>NIF Driver</u>	
School improvement	

Progress:
Staff revisited key messages in Building the Ambition and looked at how these could be implemented into playroom practice. Best practice visits were made to other centres in and outwith the Local Authority. New resources were purchased to enhance children’s access to natural materials. Loose parts play was developed.

- Impact:**
- Children have increased access to quality, natural, open-ended resources which has increased engagement in imaginative play.
 - BtA drivers of creativity, communication, inquiry ,curiosity and wellbeing are focused on when planning and providing children’s play experiences.
 - The attractive, stimulating environment encourages children’s engagement in rich , meaningful play experiences linked to their own interests.

Next Steps:
Continue keep abreast of current research and policy developments to inform effective early years pedagogy with a specific focus on the development of literacy and numeracy rich environments indoors and outside.

Evaluation of key Quality Indicators using How Good is Our Early Learning and Childcare?

The centre has capacity for continuous improvement.

Quality Indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	
3.2 Raising attainment and achievement	Good	

Our achievements this year have included:

- Children attended a Christmas show at Inveralmond Community High School and a nativity at Harrysmuir Primary School. The experience of a live performance in a large venue was inspiring for the children.
- Children took part in “Stories and Songs” music sessions with Limelight Music which provided them with interactive music and movement experiences, linking songs and stories.
- Successful charity funding raising event for Children in Need.
- Children’s involvement in Parksmart initiative.
- Engagement with Ladywell regeneration programme.
- Well attended Stay and Play sessions for parents/ carers.
- Launch of browse and Borrow resources for families.

