

**Deans North Nursery**

**PROGRESS  
REPORT FOR  
SESSION 2019/20**

**(Standards & Quality Report)**

**Deans North Nursery  
Deans Community High School  
Eastwood Park  
Deans  
EH54 8PS**

## ABOUT OUR EARLY LEARNING CENTRE

Our Nursery is based within Deans Community High School, where we provide quality learning experiences in a nurturing and safe environment for 60 pupils with full day and half day provision. We have additional space in our Nursery for eligible two year old children. Our Nursery team is led by our EYO, with an additional seven Nursery Nurses. Strategic support to the HT and EYO is provided by the ELCASM. Nursery team are enthusiastic and keen to develop their own practices. One member of the team has completed Froebel training and this has been cascaded to all staff.

All members of our nursery community demonstrate strong collegiality and teamwork and this helps to maintain a positive climate for learning in school for all children. The staff within Deans North Nursery strive to develop strong partnerships with parents, carers and the wider nursery community. As a nursery we work together within the local community to improve opportunities and experiences for all children. The children have the opportunity to go on forest walks in the woodland area near to the nursery. These walks take place on a weekly basis providing high quality learning experiences for all children in and through outdoor learning.

## IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was for children to plan and lead their own learning in Literacy and develop real life numeracy experiences across all areas both indoors/outdoors.</p> <p>NIF Driver(s):</p>	<p><b>We have made very good progress.</b></p> <p>What did we do?</p> <p>One of our Nursery Nurses completed Froebel training this session, cascading learning to the rest of the Nursery team. Staff participating in these CLPL opportunities have used their learning to transform the opportunities for children in the Nursery setting. Children have increased opportunities to lead their own learning, developing self-skills through a variety of practical activities and direct use of real and natural materials both indoors and outdoors. These activities have included; block play, weaving, baking and music. There has been a strong focus on language development, listening skills and the development of hand / eye coordination through these activities. Nursery staff have utilised floor books to encourage children to share their learning and ideas for future activities. This has also provided increased opportunities for mark making and letter and number formation.</p> <p>The outdoor play area has been improved to include signs and displays to encourage language and communication skills. The mud kitchen now has resources to encourage further mathematical play including resources to weigh, measure, mix and pour. We have created Literacy and Numeracy trollies in the outdoor spaces to encourage children to choose resources independently, encouraging language and numeracy vocabulary. Weekly forest walks for all children continue to be a highlight of the week. Staff have developed learning opportunities further; introducing storyline into play, building habitats for animals and extending vocabulary, identifying and describing natural resources.</p> <p>All staff use Emotion Works resources to good effect to introduce the concept of feelings and emotions with all children. Children self-register daily using emoticons which are then explored further through discussion with staff. Staff have introduced mirrors to encourage children to display and discuss their emotions as part of their daily routines.</p> <p>Evidence indicates the impact is:</p> <p>All children are highly motivated and challenged by the addition of real resources and practical materials such as real tools, weaving loom and natural loose parts. Extensive resources create more opportunities for children to independently exercise choice of activities taking account of individual needs, experiences and interests.</p> <p>Space is utilised more effectively both indoors and outdoors creating stimulating areas where children can persevere and complete tasks, setting appropriate targets for their own learning.</p> <p>All children have the confidence to share their emotions and feelings with others in small/large group situations.</p> <p>Next steps: To continue to develop high quality outdoor learning opportunities for all learners.</p>

<p>2.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was to improve children and families understanding of 'Healthy' with a focus on healthy eating and active learning experiences.</p> <p>NIF Driver(s):</p>	<p><b>We have made very good progress.</b></p> <p>What did we do?</p> <p>BIG Breakfast and Forest Walk events for parents and families were organised on a monthly basis. The majority of families engaged in these opportunities over the course of the year. These events provided the opportunity for parents to learn more about the learning that takes place on the Forest Walks and the Health and Wellbeing curriculum. All Nursery children participated in Yoga sessions as part of a pilot developing Yoga resources for children of Nursery and School age. The Wellbeing Stations focused on Physical, Mental and Emotional Wellbeing providing children with the skills, knowledge and tools to make positive and proactive choices to learn and thrive in life. Feedback from parents indicated that children were sharing their learning about the Yoga moves at home with their parents and siblings.</p> <p>Children are developing greater knowledge of healthy foods and where they come from by being involved in choosing, ordering and preparing foods for snack. To further involve parents in learning children take an interactive activity home. Children and families work together to prepare a healthy snack at home and are encouraged to share their experiences with the wider Nursery community. All children are actively involved in planting and harvesting vegetables in the nursery allotment. All food is used in the Nursery setting for taster sessions and for snack.</p> <p>Evidence indicates the impact is:</p> <p>All children feel empowered as they learn to independently explore their natural environment confidently sharing experiences with each other, staff and parents. All children have a sense of ownership having the space and freedom to explore on their own demonstrating self-awareness, independence, empathy, social skills, physical skills, resilience, concentration, motivation, problem solving and risk taking.</p> <p>Through Yoga all children are learning about their bodies and movement they are capable of doing creating a sense of personal empowerment. The majority of children have improved their listening skills and the ability to focus. Most children are also better able to manage emotional upsets and cope with stressful event.</p> <p>All children have gained a better understanding of responsibility caring for the natural world, nurturing plants and learning about the cause and effect of nature. They have all increased in self-confidence, achieving their goals by enjoying the food that they have grown.</p> <p>Next steps</p> <ul style="list-style-type: none"> <li>To provide opportunities to support children's health &amp; wellbeing with a focus on 'mental and emotional wellbeing'.</li> </ul>
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How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)