

Education and Learning Directorate

School/ELC Annual Standards and Quality Report

2024-25

School: Newington Nursery



Date: April 2025

1. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

Vision, Values and Aims
School Statement

Vision

- At Newington Nursery we strive to provide a safe, nurturing, inclusive and fun learning environment through play.
- Children will experience a happy environment, kindness and have equal opportunities.
- Children will be supported to make friends, develop new skills and become independent and responsible individuals in their community.
- Parents and Carers will feel valued, included and be listened to.

Our values are:

inclusive
nurtured
safe
respect
kindness
'LEARNing through play'.

AIMS:

Using a Froebelian approach, we aim to provide an emotionally secure environment where every child feels cared for and nurtured. This will enable children to become **confident individuals** who are **successful learners** and **effective contributors** in leading their own learning, becoming **responsible citizens** through their play-led experiences in nursery.

Review Date: Dec 2027

Review Activities (as appropriate)

- Survey sent out to all parents, stakeholders and staff to capture thoughts and ideas for creating the Aims.

All parents, staff and stakeholders were asked to contribute ideas via an online survey to our Aims. These were all collated and tallied in order of most popular to least popular and the staff voted on what to have as our Aims. October 2024.

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)																												
School Priority 1 Developing quality environments - Quality child led planning of a numeracy rich environment will facilitate learning and progression across AOL numeracy. • NIF Priority: Improvement in attainment, particularly in numeracy NIF Driver 5 - ELC Improvement HGIOS? 4 / HGIOELC? Qis 2.3 Learning and engagement Quality of interactions 3.2 Securing Children's progress	Free flow environments with a wide range of planned numeracy resources will encourage almost all children to progress in numeracy to some good progress by the end of their N4 year. <table><tr><th colspan="2">Maths</th></tr><tr><th>T1/2</th><th>T3/4</th></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OS</td><td></td></tr><tr><td>OS</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OB</td><td></td></tr><tr><td>OS</td><td></td></tr></table> This data captures that 3 children new to us, were working in some progress by January 2025. None of those children have any ASN. 2 of the children are SIMD 3 or 4 but 1 is SIMD 1. The other 9 children's progress has not been assessed for ACEL uplift yet but predictions would suggest a further 2 will be working in some progress. Children will have choice as they move between activities and experiences, both inside and outside. This will ensure almost all children are active learners through investigation and exploration giving breadth and depth to numeracy learning. ECERS The Nursery environment has been assessed using the Early Childhood Environment Rating Scale (ECERS) in Term 1, Term 2, Term 3 and Term 4 by the Nursery's Pupil Excellence and Equity Lead(s) and DHT.	Maths		T1/2	T3/4	OB		OB		OB		OB		OB		OB		OB		OS		OS		OB		OB		OS		All children in SIMD 1 or 2 will be targeted for interventions in attainment in numeracy, including nurture and parental engagement in 2025-2026 if they are not working in Some Progress by the end of their N4 year. We will deepen understanding of written numbers by - Developing displays to explicitly expose children to written print and math-related concepts (particularly in areas such as construction, junk modeling, play-dough, role play and sensory play). - We will add number lines and tens frames to
Maths																														
T1/2	T3/4																													
OB																														
OB																														
OB																														
OB																														
OB																														
OB																														
OB																														
OS																														
OS																														
OB																														
OB																														
OS																														

National Standard Criteria Criteria 3 – Physical Environment	Overall the assessment tells us: • Math materials are plentiful and are accessible to all children both inside and outside. Toy telephones, play money, dominoes, puzzles, board games, compare bears, scales, threading beads, a variety of natural resources and loose parts. . • Most staff frequently join in all play and introduce/encourage use of math materials to support and extend numeracy development. • All staff show children how to use materials and talk about the meaning of printed numbers (measuring jugs, temperature probes, tooth brushing timers, rulers) and show how they indicate differences in size/amount. • All staff encourage children to use their fingers to represent numbers (within songs, rhymes, showing their age). • Almost all staff engage children in conversations about math as they play in 'math' and 'non-math' areas. Discussing numbers/shapes children identify during community walks, prompting how many more/do you know how interactions that encourage children to explain with mathematic reasoning. • All N5 children are given more complex math-related tasks (group time, count how many children are present to determine how much tooth paste is needed, use a measuring tape to see if something will fit in a space, how many bags of sand are needed to fill the sandpit, filling up jugs halfway for water and milk, handle information using tally marks). • Some exposure to written numbers through display and play materials. • Most staff frequently encourage math learning as part of daily routines (lining up, self-serving at snack, giving directions, explaining days of the week, washing hands for 20 seconds, how many people like/dislike specific foods during snack). Some staff can overlook the value of these high quality interactions and these opportunities can be missed due to them supporting a few children's behaviour. Overall, our Nursery sits within the 'Good' scale. There is a slight dip in the quality of the environment between Term 2 and Term 3 which can be explained by staff absence with EEL and nursery manager in class as practitioners to maintain ratios. An overview of the assessment(s) can be found below.	displays and play provocation for children to freely access. • We will review our resources (particularly those affected by the weather or commonly played with in water) and make sure they are fit for use. • We will rotate play materials termly to spark curiosity and support our active learners who learn through investigation and exploration. We will strengthen math in daily events by • Incorporating and displaying tens frames to visually represent quantity (tens frames that children attach their picture to for lunch orders). • Include children when setting the table (looking at how many children are in Nursery and counting out the appropriate amount of cups/plates). • Create a 'Nursery calendar' to help children connect printed numbers with everyday use in their environment-allowing children to count how many days until an important event (seeing Dad at the weekend, Birthday,
---	--	--

1 Inadequate	2	3 Minimal	4	5 Good	6	7 Excellent
-----------------	---	--------------	---	-----------	---	----------------

23. Math materials and activities

Date of observation	Observer	Rating
Term 1 29/10/2024	Mrs Heathcote	6
Term 2 09/01/2025	Mrs Heathcote	6
Term 3 06/03/2025	Mrs Carter SMT and Mrs Murray EEL	5
Term 4 28/04/2025	Mrs Murray EEL	6

24. Math in daily events

Date of observation	Observer	Rating
Term 1 29/10/2024	Mrs Heathcote	4
Term 2 09/01/2025	Mrs Heathcote	6
Term 3 06/03/2025	Mrs Carter SMT and Mrs Murray EEL	5
Term 4 28/04/2025	Mrs Murray EEL	5

25. Understanding written numbers

Date of observation	Observer	Rating
Term 1 29/10/2024	Mrs Heathcote	6
Term 2 09/01/2025	Mrs Heathcote	7
Term 3 06/03/2025	Mrs Carter SMT and Mrs Murray EEL	5
Term 4 28/04/2025	Mrs Murray EEL	6

Almost all tracked children will move from current progression stage of 'Some progress' to at least 'good progress', with a few reaching very good progress.

The table below shows the progress of 12 deferred children – with staff predictions of where they will be at ACEL uplift date in May.

- 2 out of the 12 children who deferred were sitting in beginning to learn in T1/2.
- Both of these children have made progress, 1 moving into some progress in T3/4 and 1 moving to Good progress.
- 8 out of the 12 children who deferred were sitting in some progress in T1/2.
- 6 of these children have progressed to Good progress in T3/4.
- 2 of these children have remained in some progress.

Attainment Meetings

- Nursery Practitioners feel although the 2 children sitting in some progress did not make visible movement into Good progress, they are making significant progress across this level and they will be in Good progress by the end of Term 4.
- 1 of these children will be entering the Learning Centre and has an identified processing need and the other child demonstrated significant emotional distress and disruptive behaviour throughout Term 2 and 3.

family trip to the Zoo, days until Primary 1).

The next cohort of N4 children will complete a baseline assessment in T2 and T4 to evidence progress and achievement. This will inform the Nursery environment, possible interventions, and children's next steps.

- Of the 9 children sitting in Good progress, 3 are expected to be awarded achievement of this stage and moving into Very Good progress by very end of Term 4.

Child's Name	Progress N5 Def	
Child 1	T1/T2	T3/T4
	O6	O6
Child 2	T1/T2	T3/T4
	O6	O6
Child 3	T1/T2	T3/T4
	O5	O6
Child 4	T1/T2	T3/T4
	O5	O6
Child 5	T1/T2	T3/T4
	O5	O6
Child 6	T1/T2	T3/T4
	O5	O5
Child 7	T1/T2	T3/T4
	OB	O6
Child 8	T1/T2	T3/T4
	O5	O6
Child 9	T1/T2	T3/T4
	O5	O6
Child 10	T1/T2	T3/T4
	O5	O5
Child 11	T1/T2	T3/T4
	O5	O6
Child 12	T1/T2	T3/T4
	OB	O5

Key	
OB	
O5	
O6	
OV	

Taking a holistic view of the 12 deferred children's needs in the table below we can determine the children who have progressed most are those that have not required specific targeted support or intervention.

This demonstrates:

- progress is being made by all children
- early identification of additional support needs
- effective use of targeted, early intervention
- Commitment to Getting it Right or Every Child and their UNCRC Right to Learn.
- The children who deferred for social, emotional reasons continued to make progress within early level in numeracy through play.
- Staffs continued commitment to raising attainment.

Child's Name	Progress N5 Def		SIMD	ASN	IEP	TLQ	SALT	NDAS	Enhanced transition
Child 1	T1/T2	T3/T4	3						
	OG	OG							
Child 2	T1/T2	T3/T4	4						
	OG	OG							
Child 3	T1/T2	T3/T4	1	✓	✓			✓	✓
	OS	OG							
Child 4	T1/T2	T3/T4	3						
	OS	OG							
Child 5	T1/T2	T3/T4	3			✓	✓		✓
	OS	OG							
Child 6	T1/T2	T3/T4	3	✓	✓		✓		✓
	OS	OS							
Child 7	T1/T2	T3/T4	3					✓	✓
	OB	OG							
Child 8	T1/T2	T3/T4	4	✓		✓	✓	✓	✓
	OS	OG							
Child 9	T1/T2	T3/T4	4						
	OS	OG							
Child 10	T1/T2	T3/T4	3		✓	✓	✓		✓
	OS	OS							
Child 11	T1/T2	T3/T4	3	✓		✓		✓	✓
	OS	OG							
Child 12	T1/T2	T3/T4	3	✓	✓			✓	✓
	OB	OS							

Key	
OB	
OS	
OG	
OV	

Counting Collections

We secured funding from Math Scotland of £500 and created 10 Counting Collection packs to provide targeted support to children that were deferred and their parents.

The packs contained a storybook, and a variety of activities linking to the story covering Estimating and Rounding, Number and Number Processes, Money, Measurement and Information Handling.

The pack included manipulatives/concrete materials such as cubes, counters and animals. It also contained support resources Number line, 100 square and Numicon.

- Parents were invited in on Maths Week to discuss the pack and how to use them at home with the nursery manager. 9 families attended individually or in small groups.
- 8 parents completed a survey reflecting on their skills and confidence in supporting numeracy at home with their child. Almost all scored themselves 3 / 4 out of 5 with 1 parent scoring themselves 2/5.

Counting Collection Impact

Out of the 12 children that deferred, 9 families took a Counting Collection home.

8 families completed a written Feedback Form.

All families reported that they enjoyed the Counting Collection packs with an average of 4.4 out of 5 stars.

Counting Collection Workshop

EEL to invite families into the Nursery to introduce the 'Counting Collection' packs and talk through the activities.

- Model how the activities within the packs can be completed at home.
- Demonstrate/explain how the support resources (100 Square, Number line, concrete materials, Numicon can be used to scaffold and extend children's learning.
- Allow time for families to ask questions and provide real time feedback.

	Counting Collection Feedback "The pack was really fun and imaginative. We really enjoyed doing activity 5. Spotting the differences and similarities such as long, short, tails, paws, hooves etc. This pack was really fun and a different way of interacting for us". "Z loved the story and counting with the animals. We played activity 2 like bingo- Mum picked a number and Z put an animal on the 100 square. The pack was great!" "This was a bit tricky at first for C but she quickly got the hand of it and found it to be fun. C has really enjoyed this pack. She has learnt a lot from it". " All families said they were interested in taking home another pack and most agreed taking a pack home termly though a few requested to take a pack home on a bi-weekly basis. Counting Collection packs were available in Term 2 and will be available again in Term 4 now the Nursery has appointed a new EEL.  2 families commented that they did not make use of 100 Square, however, both families commented their child found an activity tricky/difficult which a 100 Square might have supported. One parent commented their child's Granny/Dad were unable to 'get to grips' with the pack. This suggests families would benefit from in person sessions which outline how to deliver the activities/make use of the support materials provided. This will be delivered by the Nursery's EEL in Term 4. The written feedback form has been digitized and can be found here: Counting Collections Feedback	Responding to Feedback - We will review the contents of the packs and reduce/organise the materials in a more effective way. - We will also create a Materials Checklist for each Counting Collection pack. - Counting Collection packs will be checked by the EEL before they go home with children to make sure nothing is missing (dry erase marker was originally included within each pack). - The 6 activities within each Counting Collection pack will explicitly link to Early Level Numeracy to inform planning, next steps and our Nursery environment. Eg if multiple parents feedback activity 4 was too difficult/least enjoyed and activity 4 is Information Handling-Data and Analytics we can respond to this through play provocation/key worker support. SIMD To ensure equity and excellence for all, we will deliver Counting Collection sessions out of the Outdoor Learning classroom and invite families along. This will ensure
--	--	--

Counting Collection SIMD Impact

The table below shows

- All SIMD 4 took home Counting Collection
- Most of the children living in SIMD 3 took home Counting Collection
- The only child living in SIMD 1 did not take Counting Collection home

	Deferred child SIMD index	Took home Counting Collection
Child 1	3	✓✓
Child 2	4	✓
Child 3	1	X
Child 4	3	✓
Child 5	3	✓
Child 6	3	✓
Child 7	3	✓
Child 8	4	✓✓
Child 9	4	✓✓
Child 10	3	X
Child 11	3	✓
Child 12	3	X

Learners will be able to evaluate their learning and be able to talk about their learning on Learning Journals. Mrs Carter completed 6 sample discussions with children across term1 -3. The evidence shows that most children can talk about their learning but that some younger children find this difficult.

Child A (11.09.24) Mrs Carter

Child B (18.09.24) Mrs Carter

Child C (30.09.24) Mrs Carter *(Not confident on describing the learning)*

Child D (30.10.24) Mrs Carter

Child E (10.01.25) Mrs Carter

Child F (17.01.25) Mrs Carter *(Not confident discussing the learning that took place and needed a lot of prompting)*

- Each child, regardless of SIMD index, interacts and experiences this resource.
- Families, particularly families EAL or families with literacy difficulties feel comfortable with the resources and confident supporting their child.

Staff will consistently encourage children to help share their learning to home online and capture their voice to describe it, supporting confidence, word finding skills and extending vocabulary banks.

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
School Priority 2: Develop leadership roles for children in nursery – 'group leaders'. NIF Priority - Improvement in children and young people's health and wellbeing NIF Driver ELC Improvement HGIOS? 4 / HGIOELC? Qis 3.1 ensuring wellbeing, inclusion and equality. National Standard Criteria Criteria 2 - Development of children's cognitive skills, health and wellbeing	. All children will have multiple opportunities to be a group leader.(5 children per week) • In term 1, 2 & 3 all children were group leaders at least twice across the 3 terms, most had 3 opportunities. • Almost all children in each key group voted for the leader weekly to ensure equity and fairness, depending on attendance / absence. As each child was group leader, their photo was removed from the choice until everyone had a turn. • Almost all children participated meaningfully in the voting and almost all can now do this independently with adults only organizing the choices. • Most children made a group leader medal to wear with a few choosing not to make one as they do not like wearing the lanyard. • Most children can name at least 2 jobs they do as group leader. • Almost all children in each key group took part in creating suggested 'jobs' they would like to do, which was collated and the top 5 were added to the display for Group Leaders. Almost all children will effectively be a leader, with support, in learning about responsibility and developing personal confidence. • In the group leader sheet completed for Terms 1&2 children were asked what they were good at to promote value of their talents and skills at their age. This helped them identify and articulate confidence and pride in themselves. Below shows what they said:	In term 4 (May 12th onwards) children will have the same opportunities and experiences repeated for being group leader, earning points for the group mascot and being helpful and responsible at home.

- Tidy up toys in nursery.
- Collect picture tray for group time.
- Collect toothbrushes and hold 2 minute timer.
- Be the line leader.
- Take the recycling to the bins.
- Take the lunch trolley to the dinner hall.
- 'Be the postman taking letters from nursery to the office'.

All children will be included in and known in the whole school community doing their 'jobs' as 'group leader'.

- Some wider school staff in SLT, office, kitchen, learning Centre and janitorial interacted with children doing 'jobs' that took them into the wider school, asking questions about their group leader medal, what does a group leader do, and the job they were doing and giving them praise.
- Some children now know where different parts of the school are – the office, kitchen, janitor office, reprographics and can lead others/staff to the correct place.
- The display in the dining area for nursery group leaders and jobs, as part of the Rights Respecting Schools wall did not get completed due to time and staffing.

Almost all children will be able to evaluate their week of being group leader independently.

- Most children completed a 'Group Leader' sheet with Mrs. Gallagher (44/49) to identify 'jobs' they could do at home and reflect afterwards how they felt being a group leader through words and pictures.
- Almost all children were asked how they felt during their week of being a group leader linked to Colour Monster emotions to help them articulate, identify and understand emotions:
- Loved -1
- Happy - 31
- Confused - 1
- Angry - 1
- Good - 3
- Unable to identify or share (verbally or pictorially) - 7

A few children will experience the wider school community as part of RRSA and Pupil council.

- 4 children, all N5s, were chosen to be Pupil Council reps and Rights Respecting Schools Rep by nursery children, using a nomination and voting process. They

13

	Parents will have opportunities to share experiences from home on learning journals and become more confident in supporting age appropriate skills at home. • In term 1 - 28 out of 29 children identified what jobs they wanted to do at home to demonstrate being helpful and responsible. Half (14) of all 28 parents uploaded stories on Learning Journals showing their child completing jobs at home with parent support and encouragement. • In term 2 - 23 out of 27 children identified jobs as above with 10 parents uploading stories to learning journals. • Over term 1-3 almost all parents (45/49) have shared learning that has taken place at home on learning journals with 283 contributions so far. (22.4.25) • The 4 parents who have not shared anything are within SIMD area 1. Another 9 parents in SIMD 1 have and all parents in SIMD 2 also have contributed. • In the term 4 parent survey, 20 out of 22 parents were aware of the leadership focus for children this year in nursery and home. Some of the descriptions from parents demonstrate them valuing their child as a learner at home are: <i>Child A set the table for dinner, he put flowers on the table and he helped cook the poppadoms. He helped with the timing while they cooked. He counted to 30 with some help.</i> <i>Child B enjoyed helping with tonight's dinner. Child B added the spices using the measuring spoon, stirring them all in, poured the pasta into the pan and asked to add the water.</i> <i>Child C completed his leader jobs at home! Tidying all his cars 🚗 Good Job!! 👍</i> <i>Child D was group leader this week and learning all about responsibility. Every week at home we decide together what jobs they would like to do</i> <i>Child E has continued to be very responsible at home this week. She helped to put away the clean clothes in her room and keep it nice and tidy, she took the bin in after it had been emptied and also cleared up the potato peelings and put them in the bin. Child E is generally very good at helping out around the house and being responsible as she always likes to try things and do them herself</i> <i>Child F is group leader this week so she is also helping out at home. This is her making dinner.. Tonight Child F wanted to help cook dinner. She chopped up the veg to make spaghetti</i>	Find a way for children with SLCN, are nonverbal or have complex ASN to participate in this appropriately and meaningfully. Families in SIMD 1 will be a focus for developing parental engagement from August 2025
--	---	--

Child G helped to hang the washing up tonight. This was one of the jobs she wanted to help out with at home while she is group leader 😊

Success will be celebrated with child and whole nursery each week, 'Star of the week'.

All children have been Star of the Week throughout the first 3 terms having earned the most 'Mascot points' for demonstrating responsible behaviours – being kind, being polite, being helpful, listening to others and trying your best.

- Certificate and group mascot was theirs for the weekend to enjoy. The certificate detailed what the child had done most to win the mascot. Parents were invited to post photos of what their child enjoyed over the weekend with the mascot. 43/49 parents have done this in terms 1-3.
- Almost all children are able to explain to unknown adults in nursery at least 2 ways of how they can earn points and what they get if they have the most.

When asked what children had done to win points, the following answers were provided:



The end of term 3 a sample survey asking 12 children to talk about getting the mascot and being a group leader showed:

- 2 out of 12 children said they did not enjoy being a Group Leader.
- 10 out of 12 children did enjoy being a Group Leader.
- Out of 12 children, 10 had were able to talk about taking home the Nursery Mascot and 2 could not recall having it home.

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
1.3 Leadership of change			
- Developing a shared vision, values and aims relevant to the school and its community - Strategic planning for continuous improvement - Implementing improvement and change	What we did: Oct 2024 - Refreshed the AIMS of the nursery, including ideas from 6 parents, 2 staff and 4 stakeholders. Shared this with all parents and displayed full new Vision, Value and Aims in nursery and on Nursery Handbook Sway. Clear and concise vision, value and aims that are aspirational as well as match and integrate what the community, families, and government want us to deliver. A focus on skills development, inclusion and wellbeing for the youngest learners. All children will experience nursery that has context and links to their community, informed on by parental voice. Parent forum termly meetings have taken place with parents being able to attend the meeting or complete an online survey based on the agenda so their voice is captured and included. An average of 14 responses or attendees have occurred each meeting from 21 parents who said they wanted to be part of the parent forum. Parent surveys have been sent out termly for settling in feedback and improvement actions. Parent response letter shared in Oct 2024 and March 2025. A total of 22 parents, 11 / 15 new parents, completed settling in surveys. Almost half of parents voice is being heard and valued, informing on decisions and change within the nursery. Almost all new parents	Re- introduce peer staff observations in August 2025 academic year – term 2. Use VERP to inform on staff training areas identified and develop a more self-reflective approach to improving practice. Refresh and develop the tasks for Equity and Excellence Lead to work on developing areas for improvement identified in SIP and narrowing attainment. Use Froebelian self-evaluation tool kit more robustly in each term to develop Froebelian environment/practice. Develop a more effective quality assurance calendar that is easy to follow and concise.	

	completed the survey. Parents are more likely to be more involved in their children's nursery life if they can contribute to improvements and change. Ideas to improve were as follows: Board/page with the teachers pictures/names. I see many faces but don't know who everyone is Prior to the first year of nursery we were not told not to purchase little school bags, water bottles etc therefore if this had been included in paperwork this would have saved money and been helpful. Observations of practice quality with all staff took place in November 2024 with development areas identified for staff and an action plan identified training that linked directly to improving quality interactions with children. Term 3 no observations took place due to staff absence and the prioritising staff wellbeing. Nursery manager has requested VERP for term 4 as a further strengths based approach to develop attunement in interactions with children. Most children are experiencing higher quality interactions and scaffolding of learning more frequently as staff are becoming more skilled in their knowledge of what quality looks like, reflecting on their own practice and seeing how other staff practice can influence and support theirs. Thinking and learning from training has refreshed staff understanding of the skills of stepping in to support and extend learning in play. EEL completed ECERS assessment for the environment in Terms 1 and 2 with DHT and new EEL completing a quality assurance observations of the environment in Term 3. The environment is continually evaluated and improvements suggested, acted upon in a timely way to develop areas in provision and a focus on the 3 key areas being tracked for attainment in a more holistic way; thus raising attainment and increasing enjoyment and challenge for all children.	Move outside display board into the cloakroom area so all parents see it. Ensure the handbook sway clearly lists what a child needs for nursery.	
--	---	--	--

	Leadership responsibilities developed in staff over the previous years enabled the EEL to step back from TLQ delivery, assessments and tracking and hand over to 2 staff which has helped to build capacity. Almost all staff take on a different leadership role within nursery and the culture of evaluation and improvement is embedded in the team resulting in delivery of PEEP, Bookbug, Let's Move in the gym hall, Story Sacks and Nurture. All staff have attended training identified for them to build capacity and improve outcomes for children – TLQ, Pre TLQ, Solihull, Honing the Art of Stepping in, Froebel Short course, Foundations of Counting, Boxall, EAL input, DNK, Froebel Showcase/ woodwork, Food hygiene. Children experience more breadth and depth in activities and learning through leadership roles in the staff team in a variety of ways. Staff skills in observation, assessing and tracking are being developed to raise attainment and quality of experiences for those children with identified and unidentified needs. Staff know how to support children with SLCN and this informs on planning and the environment/activities that are offered. Local authority, SSSC and Care Inspectorate processes i.e notifications, performance management have been used to share information and follow process relating to any reportable concerns and complaints. Children are kept safe and experience positive relationships with staff. Staff are aware of expectations relating to best practice, care and support for children.		
--	--	--	--

Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
• Learning and engagement Quality of teaching • Effective use of assessment • Planning, tracking and monitoring	Reviewed planning approach with all staff to better meet children's next steps, needs and minimize administration time for staff in February 2025 as a pilot until end June. Created a rota of staff working together in a room each for one week at a time, supported by 'floating' staff for ratios and children's needs. Children are experiencing better quality interactions due to a more holistic approach of child interests and scaffolding learning at the moment; not distracted by ticking off next steps. Staff are working together to create environments that are interesting and promote curiosity and perseverance. All staff are supporting next steps learning and support staff are utilized in the room with children, not doing admin tasks. Changed group time daily to further develop collaborative working and staff relationships, with a focus on raising attainment for N5s and N4s in stage appropriate skills. Children at different stages are in a group that meets their needs /stage of development better, allowing time and focus on enjoying learning not on managing behaviours. The N5s have more learning time at group time without distractions and the N4s are able to be more active and stage appropriate learning in basic communication, listening and managing their emerging emotional regulation. Mrs Carter sampled children in the nursery across terms 1-3 and asked them about their learning on the ipad Learning Journal app. All children could find their own profile on the ipad. Most children (3/5) could talk about their learning. Child A (18.09.24) Mrs Carter Child B (30.09.24) Mrs Carter (<i>Not confident on describing the learning</i>) Child C (30.10.24) Mrs Carter Child D (10.01.25) Mrs Carter	Evaluate pilot planning and changes to group time in June 2025 and refine what has worked well and create a robust, holistic planning/assessment/evaluation cycle to ensure all aspects of learning, teaching and assessment are included, that is manageable for staff / needs in the nursery. All key workers capture next steps from home termly – implement a monitoring system for this to support staff with their organisation /timing of pupil admin. Utilise EYSA staff (32.5 hour post) and apprentice more effectively to support capturing of evidence of learning and progress in a Big Book with protected time off the floor. Refresh personal care plans, use authority pilot one as a baseline, and have them online to be completed on the iPad by staff at home visits – consult with staff 'what information do you need?' for a child coming in to make them more helpful in meeting needs.	

	<i>Child E (17.01.25) Mrs Carter (Not confident discussing the learning that took place and needed a lot of prompting)</i> Opportunities for free play inside and outdoors occur every day with resources that support all stages of development and style of learning. Children have access outside from arrival to departure. <i>Almost all children spend extended periods of time outdoors all year round. All children have access to wet weather clothing, wellies and winter hats/gloves from nursery so barriers to accessing outdoors safely are removed.</i> Most staff provide well timed interactions, most of the time with children, using open ended questions and HOTS to encourage and support learning to explore depth and breadth and appropriate challenge. Most staff respond to children's interests and needs in their learning most of the time. There are robust paperwork in place to follow a child from home to nursery for each child's planning, tracking and monitoring of progress. Staff have good relationships with families and know their children well. Children receive individualised care and support in learning enabling them to be an autonomous learner. <i>Most children are more engaged in learning and activities for longer due to it being their choice, prompting curiosity and with appropriate challenge. Some of our most distressed children's behaviours improved during term 3 as they are more engaged with the environment around them.</i> <i>All children are safer in nursery because all staff know what their needs are and can meet these with strategies agreed with family.</i> Staff leadership roles has provided activities that further support literacy, physical development and family learning. <i>All children have additional opportunities for learning in specific curricular areas with parents and in small groups to support progress in attainment.</i>	Using evaluations of environment create systems to ensure gaps/improvements are acted upon in a SMART approach.	
--	---	--	--

	The environment has been assessed and evaluated using ECERS in Term 1 / 2 and start of Term 4, and a 'walkabout' by the EEL and DHT during a day in term 3 to identify strengths and gaps. Continuous improvement and evaluation takes place with a focus on quality environment rich in literacy and numeracy stage appropriate experiences. There should be a clear purpose and reason for what the environment contains. Almost all staff reflect frequently to ensure children's voice is captured and visible.		
--	--	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
3.1 Ensuring wellbeing, equality and inclusion			
- Wellbeing - Fulfilment of statutory duties - Inclusion and equality	Introduced UNCRC language to experiences we provide for children to explain why they have them and why we practice in a certain way – on intentional planning wall. Informed parents that their child is learning about UNCRC in nursery. Detailed what Articles we are focusing on each term and shared videos and links with parents. Linked activities in nursery to UNCRC articles for parents on paperwork and nursery handbook Sway. All rights of children are acknowledged and inform what we do and how we do it – in care and learning. 17 out of 18 new starts had their personal care plans completed at home with families prior to the child starting nursery. Personal Plans are reviewed after 6 months by key workers and parents contribute termly next steps from home. The nursery manager monitors the quality and compliance of the personal plans in term 1 and term 3. Home visits allow children and families to build relationships with nursery and discuss in detail /observe a child's needs / personality before they start – staff use this to ensure high quality individualized support during transition. All children benefit from the effective partnership working	Be more explicit in linking UNCRC rights with curricular and environment planning decisions. Develop children's understanding of wellbeing indicators and key UNCRC rights through conversations and experiences. Create a more robust system for capturing children's wellbeing on arrival at nursery so staff can explore this with them to develop their understanding of and resilience in their wellbeing. Consult with staff in term 4 (2025) on options/ideas to build better communication day to day for those who do not work full time – sharing of significant information. Ensure parents have a parent friendly copy of the improvement plan and updates at the end of term 1, 2 and 3.	5 – very good

	between home and nursery which makes them safer and progress in their learning. All staff have participated in relevant training that builds their capacity and has a clear impact on quality of children's experiences. We have 3 trained 1st Aiders in nursery and the manager is also Paediatric and adult 1st aid trained therefore all children have access to a paediatric trained familiar member of staff daily to ensure response to injury is swift and appropriate. All children in nursery are treated as an individual and supported to flourish and reach their potential in wellbeing and development. If an additional need is identified during their time in nursery it is discussed at a fortnightly meeting of key worker staff, to evaluate need and create actions/strategies to support them, including assessments and referrals to specialist partners i.e SaLT, Inclusion team, Educational visitor, OT, Health visitor. Or strategies to support change / improvement using - It helps me when, Fuse Tool and No sense of danger. These are reviewed a minimum of termly. TAC is robust for all children and Manager is pro-active in liaising with parents, external professional's i.e., health visitor, educational visitor, occupational therapy to ensure all supports and advice is gathered, and actions are implemented and tracked. Children showing emerging concerns in behaviour or development are discussed by staff, observed and assessed by EEL using local authority paperwork – Preschool checklist, Highland scales and if relevant, TLQ to gather baselines; prior to conversations with parents, a stage 2 intervention and being referred on to specialist services. Further information and guidance are sought from Health visitors, prior to referral and parents are always informed and consulted at all stages of this process. The staff team have a range of experience and skills enabling a solution focused approach with children to support them to succeed not fail using relationship based practice and knowledge of child development, schemas and ACES. Nursery have been able to lead on and host 5 child planning meetings termly for children with ASN with parents and all professionals present.		
--	--	--	--

	Actions are recorded and followed up, and minutes sent out to all involved. Updates are recorded on SEEMIS pupil profile and wellbeing. Nursery also lead on and host 2 IEPs for children. All children's wellbeing and developmental needs are known by all core staff and reviewed fortnightly at our Additional Support Needs meeting. 17 N5s and 6 N4s have been identified as requiring stage 2 or 3 intervention across the year. 6 children had Boxall assessments completed that identified nurture needs. 13 children were identified as requiring an enhanced transition for needs ranging from ASN diagnosis, ASN undiagnosed needs, emotional dysregulation, anxiety. The Colour Monster is available in nursery daily for children to access to identify and express a range of emotions. A 'help me' card has been introduced for children to take to an adult if they need help but are unable to ask/use words or convey their needs. An average of 15 children out of 48 (a sample in week 10.2.25 chose to use the Colour Monster daily. Most stating they were happy, with some choosing sad and a few angry. Total communication approach is used with children in nursery to ensure inclusion, participation and contribution. The 'Fix It' folder is used with specific children to help them understand, name, identify emotions, cause and effect, blame and behaviour options, to find positive solutions to situations and reduce dysregulated behaviours. All children who need it have access to support tools that help them in an individualised way. To support and ensure staff wellbeing, we have utilised local authority wellbeing officer across terms 3 and 4 to explore concerns and wellbeing with a focus on strengths, common themes and solutions. An action plan		
--	--	--	--

	has been created based on their feedback and implemented to improve wellbeing for all staff, increasing confidence and feelings of values as a team and individually. 1 member of staff on long term absence has successfully returned to work. Almost all staff have said individually they feel heard and more valued. Almost all staff have stated morale has improved and conflict reduced. All staff have said the action plan contains positive activities that will help develop relationships and reduce stress. 8 of 12 staff attended the 'social' team meeting, with 2 coming in for it on days they don't work or once they had finished and everyone who attended said it was been really enjoyable. Parents and children's voices are captured and used to inform on improvements and change. A sample of 12 children were asked about their nursery experience. 6 x N5s and 6 x N4s) The responses below detail what they said. Child Feedback Survey April 2025 12 children were asked how they felt about attending Nursery. 8 out of 12 children commented they were happy to come to Nursery. 4 out of 12 children articulated a negative emotion (confusion, anger, nervousness, boredom) and explained this was due to missing a parent/wanting to stay at home/help on the farm. All children were asked what their favourite part of Nursery was. The most common answers can be found below:	Next steps: All staff will explicitly refer to Nursery values (Inclusive, Nurtured, Safe, Respectful, Kind) when awarding points to children (for Nursery Mascot). This will reinforce positive behaviour, nurture relationships between children and staff and develop children's concept of self/confidence. I.e "I noticed you ___ to let ___ join in. I am giving you a point for helping ___ feel included!" "You held the scissors safely and used walking feet to get back to the table. I'm giving you a point for keeping everyone safe". Introduce 'Value of the Week'. This will allow all children to share what the value means/looks like to them. It will also encourage staff and children alike to identify positive examples of Inclusivity, Nurture, Safety, Respect and Kindness. It will also provide the grounds for all staff to have meaningful, restorative conversations if required.	
--	---	---	--

	 When asked what their least favourite part of Nursery was almost all children answered getting hurt or friends being unkind. 2 children commented they did not like numbers. Parent survey in April 2025 captured 22 parent views shared via the link below: Parent Survey 2025 This evidences that the opportunities offered by nursery for parents are having a positive impact: • 21 of the 22 respondents were aware of evaluation and improvement taking place in the nursery. • All parents who responded have attended multiple activities and events in the nursery with or for their child. • All respondents left an additional comment on questions that gave positive feedback about nursery, their child's experience or staff. • 8 parents were able to offer suggestions for improvements		
--	--	--	--

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
3.2 Raising attainment and achievement			

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

See Key Priority 1 Evidence and Impact on deferred children.

N4s tracking and progress is detailed below captured for ACEL uplift in January 2025 for Literacy/ Numeracy.

L&T		Writing			Reading		Maths	
T1/2	T3/4	T1/2	T3/4	PJ	T1/2	T3/4	T1/2	T3/4
OB		OB			OB		OB	
OB		OB			OB		OB	
OB		OB			OB		OB	
OB		OB			OB		OB	
OB		OB			OB		OB	
OB		OS			OB		OB	
OB		OS			OB		OB	
OB		OS			OS		OS	
OB		OS			OS		OS	
OB		OB			OB		OB	
OB		OB			OB		OB	
OB		OB			OB		OS	

This evidences that 5 children new to us, are already working in **some progress** by January 2025 in some areas.

None of those children have any ASN.

4 of the children are SIMD 3 or 4 but 1 is SIMD 1.

N5s tracking data for 7 children working in **beginning to learn**, 3 are in SIMD 1 of which 2 also have identified ASN.

The attainment data captured from the N5 cohort shows us – from a sample of 7 non deferred children from SIMD 1.

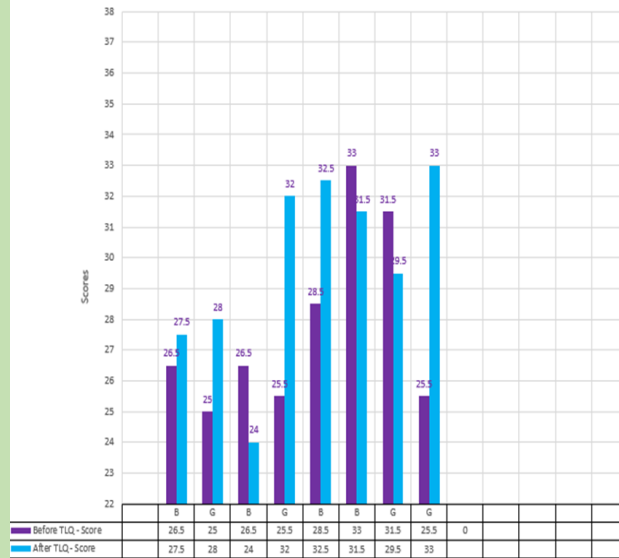
Child	N4 W	N4 R	N4 L/ T	N4 M	N5 W	N5 R	N5 L/ T	N5 M
1	ob	ob	ob	ob	os	os	os	os
2	os	os	os	os	og	og	ov	og
3	os	os	os	os	og	og	og	og
4	ob	ob	ob	ob	ob	ob	ob	ob
5	ob	ob	ob	os	os	os	og	og
6	ob	ob	ob	ob	os	ob	ob	os
7	ob	ob	ob	ob	ob	ob	ob	ob

Red = additional support needs (intervention stage 3 or 4) and / or multiple ACES.

All children in SIMD 1 or 2 will be targeted for interventions in attainment for literacy and numeracy, nurture and parental engagement in 2025-2026 if they are not working in Some Progress by the end of N4 year.

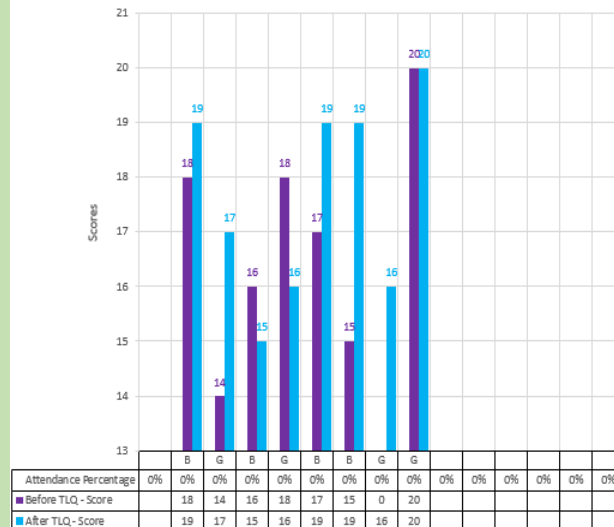
	Yellow= predicted progress by end of Term 4 Child 6 & 7 have opted to defer entry to P1 and return to nursery. All children from SIMD 1 have made progress across literacy and numeracy into a new stage or within the current stage. The OWLS provided 4 sessions across 2 days for all children and parents to explore how to learn about numeracy through play in nature. 41 parents out of 48 attended with their child. All those who attended stated they had: enjoyed it, found it informative and would be doing more at home with their child. By offering events like this most children are more likely to be supported more often and better by parents with learning at home. TLQ assessments were carried out at the end of Term 1. 8 children were identified as requiring the programme due to base line scores. 2 small groups ran across the 20 weeks due to dynamics of the children and attendance patterns. The data on completion of the programme shows significant impact for 4 children who have increased information and grammar scores. A few children had decreased scores on completion. Those children had poor attendance and / or disruption to their nursery year resulting in significant emotional dysregulation in term 2 and 3 resulting in 1 child having a child's plan opened and the other being added to the CP register. Pre and post Information scores data:	From August 2025-26 year we will use the shortened new programme of TLQ with children with baseline assessments, delivery and re-assessment. In Term 1 of 2025-2026 a parent survey will capture parent ideas/voice to inform on the topic for PEEP sessions in Term 3. This will ensure they are meaningful and valuable for parents.	
--	---	--	--

Information - pre and post RAPT Scores



Pre and post grammar scores data:

Grammar - pre and post RAPT Scores



In 2025-26 we will plan a more consistent and robust approach to improving outcomes for children identified using Boxall to improve their wellbeing.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
2.2 Curriculum Learning Pathways	Froebel Principles – relationships matter, autonomous learners & freedom with guidance With a focus on the above principles this year all learners have experienced flexible, responsive planning and support from staff to ensure they are challenged into their next stage of learning in a variety of contexts within provision areas. Staff are confident and skilled in nurture based practice, due to having close attachments to children and good relationships with families. Most staff belong to the local community and have known families for extended periods, enabling them to understand what is important for parents in our nursery context. All children lead their learning with sensitive guidance and support from adults. Planning – this has been refreshed to promote the environment containing a breadth of numeracy, literacy, curiosity, inquiry and creativity opportunities to maximize outcomes for all children. Planning and staff interactions are now more responsive to all children's needs, interests, age, stage and disposition to learn. Staff are offering more depth and breadth within provision and responding to interests more consistently. Almost all children are progressing overall in literacy, numeracy and wellbeing areas.	Ensure planning cycle includes robust evaluation to inform on next steps for children and environment. Bring the community meta skills for work aspect in to nursery more often in a planned approach each term.
2.7 Partnerships - Impact on Learners - The impact of parental involvement on improving children and young people's learning.	Learning Journals and Wider achievements wall Learning Journals enables parents to link home activities, events and learning with nursery. A weekly sample of contributions are taken to add to the 'wider achievements wall' in nursery. Each child's contribution is talked through with them and their voice added to it, to describe or explain what they were learning. This is displayed on the wall for the rest of the term for all children to see, prompting conversation and interest.	We need to actively seek out, promote and respond positively to potential partnerships which will lead to better outcomes for children- developing these in term 1 to link with in term2-4. We need to create more links to wider range of services/businesses to understand our local community better and explore what the impact of a broader partnership with the community would be on our setting and the local area.

	Over term 1-3 almost all parents (45/49) have shared learning that has taken place at home on learning journals with 283 contributions so far. (22.4.25) Child Plans and IEPs All parents of children who require a stage 2,3 or 4 intervention and differentiated support attend a minimum of 1 termly meeting to create or review/update their child's plan. All parents have done this so far this year for 9 children who have IEP/Child Plan. 5 had both parents attending all meetings. Family Learning All parents are offered a variety of events and opportunities to engage with nursery, in family learning, enjoying play with their child in nursery and at home developing their understanding and capacity to support learning in literacy and numeracy through play – Bookbug, Story Sacks, PEEP. Story Sacks All parents are invited to attend a story sacks session with the key worker and child in term 4 to promote and support parent confidence and competence at reading stories to children at home. Key worker models the story telling with simple props and then the child and parent chose a story sack to take home for the weekend. Evidence of impact to be gathered in May/June 2025. Book bug Bookbug sessions are offered to all parents in term 3 weekly per key group. Any child whose parent/carer does not attend comes along with staff support. 4 Bookbug sessions were offered to 45 parents in March 2025. 29 children had parents/carers attend. All Completed a feedback sheet with their child, with 28 stating they had enjoyed 'all of it' and 1 stating they had enjoyed 'some of it'. 17 parents/children stated the songs/lycra songs had been their favourite.	A more robust plan to engage and work with parents in SIMD 1 & 2 to further develop equity and attainment.
--	--	---

	5 stated the story had been their favourite. 6 parents stated it was spending time with their child that was their favourite. The OWLS provided 4 sessions across 2 days for children and parents to explore how to learn about numeracy through play in nature. 41 parents out of 48 attended with their child. All those who attended stated they had: enjoyed it, found it informative and would be doing more at home with their child. By offering events like this most children are more likely to be supported more often and better by parents with learning at home. PEEP 5 sessions of PEEP were delivered in Term 3 with a focus on exploring food. All parents were invited to attend with their child via the school app and verbal reminders from staff. Any child without a parent attending still attended and was supported by staff. 30 parents from a possible 41 attended. The lowest parent attendance came from the group whose key worker was absent, perhaps because there was less promoting of the session as from others. 23 parents completed the feedback form. The link below captures the evidence of impact.. PEEP Feedback 2025 Parent Forum Parent forum termly meetings have taken place with parents being able to attend the meeting or complete an online survey based on the agenda so their voice is captured and included. Parent's voice is valued and acted upon to inform improvement and change which impacts all children by ensuring the nursery provision has strong links to home and families and parent involvement is high. An average of 14 responses or attendees have occurred each meeting from 21 parents who said they wanted to be part of the parent forum.	
--	---	--

	There has been 12 parent forum requests / ideas put forward and 7 have been implemented already, with a further 4 being implemented in term 4 of 2025 and the final one taken forward to 2025 -2026. Each terms parent forum meeting minutes is shared with all parents via email so they are fully informed of what has been discussed and decided, as well as having prompts to join the forum if they want to.	
--	---	--