

## Standards and Quality Report

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Wellington School Nursery



August 2022

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## Introduction

The purpose of this report is to provide information on how Wellington School Nursery has performed and improved during the session 2021-22. Included in this report is information describing the steps taken by the nursery to ensure improvement in performance and children's learning and development.

Our vision is to provide a happy, safe and stimulating environment, through the provision of excellent indoor and outdoor facilities and highly motivated staff, to meet the needs of every child.

## Values

Our Nursery's values mirror those of the school. They are: Wisdom, Justice, Compassion and Integrity.

## Aims

- Provide a coherent pre-school learning experience based within a play context, for children in their pre-school and ante pre-school years which will enable them to progress to Primary 1 with confidence and ease.
- Develop the individual potential of each child working carefully with Parents.
- Provide a stimulating, supportive, secure and well-resourced learning environment.
- Promote at all times the self-confidence and self-esteem of the child.
- Assist children to become more independent and to think for themselves.
- Teach children to care for their environment and to be aware of the needs of others.

## Vision

Our shared vision comes through dialogue with staff and parents and reflects our vision for our nursery.

Our vision is

- to provide a safe, happy, caring, secure and stimulating environment for children
- to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- to help all children to prepare for the future.

Our vision directs the working of our centre and directs the work of the annual SIP. The priorities for our centre are based on findings from our self-evaluation, milestones, feedback from parents, staff meetings, children's views and local and national guidance.

## Context of the early years centre

Wellington School Nursery is situated in an affluent area of Ayr within the KA7 postcode, close to the seaside. The nursery operates during the school term, thirty-six weeks a year, Monday to Friday and has extended opening hours from 8.00 a.m. until 5.30 p.m. Our funded provision of 1140 hours runs from 8.40am to 3.00pm.

The nursery is registered with the Care Inspectorate to provide a care service for a maximum of 80 children aged 3 and above. During the session 2021-22, we provided early learning and childcare funded places for 41 children. 23 ante pre-school children and 18 pre-school children attended the nursery.

The overall management of the Nursery is the responsibility of the Head of Junior School with the day-to-day management tasks delegated to the Deputy Head of Junior School.

The Nursery has a stable staff complement consisting of the Nursery Manager, Deputy Head of the Junior School, 1 Senior Early Year Practitioner, 5 full time Early Years Practitioners and 2 part time Early Years Practitioners.

The nursery which is located within Wellington Junior School is a large, open plan room with direct access to our garden area. The children also have extensive use of AstroTurf areas, a courtyard area as well as an extensive, well-established outdoor facility at our Doonside site. The school also makes full use of the nearby beach whenever possible.

Our Transition to P1 Programme reverted back to the same format as previous years and was led by our Deputy Headteacher. The programme looked at 'skills for school' and 'getting set for school challenges' so that children could remain within their 'Bubble' and with their Key Worker. School uniforms, P1 teachers, photos of different schools were all looked at and discussed.

Parents are involved in the life of the Nursery, participating in Focus Groups meetings and communicating through Google Classroom with staff. Individual parent meetings were reintroduced as the year progressed. The staff team have continued to work hard to ensure a high quality learning environment and the centre is inclusive, calm and welcoming.

Last year the nursery accommodated children from across Ayrshire, including East Ayrshire. Nursery children are fortunate that they can access many of the resources of our 3-18 school including both our Primary 1 teachers, minibuses, school games halls, music teacher, school library, school dining facilities, PE specialists and our sports pavilion which supports our Outdoor Nursery. The nursery has a dedicated 'classroom' in our woods.

The nursery had no children living in Kinship and no child(ren) on the Child Protection Register. Our 'support folder' highlights children in SIMD Bands 1 and 2 as well as children with any other support needs. The children's needs are cross-referenced against their milestone achievements. Planning sheets identify children who need support or extension work. Individual Care Plan meetings and e-profiles also provide evidence of 'individual next steps'.

**Milestone data (%)**

	2018-19			2019-20 (to March 2020)			2020-21			2021-22 (Achieving 8 or more)		
	H&WB	C & L	M & N	H&WB	C & L	M & N	H&WB	C & L	M & N	H&WB	C & L	M & N
Wellington	94	80	86	96	87	89	75	46	54	100	95	95
Authority	79	53	63				70	50	52			

**Scottish Index of Multiple Deprivation (From available data for Authority, as at September 2018)**

**All figures in %**

	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		Unknown
	Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10	
<i>Wellington Nursery (data for 2021-22 Sept, 2021)</i>	6%	6%	3%	12%	0%	21%	21%	3%	12%	19%	0%
Authority (2018)	13.1	11.7	12.0	18.1	14.8	8.9	2.5	6.9	5.6	5.6	0.8

School Priority 1 : Improvement in attainment Numeracy	
NIF Priority: Improvement in attainment Numeracy	Links to HGIOELC: QI 2.2, 2.3, 2.4, 2.5
NIF Driver: Assessment of children's progress	
<p><b>Progress and impact:</b></p> <p>The started the year with shared numeracy outcomes and experiences and each group recorded their own experiences and evaluations. This was then collated into a joint planning sheet. When the Pandemic restrictions were fully lifted, we introduced joint planning. A lead person was responsible during a designated planning period to ensure that numeracy activities were available throughout the indoor nursery. All staff used the areas and made observations of the children's learning. They also all contributed to the support and challenge of the children as well as ensuring that the children were given access to invitations to learning which would help them to reach their full potential. This was particularly successful. We ensured that the outcomes relating to the Developmental Milestones were revisited regularly to consolidate their learning. Tables showing the Milestones which had been achieved were easily accessible and kept on the wall, so that all staff had immediate access to them and were aware of each child's progress.</p> <p>Key workers have continued to follow their children's journey whether they are at the indoor or outdoor nursery and with the assistance of our dedicated outdoor staff member, we have been able to give the children full access to the curriculum. Any areas of concern for individual children were addressed and learning opportunities were set up to capture their interests and needs.</p> <p>Google Classroom was used to communicate with parents, however, staff found it was not as much of a success as it had been during the previous year. The conclusion for this was that parents did not feel the need to engage with the classroom as they had more direct access to staff and were able to share their views and concerns daily.</p> <p>From staff reflections and observations, it was found some of the new intake of children, following the COVID restrictions, were 'developmentally younger', and therefore it was recognised that we needed to adapt many of our interactions for them. Staff carried out an audit of resources and these were purchased to ensure that we continued to meet the childrens' needs going forward.</p> <p>In addition to the individual observations, an evaluation jotter was set up for mathematics and numeracy to record the use of the resources and making note of how the area has been used and any improvements or adjustments, which could be made.</p> <p><b>Next Steps</b></p> <p>Senior Lead Practitioner to continue to meet with nursery management team to evaluate, review and monitor progress and achievements on a regular basis.</p> <p>Re-introduce Maths Bags for children to take home. These provide a home-link for parents to engage in activities with their child. An evaluation sheet will be included.</p>	

School Priority 2 : Improvement in attainment Literacy	
NIF Priority: School Leadership: Improvement in Literacy	Links to HGIOELC: QI 2.2, 2.3, 2.4, 2.5
NIF Driver: Assessment of children’s progress	
<p><b>Progress and impact:</b></p> <p>Staff identified that there were an increased number of children who required assistance from Speech and Language. This may have been due to limited interactions with other significant people during COVID restrictions. The SaLT team have updated their service and provide a help line which parents can access. They also have a drop in clinic. Consequently, we found that this significantly reduced the wait time to be assessed. Support plans were arranged for specific children and activities were tailored to support and encourage their language development. Literacy experiences were on offer throughout the nursery. We have retained a “Literacy Area”.</p> <p>A story den was set up in the woods, so children can access books and mark making materials within a dry environment. They also have moveable clipboards, with pens and paper, which they can transport around the area.</p> <p>All staff contributed to observations and used post it notes to detail any significant learning. These were then transferred to the appropriate key worker, in order that they could track their own child’s learning. Literacy outcomes were revisited during each new planning period, to ensure that the children consolidated their understanding and learning. All staff tracked the children’s Developmental Milestones, which were placed on the wall next to the Literacy Area. This ensured that any child requiring extra challenge or additional support was identified by all staff.</p> <p>As a result, we saw our overall attainment percentage increase from previous years. We also utilised the expertise of our local authority teacher (Kerry-Ann Richardson) to target her work and work with small groups of children during her visits. Information continued to be posted of the children’s learning experiences on Google Classroom, but it was found that not as many parents engaged as in previous years.</p> <p><b>Next Steps</b></p> <p>During our audit and staff’s interactions with children, we found that we required additional literacy resources to enhance the children’s learning. In particular, those with delayed communication. An additional budget has been set to accommodate this for the next session.</p> <p>Children’s voice to displayed around the room. i.e. displays, mind maps, audits Invite parents to help set up our new lending library.</p> <p>Ensure that children have access to written signs, books and mark making materials in every area of the nursery.</p> <p>Sensory area developed to meet the needs of the children.</p>	

School Priority 3: Improvement in Health and Wellbeing

NIF Priority: Improvement in children and young people's health and wellbeing

Links to HGIOELC: QI 2.2, 2.3, 2.4, 2.5

**Progress and impact:**

Starting the year with some COVID restrictions meant that parents were unable to come into the Nursery. Open dialogue was maintained with parents to ensure that any health and wellbeing concerns could be addressed immediately. Care plans were completed and staff encouraged parents to share any changes in their homelife.

All children attended the Outdoor Nursery, 2 days at a time on a rolling basis. Two keyworkers paired together and followed their children's journey between the Indoor and Outdoor Nursery. We continued to utilise all of our outdoor spaces and also started to re-introduce small trips to our local environment.

A strong focus remained on personal care routines and children were very good at washing their hands as soon as they entered the nursery and so on throughout the day. It was decided to delay reintroducing toothbrushing, until the new year.

Staff recognised that some children were displaying developmental delays and would require a more nurturing area to be able to spend some quality time in small groups or on their own. We applied for and were successful in obtaining one of our school's own Governors Grants and plan to use the £500 towards the development of a sensory area.

**Next Steps**

Develop a sensory area/room

Introduce a new personal plan, which incorporates the rights of the child

Review lunch and snack menus. Lunchtime routines. Monitor what the children's likes and dislikes are and how much food is being ate/wasted.

## Evaluation Summary

<b>Quality Indicator: 1.3 Leadership of change</b>	
<b>Evaluation (Including most recent HMI / Care Inspectorate evaluations)</b>	<b>5</b>
<b>Self Evaluation: Evaluative statements linked to the themes)</b>	
<p>All staff have leadership roles in the Nursery. These are discussed with senior management through personal review and development meetings. They are a close team who have a shared vision for the benefit of the children. They are very much encouraged to initiate changes and take responsibility for processes. The vision values and aims are the same as the school and these have been discussed at Focus Groups with a group of parents.</p> <p>Staff are encouraged to improve, develop and improve the learning environment. One practitioner undertook an extensive review of the environment which will impact, positively, on the children and staff in the next session. In consultation with this, our Senior EYP looked at online visuals, spoke to staff from other centres, and has identified new furniture and equipment. The nursery manager also disseminated information on OU courses which some of the staff undertook. All EYPs undertook a SSSC reflective leadership questionnaire to enhance their understanding of themselves and their roles.</p> <p>The staff are proactive and the strong relationships between them and management allows them opportunities to discuss share new initiatives and procedures with them.</p> <p>The staff know children and families extremely well and our Key Worker system allows us to build exceptionally strong links between themselves and families and children.</p> <p>Our leadership model extends to children who have input into their experiences through quality experiences with Key Workers.</p>	
<b>Quality Indicator: 2.3 Learning and teaching</b>	
<b>Evaluation (Including most recent HMI / Care Inspectorate evaluations)</b>	<b>5</b>
<b>Self Evaluation:</b>	
<p><u>Learning and engagement</u></p> <p>We have a well-established and experienced team which demonstrates a very good understanding of children and their stages of development, using appropriate pedagogy in practice. They are skilled in questioning and have high quality interactions with the children. The well-established team have excellent relationships with parents and carers as well as good working relationships with external agencies such as SaLT and Health Visitors.</p> <p>All children feel valued, safe and secure and as a result they are successful, confident and responsible. Staff have high expectations for the children and recognise their achievements in many ways. All the children are afforded opportunities and have a 'clear voice', contributing effectively e.g. through 'Wee Chat Groups' where they are consistently asked for their views and 'group times'. Consequently, the engagement between practitioner and child promotes strong relationships here. The extensive use of the Outdoors allowed for learning through spontaneity as well as rich, planned experiences.</p> <p>Our support folder, 'Identification of Needs' demonstrates 360° support for identified children including SIMD band data and other key information. Individual Care Plans provides strong home-nursery links to help support and challenge children in their learning. We provide a good balance</p>	

of child led and adult led activities. Observations as well as Tracking sheets, Developmental Milestones record children’s progress and areas of focus are incorporated in our planning. Our Practitioners make very good use of e-profiles to help children ‘chat’ and reflect on their learning.

To help improve children’s learning we have improved in areas of outdoor learning and digital learning e.g.’ our garden area, our outdoor nursery area and our Google Classrooms. Staff are involved in high quality assessments, using observations and interactions to complete Milestones. Mind maps are also used to encourage children to say ‘what they would like to learn’.

All of the above is integrated into our planning to ensure rich learning experiences for the children and these experiences are continually reviewed by all staff and discussed with parents.

<b>Quality Indicator: 3.1 Ensuring wellbeing, equity and inclusion</b>	
<b>Evaluation (Including most recent HMI / Care Inspectorate evaluations)</b>	<b>5</b>
<b>Self Evaluation:</b>	

In our nursery all practitioners have very good understanding of good wellbeing. It is a clear priority and as a result of the Pandemic, we work with parents and carers to ensure we show a sensitivity and a responsiveness to each individual child and family and this underpins everything we do e.g. individual care plan meetings with parents and carers, regular points of contact including Google Classroom, Focus Group meetings and end of day chats. Children are heavily involved in the nursery through, mind maps, all about me talks, nursery rules etc. Staff are fully aware that they are at the centre of children’s development.

Our approach to getting it right for all children is based on mutual respect and focuses on improving outcomes for them and their families. The GIRFEC principles are fully embedded in the work of the nursery and management and staff worked well with other agencies to provide multi-agency support for children when required. Children are strongly encouraged to participate fully in the life of the nursery. They are included in setting the tone for the nursery though following rules and through modelling good behaviour. They are well-behaved and respond well to the approaches in the nursery such as the snack table rules, tidying up and learning to share.

Children's personal plans accurately reflected how we planned to meet individual needs.

All staff actively engage in statutory duties and adhere to the relevant codes of practice such as SSSC registration, child protection and GDPR. Care Plans are completed with 28 days and are redone/revisited by staff and parents, every term

They engage with ‘outside agencies’ to ensure that we are GIRFEC compliant e.g. SaLT, and educational psychologist.

Management keep all staff up to date with current legislation through dissemination of information e.g. Child Protection, the New Care Standards, SIMD Bands, Fire Safety Training and First Aid Training.

All staff actively encourage inclusion and equity to help all children make the appropriate progress. To ensure equity, a few children have needed support to engage in activities but are encouraged and cajoled by staff, to take first steps e.g. working closely with parents to agree on targets so support areas such as eating and transitions such as lunchtimes. Another example is of a child who needed to be met at the door and talking to in a 1-1 situation before entering the nursery.

Consequently, from the above, staff are interested in undertaking Autism training.

We value diversity and take account of culture, race, religion and children are encouraged to acknowledge peers and their 'special days' as well as using having resources available for children to access. Food, cultural and religious beliefs are catered for, exceptionally well, in our kitchen.

**Quality Indicator: 3.2 Securing Children's Progress**

**Evaluation (Including most recent HMI / Care Inspectorate evaluations)**

**5**

**Self Evaluation:**

All staff in our nursery have established high quality approaches that allows young children to develop their social, emotional, physical and cognitive skills. There is a good balance between 'free play' and adult led activities and staff are very experienced at recognising and using appropriate support to enhance activities. One practitioner has undertaken an extensive review of the environment e.g. more numeracy and literacy in our outdoor environments. We have excellent staff:children ratios, allowing quality time and interactions between staff and individual children. Key worker knowledge of individuals is very good and has been enhanced by CPD such as Alice Sharp – reading, maths/numeracy.

Our children are achieving in all the key areas of Literacy, Numeracy and Health and Wellbeing. Children's progress is seen in e-profiles, Milestones, Google Classroom, Care Plans etc. Our data for Milestones is very good all children are achieving 8 or more Developmental Milestones. Areas for focus were highlighted to be addressed e.g. subitising and recognising and naming some letters.

Their achievements are celebrated at prize givings, in written reports, and performing at in Nativities and concerts. Wall displays including a WOW wall are very visible. The overall quality of children's achievements are seen throughout. Their views are sought and acted on e.g. Wee Blether Groups and our Achievement Tree. Auxiliary staff support the nursery staff if required to support individuals who experience difficulties such as during group times, carpet times, music and lunchtimes.

Staff are aware of, and have seen, the impact of the Pandemic on areas such as speech and social interactions. These are noted in individual Care Plans. Staff consistently give excellent feedback and used high levels of praise to promote positive attitudes and increased participation in the nursery.

Consultations, listening to children's voice during floor time chats, e-profiles and Wee Blether floor books are all used at both our indoor and outdoor settings when considering the development of the child.

The environments at both our Indoor and Outdoor setting encourage children to express themselves vocally and creatively. Books have been purchased relating to 'encouraging individuality', 'different families' and gender. Staff are excellent models at demonstrating respect for everyone.

Children are well supported to make informed choices and talk about their learning. All staff get to know all of the children very well and discuss. Staff are aware of, and actively promote equity for all in all aspects of work. Data and SIMD bands are used to support this. Our 'Identification of Needs' folder gives an easy to read record of those needing extra support and extra support given.

As mentioned above, staff welcome suggestions from other professionals to enhance learning in the nursery e.g. SaLT and our SAC support teacher.

#### What are the key priorities for improvement in 2021-22 ?

- Change the environment, taking account staff of audit
- Include sensory room
- Look at evaluative language from new framework
- Look at Autism training
- Include the Rights of the Child into Nursery work, language.
- Introduce 'Learning Walks' and observation of working practices.

#### What is the capacity for improvement?

Continuous improvement is very important in our Nursery. We have a committed and enthusiastic staff team who are able to work in partnership with Parents and others in the community to provide an excellent learning environment. This is regularly reviewed and adapted to ensure we remain at the forefront of best practice.

Our capacity for improvement is significant for next year. We are looking to change, almost completely, the layout and resources in our indoor nursery area and re-establish our community links communications and visits when possible with parents and children. We are committed to re-establishing 'stay and play' times and our Focus Groups will be a vital and important part of our year. Face-to-face meetings, will always to precedence over other types of communication, whenever appropriate.

We have identified whole staff CPD requirements and will look to source Autism training.

We will, as always, embrace the benefits of being part of a well-established, successful 3-18 school and look to the very strong links we have with both the Junior and Senior School which allows for a rich wealth of learning opportunities for the children. The nursery enjoys the benefits of whole school initiatives, courses and staff support e.g. Child Protection Co-ordinator, PE staff, use of school minibus, music staff, gym hall, school lunch facilities, interactions with both Junior and Senior school pupils e.g. paired reading and the Transition programme and the use of the Junior School library.

JAC, August 2022