

Standards and Quality Report

Wellington School Nursery

August 2023



Introduction

This report provides information on how Wellington School Nursery has performed during the session 2022-23. Included in this report is information describing the steps taken by the nursery to ensure improvement in performance and children's learning and development.

Vision and Values

Our Nursery's vision is to provide a happy, safe, and stimulating environment, through the provision of quality indoor and outdoor facilities and highly motivated staff, to meet the needs of every child. Our values mirror those of the school. They are shared with parents and are: Wisdom, Justice, Compassion, and Integrity. Nursery children voice these values as: being kind, sharing, helping others, and telling the truth.

Aims of our Nursery

- Provide a coherent pre-school learning experience based within a play context, which will enable children to progress to their next stage with confidence and ease.
- Develop the individual potential of each child
- Provide a stimulating, supportive, secure, and well-resourced learning environment.
- Always promote 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.
- 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.

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, for approximately thirty-seven 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 2022-23, we provided early learning and childcare funded places for 34 children. 18 ante pre-school children and 16 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. We had one full-time teacher in the nursery during the first term to support COVID recovery.

The nursery which is located within Wellington Junior School is a large, open plan room with direct access to our garden area. The children access many of the resources of our 3-18 school including P1 teachers, minibuses, school games halls, music teacher, school library, school dining facilities and PE specialists. We have an extensive, well-established outdoor facility at our Doonside site including a dedicated 'classroom' in our woods. They also make considerable use of an AstroTurf area, a courtyard and the nearby beach whenever possible.

The nursery had no children living in Kinship and no child(ren) on the Child Protection Register.

Milestone data (%)

	2020-21			2021-22 (Achieving 8 or more in brackets)			2022-23 (Achieving 8 or more in brackets)		
	H&WB	C & L	M & N	H&WB	C & L	M & N	H&WB	C & L	M & N
Wellington	75	46	54	77 (100)	68 (95)	74 (95)	83 (100)	67 (83)	83 (83)
Authority	70	50	52	(95)	(88)	(89)			

Scottish Index of Multiple Deprivation

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
<i>Wellington Nursery</i>	6%	19%	6%	13%	56%
SAC (2021-22)	22%	24%	24%	14%	14%



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>Progress and impact:</p> <ul style="list-style-type: none"> • One of our full-time teachers worked in the nursery for 8 weeks, to support numeracy work • Full audit of resources was completed, and additional resources were purchased such as sorting table resources, counting pegs and maths games. • Developmental milestones were covered throughout the year through the planning. • All observations made of children’s numeracy achievements were shared with key workers and fed into the children’s tracking, e-profiles and developmental milestones. • SAC teacher attended on set dates throughout the year and helped us assess children’s abilities in Numeracy. Support was given to individuals and groups. Next steps were followed up on by EYPs. • Planning was adapted and enhanced to ensure more focus was attached to skills that children were learning as opposed to the experiences provided. • Through evaluative discussions, staff felt that changes could be made to the layout of the room to maximise the children’s exposure to maths outcomes. • Maths bags were audited, by a member of staff in order to evaluate if any resources were missing. These resources will be used as a ‘Home link’ activity. <p>Next Steps</p> <ul style="list-style-type: none"> • Ensure that we have a Numeracy rich environment, by having a member of staff, as part of the planning rota, responsible for making sure Numeracy resources are evident in all areas of the Nursery. • Re-introduction of Numeracy bags/Home Links • Re-introduction of ‘Numeracy Working Party’. Staff worked together to discuss, research and evaluate our ‘Numeracy experience’ in the Nursery. • Looking at building STEM into continuous play 	

Literacy in Action



School Priority 2 : Improvement in attainment Literacy

NIF Priority: School Leadership: Improvement in Literacy

Links to HGIOELC: QI 2.2,

NIF Driver: Assessment of children's progress

2.3, 2.4, 2.5

Progress and impact:

- In recognition of the increased number of children requiring Speech and Language input, there was a considerable spend to obtain additional literacy resources such as small world role play people, writing tubs, and literacy games
- Staff built a close relationship with SALT and used the advice line as well as referring parents to the drop-in service provided. Strategies and resources were shared between staff and linked to the children's care plans and support paperwork.
- Staff identified children who needed support from EAL. Children received input in the Nursery from our teacher in the nursery
- Specific outcomes were targeted and assessed through the planning. In addition, responsive outcomes which were generated through free play and children's requests were addressed.
- All observations made of children's literacy achievements were shared with key workers and fed into the children's tracking, e-profiles and developmental milestones.
- Milestones were updated this year and we ensured that there was coverage of them throughout the year.
- SAC teacher attended on set dates throughout the year and helped us assess children's abilities in Literacy. Support was given to individuals and groups. Next steps were followed up on by EYPs.
- Our teacher targeted phonological awareness and made online games and stories. She also worked with the children on letter recognition, concentrating on the following letters (SATPIN)
- Instruments were introduced during stories and song time and the children also had one of our school's specialist music teachers.
- A music wall was made with the children's help and secured in the nursery garden.
- Library was set up with the help of parents.
- The children's voice was captured through mind maps, requests, displays and audits.
- Children took part in shows with audiences again. Nativity, Thistle Tea and the Easter Bonnet Parade, thus building confidence, by singing songs and saying a few words to an audience.

Next Steps

- Ensuring that we have a Literacy rich environment, by having a member of staff, as part of the planning rota, responsible for making sure Literacy resources are evident in all areas of the Nursery.
- Emphasis on Phonological Awareness/Letter Recognition
- Targeted support for children with Speech and Language delay/ASN
- Shared reading group time with Primary School children. Our Primary 3 children will have a 4 week block of enjoying reading stories to 'a friend in the Nursery'.
- Continue working on Developmental Milestones
- Continue with Lending Library/Story Sacks
- Possible parental workshops on phonological awareness/importance of reading/mark making etc
- Possible introduction of Makaton
- Re-introduction of 'Literacy Working Party'. 3 members of staff work together to discuss, research and evaluate our 'Literacy experience' in the Nursery.



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:

- Staff identified several additional support needs for the children in our care. Children were provided with additional support and suitable strategies. Staff worked in association with SALT, Ed Psych, Autism Outreach and EAL to help meet the children’s needs. TAC meetings were held when required and enhanced transitions to new schools and Early Years Centres took place.
- One EYP carried out a full audit of our environment, considering the views of parents/carers, staff and children. This allowed us to identify areas for development. A Sensory Area was developed and was well used by the children. Curtains, soft rugs and other furnishings were added.
- Senior EYP renewed her MAPA training to ensure the safe movement and handling of children during any periods of distress.
- The Colour Monster was introduced to help children identify their feelings. Children were encouraged to check in, in the morning and this enabled staff to discuss their feelings and assist anyone who was feeling sad, angry or confused etc.
- We held our Nursery Nativity play in Drumley Hall, having carefully considered the presentation to accommodate children who might need support to enjoy the experience.
- Stay and Play sessions were held at both the indoors and outdoors nursery. These were organised to take account of parents and their preferences.
- Daily Mile continued. Our teacher introduced different elements. i.e., balls, exercise stations. The children enjoyed this, and staff evaluated that continuing with the daily mile early in the morning gave the children the chance to run about and ‘get set for the day’.
- The Outdoor nursery was increased to full days in the new year. We continued to focus on the importance of being outdoors and introduced visits to local parks and the beach.
- An EYP was appointed to coordinate the lunch and snack menus. All staff monitored what the children were eating and their likes and dislikes. The daily trip to the lunch hall, was identified through self-evaluation, as an experience to be considered for enhancing.
- A new personal plan was introduced and was well-received by parents and practitioners. We adapted this over the year to ensure that the child’s voice is heard and to include information regarding split placements, split parents, lifestyle choices etc.
- Parents were invited to a Nursery Nativity play, Thistle Tea, Easter Bonnet Parade and the Prize Giving. Children were happy to see their parents and proud of their performances.

Next Steps

- Establishing a new Lunch environment/routine
- Applying Nature as a Whole Nursery (School) Approach
- Looking at Transitions (Shared experiences/Shared spaces)
- Make further use of the local outdoor environment
- Development of our Outdoor Spaces (Ensuring they are rich in Language and Numeracy)

- Continue to develop Sensory/Nurture area

Quality Indicator: 1.3 Leadership of change

Self-Evaluation:

- Wellington is a warm, caring, and welcoming nursery where parents feel valued, and children are secure and happy
- All staff have leadership roles in the Nursery. These are discussed with management through personal review and development meetings. All staff have a shared vision for the benefit of the children. They are encouraged to initiate changes and take responsibility for processes. These roles have included: snacks, foods and menus, children's voice through Wee Blether Group, organising social events for parents.
- The staff are encouraged to be proactive and the relationships between them and management allow them opportunities to discuss, at weekly Team Meetings, and share new initiatives and procedures.
- The management of the Nursery worked with their SAC contact to source other nurseries for visits. Staff had a morning of visits and fed back to colleagues on several areas e.g., Learning Journals, lunches, floor layout etc. which will impact on the next session.
- One comprehensive audit of the environment, by an EYP, resulted in changes to layout, additional resources, furniture etc were bought to enhance areas. Children and staff were asked for their response to the changes.
- Our management has a good knowledge of parental expectations. Focus Groups for parents to express views and opinions, as well as discuss aspects of Nursery life were not so well attended. Through talking to parents, it was decided to hold a less formal sounding 'Coffee, Cake and Chat' morning. This allowed parents to meet each other and chat to management very informally. Attendance was 30 parents and feedback was very positive.
- Staff meeting with new parents gave everyone the opportunity to meet prior to starting in August. Many parents had not spent much time away from their children, so this provided an opportunity to share information, worries and expectations.
- Our Lunch routine of walking to the dining hall with children for lunch was highlighted, through self-evaluation, as an aspect of Nursery life that needed to be enhanced. One EYP was heavily involved in looking at food transportation. This was discussed and ways forward for the session 2023-24 were recorded for action.
- Parents welcomed the development to 'soft starts', giving the chance for the children to settle into the nursery in very small numbers over two-day period. Parents had the option to stay. This was welcomed by all.
- In recognition of the increased number of children requiring Speech and Language input, money was spent obtaining additional literacy resources. EYPs took this forward after consultation with SaLTs.
- The staff know children and families very well and our Key Worker system allows us to build strong links between themselves and families and children.
- Our leadership of change involves all. Staff have input through weekly staff meetings and PRD meetings, and children through day-to-day interactions, mind maps, Wee Blether groups and floors books. Children's interests are represented in planning the nursery day.

Next steps:

- Use Applying Nurture as a Whole School Approach Document (Ed Scotland) with all Nursery staff to build knowledge and audit practices.
- A re-vamp of our Nursery Lunch routine is planned. This will involve children staying in the nursery, rather than walking to our dining hall each day. A dining area for snacks and lunch in the Nursery will be developed.

Quality Indicator: 2.3 Learning and teaching

Self-evaluation:

- Our rich 'Transition to P1 Programme' was led by our Deputy Head Teacher. All children had opportunities to work closely with P5 'Buddies' developing strong relationships.
- Enhanced transition programmes are well considered to meet individual needs and are in place for those that require them.
- Planning is well-considered and meets the needs of children. Staff know the children and their strengths very well.
- Our children have regular, extended outdoor playtimes e.g., outdoor woods, our garden, the beach.
- Children can choose where they want to play. The opportunities to build core skills are extensive. Our children talk freely about their learning and experiences and are encouraged to become independent.
- The Nursery Manager has observed quality interaction, questioning and scaffolding techniques to promote further learning.
- Children have fun in the nursery and are motivated and engaged as learners in planned activities that provide quality learning experiences. This is evidenced in profiles.
- There is a rich, and well-used sensory area always available to all children.
- We continue to look at ways that children can speak about their learning. Mind maps are used to capture children's prior knowledge, giving possible lines of development. 'Wee Blether Groups' and Big Books are used to record children's voice
- Staff made a conscious effort to be more 'creative' with wall displays, activities and nursery layout to offer enriched opportunities for the children.
- Progress is recorded through written reports, e-profiles, displays, newsletters developmental milestones and support paperwork
- Responsive learning, responding to children's interests, is noted in planning sheets.
- Interventions to support children are regularly discussed with appropriate professionals such as SaLT, Ed Psych, Health Worker etc. TAC meetings are arranged when required.
- Management and Senior EYP are confident in using data, including SIMD bands. All staff use data (Milestones, Benchmarks, Es and Os etc.) to improve children's learning outcomes e.g. the Milestones for subitising, rhyme etc. to offer opportunities to enhance children's learning. Comparisons between previous year's data as well as local data is discussed with Management and Senior EYP. Outcomes and thoughts are shared with staff.
- Staff have planning meetings and all attend staff meetings, chaired by Management, to discuss children's progress – areas of strengths and concerns are highlighted and shared with others as appropriate.

Next Steps:

- Hold meetings with individual Key Workers to discuss children's progress
- Moderation of Profiles (Learning Journals). Look at information gathering processes – are we gathering the 'right' information. Does it reflect significant learning? Learning Journals are new to staff, so staff training in this will be involved.
- Management to spend extended periods in nursery each week – speak to children
- Realising the Ambition – refresher training/update from SAC
- Source more/better/impactful CLPL opportunities for staff
- Reintroduce Group Times.

Quality Indicator: 3.1 Ensuring wellbeing, equity and inclusion

- The staff in our nursery understand that strong, positive relationships are key to the child's development. Key workers build strong bonds with children/parents/carers through individual care plan meetings, good communication links and our 'open door policy'.
- Staff comply with statutory obligations such as GIRFEC paperwork training and Child Protection. Safeguarding procedures such as locks on doors, drop-offs and collection procedures, risk assessments are strictly adhered to. Cleaners follow 'codes of practice'.
- Photos of Designated Child Protection Officers are visible to visitors
- Medication protocols and checklists are in place
- Non-attendance procedures are in place.
- The language of GIRFEC is used throughout the nursery.
- Staff have a good understanding of areas of nurture and are looking to further their knowledge and implementation. Currently children are kind, respectful and caring because of the nurturing approaches the staff use. The children are very well cared for.
- We have strong relationships with external agencies such as SaLT and Health Visitors
- The introduction of our Colour Monster was an excellent and well-used resource by the children and gave good starting points for discussions.
- The Wee Blether book, mind maps, and our WOW wall all provided opportunities for children and staff to talk.
- We work with parents to promote wellbeing e.g., Dental hygiene. Child Smile was a well-used resource.
- Culturally diverse resources are found throughout the nursery.
- Visitors to the nursery are sensitively sought to avoid gender stereotypes e.g. our lollipop person
- UNCRC – Children's Rights were promoted and discussed in the nursery in keeping with the Rights Respecting School aims of the Junior School
- Biting, Sleeping and Attendance policies have been altered to support individuals
- We have clear strategies in place to support children and aid their barriers to learning e.g. Our Support Folder. This supports equality through use of SIMD band data
- TAC meetings are set up as required, to support children. Individual plans for children where required are reviewed regularly with parents and clear targets are in place.
- 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'.

Next Steps:

- Ensure all staff are familiar with 'Applying Nurture as a Whole School Approach' (Education Scotland)
- Evaluate ourselves against the document – address as appropriate

Quality Indicator: 3.2 Securing Children's Progress

- Children in our centre who overcome barriers to learning are achieving well. There is a range of strategies, and directed support, in place to ensure children are making progress. When appropriate, TAC meetings are arranged to support children
- Based on concrete evidence (Developmental Milestones, individual SAC Tracking), children in our centre are making good progress across areas of their learning Milestone data - Information and data show that our children make good progress over time and do particularly well across Health and Wellbeing indicators. Data shows we consistently operate above local milestone achievements.
- Children are involved in consultation processes for rules in the nursery.
- Activities and experiences are a mixture of child-led and adult led.
- All children are given opportunities to allow them to reach their potential – through a range of tailored experiences
- The children's voice is heard and recorded and used throughout our planning, displays, profiles and support paperwork
- We have high expectations, and our children are independent, confident and are developing a full range of skills such as running, jumping, holding pencils, mark making etc.
- Good opportunities are provided for children to use resources such as dough, mark making, make good attempts at writing for e.g., in the home corner
- Young children are developing good skills and vocabulary and are supported well by staff e.g. older children are developing through activities such as rhyme. Some children are confident at recognising the letters in their name.

Next steps

Moderation of new 'learning journal/profile' format

Evaluate Transition to School paperwork

What are the key priorities for improvement in 2023-24?

- Introduce new dining/meals area in the Nursery
- Introduce Learning Journals
- Extend links in the community – visits to local businesses, transport links, nursing homes etc

What is our capacity for improvement?

We are a Nursery who continually evaluate our practices and look to improve.

We are looking forward to embracing changes and developments in the nursery that will impact on children and parents:

- New lunch provision
- Introduction of learning journals
- Re-introduction of staff working parties, focusing on National Priorities

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Nursery Manager
August 2023

