



Standards and Quality Report

Wellington School Nursery

2023 - 2024

Introduction

This report provides information on how Wellington School Nursery has performed during the session 2023-24. 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 2023-24, we provided early learning and childcare funded places for 28 children. 13 ante pre-school children and 15 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 (Head of Junior School), Deputy Head of the Junior School, 1 Senior Early Year Practitioner, 4 full time Early Years Practitioners and 2 part time Early Years Practitioners. We also had the additional provision of a South Ayrshire peripatetic teacher, who visited for a set period each term.

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 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 (%)

	2021-22 (Achieving 8 or more in brackets)			2022-23 (Achieving 8 or more in brackets)			2023-24 (Achieving 8 or more in brackets)		
	H&W	C & L	M & N	H&W	C & L	M & N	H&W	C & L	M & N
Wellington	77 (100)	68 (95)	74 (95)	83 (100)	67 (83)	83 (83)	90 (100)	70 (80)	60 (100)
Authority	(95)	(88)	(89)						

Scottish Index of Multiple Deprivation

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
<i>Wellington Nursery (2023-24)</i>	10%	30%	0%	30%	30%

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"> • Member of staff completed Block Play project – significant project in nursery and impact on children's learning • Blocks purchased and new block area created, introduced and developed. • Member of staff completed Nurturing Mathematical Thinkers in Early Years project. • Full maths audit was carried out for the environment. • Action plan compiled to ensure that we have a Numeracy rich environment. • Numeracy Working Party set up. • 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. <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. • Use SAC Teacher to support/lead on Numeracy permeating all areas of the nursery • Purchase cooker to involve children in baking – measuring, counting • Re-introduction of Numeracy bags/Home Links • Looking at building STEM into continuous play 	

Literacy in Action

School Priority 2 : Improvement in attainment Literacy	
NIF Priority: School Leadership: Improvement in Literacy NIF Driver: Assessment of children’s progress	Links to HGIOELC: QI 2.2, 2.3, 2.4, 2.5
<p>Progress and impact:</p> <ul style="list-style-type: none"> • All observations made of children’s literacy achievements were shared with key workers and fed into the children’s tracking, learning journals and developmental milestones. • Big book journal was used to document the children’s learning and was a focal point for children to share and discuss their learning with their peers. • Milestones were revisited throughout the year to provide a broader depth of learning, • 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. • 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. • Continued use of instruments during stories and song time Our music specialist worked with the children to keep the beat and recognise rhyme and syllables. • We continued with our Nursery lending library which is run by parent volunteers. • The children’s voice was captured through mind maps, requests, displays and audits. • Children took performed to audiences. Nativity, Thistle Tea and Prize Giving gave opportunities to build confidence • Emphasis on Phonological Awareness/Letter Recognition • Targeted support for children with Speech and Language delay/ASN • Shared reading group time with Primary School children throughout the school. • Literacy Working party was set up and audit of environment carried out. • 3 Members of staff attended the South Ayrshire Reads courses. • Implementation of South Ayrshire Reads. • Links with SALT and English as an Additional Language team. • Shared literacy project with Primary 1 - “The Little Red Hen” <p>Next Steps</p> <ul style="list-style-type: none"> • Set up new Story Telling Opportunities with Members of Staff throughout the school, highlighting the importance or reading and the joy of reading • Liaise with SAC Teacher regarding phonological awareness programme 	

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
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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, Rainbow House 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.
- The Outdoor Nursery was visited for either half or full days, dependent on the time of year and weather conditions.
- Regular visits to the beach were undertaken
- New lunch environment created to provide children with the opportunity to have lunch within the nursery in a more nurturing environment. Child size tables, chairs etc were added, together with a new kitchen area.
- The Colour Monster is used 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. At the end of the year "The Colour Monster Went to School" was introduced to help with the transition to school.
- 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 giving the children the chance to 'run about and get set for the day'.
- Parents were invited to including Prize Giving. Children were happy to see their parents and proud of their performances. Care Inspector attended this and was glowing in her praise.
- Children's Right embedded into the curriculum
- New "A Right Guid Blether" Book created
- Consultation with the children, led to development of "The Quiet Room"
- Staff attended South Ayrshire Creativity Conference
- Dance lessons introduced to children

Next Steps

- Continue to develop Sensory/Nurture area
- Re-introduce Specialist P.E. Sessions
- Look at possibility of swimming sessions for Transition Children
- Introduce Woodwork with the children
- Introduce Cooking with the children
- Looking at Transitions (Shared experiences/Shared spaces)

Quality Indicator: 1.3 Leadership of change

Self-Evaluation:

- Discussed Vision, values and aims (VVAs) with parents, staff and children.
 - Translated into 3yr and 4 yr old language
 - Child friendly poster created
- Staff strongly encouraged to participate in relevant course run by SAC, whole school in-service dealing with statutory requirements.
- All staff encouraged of attend whole school event by Head of School to promote inclusion e.g. share VVA of 3-18 setting
- Through annual PRD meetings, all staff have leadership roles in the Nursery. Staff have clear roles and responsibilities
- Effective leadership facilities weekly staff meetings, whole staff planning meetings, PRD meetings, and staff observations
- In line with meeting every child's needs, our SMT link has nursery school overview of pastoral needs e.g. TAF meetings, dealing with external agencies
- Staff are very familiar with HGIOELC and use self-evaluation process to identify strengths and areas for improvement
- Timetable implemented for staff to visit other nurseries and give feedback initiated by management
 - Identified strategies and initiatives to take forward e.g. Learning Journals, lunches
- Management has a good knowledge of parental expectations. Focus Groups renamed as Coffee and Chat for parents to express views and opinions, as well as discuss aspects of nursery life, saw improved participation
- Our Lunch routine of walking to the dining hall with children for lunch was highlighted, through self-evaluation. Consequently, the setting has been changed to include a dining/stroke snack area within the nursery.
- Parents welcomed '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 well received
- 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.

Next steps:

- Encourage more parental involvement in day-to-day activities e.g. baking, library helpers
- Look at ways of auditing and collating evidence-based data e.g. before and after implementing strategies or improvement
- Introduce individual management/key worker child progress meetings

Quality Indicator: 2.3 Learning and teaching

Self-evaluation:

- Management observes high quality interaction between staff and children
 - Staff are warm and kind to children
 - They model kind relationship
 - Use good questioning skills to elicit information, help children's learning
- Children like links to learning in our Junior School
 - Music teacher
 - PE teacher,
 - P5 children helping with Transition programme
 - P3 'learning friends' e.g. reading stories

- Staff evaluated and evidenced their practice re ‘Applying Nurture...’. Discussed in-depth as team
- Staff gather knowledge and information about children...
 - All about me,
 - Care plans
 - Observations,
 - Milestones
 - Daily interactions
- Children lead planning
- Children have real life experiences e.g. learning in our community, Post Office, Urban Maritime Museum, Alloway Library
- 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.
- Children are very happy and have fun in the nursery and are motivated and engaged as learners in planned activities that provide quality learning experiences.
- 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.
- 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
- 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:

- Look to enhance provision of digital technology
- Moderation of Learning Journals - including children’s input.
- Update Transition paperwork – moderate against paperwork received from other establishments

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’.
- All staff are fully aware of, and confident with statutory duties e.g. child protection GIRFEC, SSSC standards, first safety training, first aid
- Photos of Designated Child Protection Officers are visible to visitors
- Medication protocols and checklists are in place

- Non-attendance procedures are in place.
- Strong relationships are fostered through individual Care Plan meetings, open door policy, morning check-ins, library helpers, involvement of community police/fire service/ambulance
- Nursery children are valued members of our whole school family e.g. P3 readers going into nursery, P1 shared learning, P6 skills for schools and transition.
- Systems are in place to track and monitor progress of all learners including those with ASN
- Staff have a good understanding of our socio-economic context and ensure equity for all
- Our Values ensure that learners are encouraged to be inclusive and supportive of each other.
- New VVAs were decided by parent Focus Group, children and staff and are promoted by staff in all interactions
- Diversity and inclusion are promoted and celebrated throughout; disabled dolls, books covering aspects of gender, marriage, inclusion, sexuality.
- Children celebrated festivals e.g. Passover, Chinese New Year, Diwali. These are supported by parents
- We work with parents to promote wellbeing e.g., Dental hygiene. Child Smile was a well-used resource.
- Children participate in UNCRC and understand their rights e.g. privacy – need for a quiet space.
- Dining experience enhanced through creation of new dining area. Very positive feedback from children.
- The language of GIRFEC is used throughout the nursery.
- We have strong relationships with external agencies such as SaLT and Health Visitors
- The Wee Blether book, mind maps, and our WOW wall all provide inclusion and opportunities for children and staff to talk
- 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 bands and other relevant data
- TAF meetings are set up as required, to support children.

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
- <https://education.gov.scot/media/2cbbakj/inc55applyingnurturingapproaches120617.pdf>

Quality Indicator: 3.2 Securing Children's Progress

- We make good use of information data e.g. developmental milestones and SIMD bands.
- Specialist music teacher working on rhyme, syllables etc.
- Nursery Literacy working party gives regular feedback at staff meetings
- Shared Literacy topic with P1 children and teacher
- New learning journals evidence children's progress in language, maths and Health & Wellbeing. Children are beginning to contribute to these.
- Management observe high quality engagements between staff and children
- Experienced staff are very knowledgeable and understand how children develop early language and maths skills
- Management and keyworkers meet to discuss individual children's progress and achievements.
- Children are happy and make good progress, evidenced by data eg milestones, attendance, written reports, observations and care plans.

- Our 'Support Folder' contains identified children and strategies to support them (SaLT/SIMD Bands)
- Our wider achievement tree recognises is highly visible and well used
- Parents can observe children's progress through stay and play, Learning Journals and daily contact with key workers.
- Real life learning opportunities with snack in our 'cafe', wood visits, home corner, and seasonal activities such as gathering blackberries to make smoothies and jam are ongoing throughout the year.
- Children achieve very well in many ways in our nursery e.g. performances for parents such as Nativity, Thistle Tea, Easter Bonnet parade and Prizegiving.
- Parents have opportunities to discuss formally and informally children's achievements eg stay and play, coffee and chat mornings, focus group and individual care plan meeting.
- We ensure equity for all; soft starts for all children throughout the year, we are mindful of cultural, religious and dietary requirements
- TAF meetings are set up as required to support children and families.
- We have a good transition process in place for children entering and leaving our nursery.
- Staff use respect, fairness and Responsibility consistently. Children have experience of all types of staff including janitors, cleaners, support staff and teachers.
- 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, TAF 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. Children are involved in consultation processes for rules in the nursery.
- All children are given opportunities to allow them to reach their potential – through a range of tailored experiences
- 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

- Implement management meetings with individual Key Workers to discuss children's progress – discuss next steps and Care Plan review dates and targets

What are the key priorities for improvement in 2024-25?

- Embed numeracy throughout nursery – Key Worker, who undertook maths course, and SAC teacher work collaboratively
- Use new SAC teacher to support current self-evaluation processes to enhance our current programme
- Purchase cooker and utensils to undertake cooking/baking in nursery

What is our capacity for improvement?

Our stable compliment of experienced staff works well as a team, evaluating our own practices and continually looks to improve. Our recent unannounced Care Inspection report and feedback reflects the life In Wellington Nursery, year-round. The excellent feedback has left staff with renewed

enthusiasm to take forward new ideas and initiatives. We are a well led nursery with good direction and a staff that has clearly defined remits and areas of responsibility. We are committed to further embedding nurturing principles in our nursery and working with children and their families.

Mr J. Cox,
Head of Junior School
Nursery Manager
September 2024