



Standards and Quality Report

Wellington School Nursery
2025 - 2026

Introduction

This report provides information on how Wellington School Nursery has performed during the session 2025-26. 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: Care, Challenge, Confidence, Creativity and Commitment. Nursery children voice these values as:

- **Care** → *Be kind and look after each other*
- **Challenge** → *Try your best and don't give up*
- **Confidence** → *Believe in yourself and have a go*
- **Creativity** → *Use your imagination and have fun making things*
- **Commitment** → *Keep trying and do your best every day*

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 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 8.40 am to 3.00 pm.

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 2025-26 we provided early learning and childcare funded places for 38 children. 19 ante pre-school children and 19 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 our Senior Early Years Practitioner.

The Nursery has a stable staff complement consisting of the Nursery Manager (Head of Junior School), 1 Senior Early Year Practitioner, 3 full-time Early Years Practitioners, 2 part-time Early Years Practitioners, 2 part-time temporary Early Years Practitioners. We also had the additional provision of a South Ayrshire peripatetic teacher, who visited every Wednesday morning, for half of the year.

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 children on the Child Protection.

Early Years Milestones

Wellington's Developmental Milestones Data

%	2023-2024	2024-2025	2025-2026
Health & Wellbeing	90%	100%	100%
Communication & Language	80%	100%	85%
Maths & Numeracy	100%	100%	95%

Local Authority Developmental Milestones Data

%	2023-2024	2024-2025	2025-2026
Health & Wellbeing	96%	96%	Unknown
Communication & Language	83%	83%	Unknown
Maths & Numeracy	89%	92%	Unknown

Scottish Index of Multiple Deprivation

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
<i>Wellington Nursery (2025-26)</i>	-	25%	25%	45%	5%

School Priority 1: **To develop enhanced opportunities for children to engage with nature and outdoor environments, supporting Wellbeing and Nurture**

Relevant Quality Indicators:

- **Leadership**
- **Children thrive and develop in quality spaces**
- **Children play and learn**
- **Children are supported to achieve**

Progress and Impact

Significant progress has been made in extending high-quality outdoor learning experiences, with a clear positive impact on children's wellbeing, confidence, and engagement.

A part-time member of staff with a specific interest in outdoor learning was appointed. This strategic staffing decision has ensured the sustainability and consistency of woodland visits, which had previously been impacted by staffing challenges. As a result, children accessed the woodland environment three mornings per week, with all children attending at least once weekly. Prior to Easter, some children and families opted for additional sessions; however, following an increase in roll, provision was adapted to ensure equitable access. Daily opportunities remained available, with sessions operating at full capacity (13 children and 3 staff).

The enhanced staffing structure enabled continuity of provision throughout the year, including during periods of staff absence. Attendance was only restricted in cases of severe weather conditions or transport issues. Feedback identified that session duration in the woods was occasionally limited due to late departures from the nursery; this has been recognised as an area for improvement.

A **360 Environmental Audit** was completed, with ongoing outdoor audits undertaken by staff and children. Children's voice has been central in shaping the outdoor environment, with identified interests including large-scale digging, construction (den building), and the use of ride-on vehicles. In response, the digging area was relocated to enhance access; however, children continue to seek broader digging opportunities across the garden, indicating strong engagement with exploratory play. Resources have been reviewed, repaired, and supplemented, with further investment required in larger tools to support gross motor and cooperative play. Outdoor resource accessibility has improved, with materials such as mark-making tools, reading resources, and small world items now stored externally to promote free-flow play. Shaded areas have been developed through both natural features and the use of parasols, supporting children's health and wellbeing during outdoor play.

The setting successfully secured a £500 **Learning through Landscapes** grant, enabling the purchase of den-building resources, a wildlife camera, and small world equipment. This award also includes professional learning opportunities, including den-building training for staff and access to national networks and webinars. This has significantly strengthened practitioner confidence and capacity in delivering high-quality outdoor learning.

Planning and assessment of woodland experiences have been robust, with children's learning effectively documented through digital platforms and learning journals. Monthly displays have supported parental engagement and awareness of learning.

Progress in Health and Wellbeing leadership has been more limited due to a lack of protected time for the working group to meet. This has been identified as a priority for improvement to ensure a more strategic approach.

Children have engaged in a wide range of eco and sustainability activities, including planting, harvesting, recycling, and community litter picking. The development of Eco helpers has fostered responsibility, leadership, and environmental awareness. An Eco board has effectively shared successes with families and the wider community.

Outdoor learning has supported the development of a wide range of skills, including:

- Risk assessment and safe engagement in challenging play
- Knowledge of the natural environment, including flora, fauna, and seasonal change
- Problem-solving, creativity, and teamwork through den building and exploratory play
- Fire safety awareness and practical outdoor cooking experiences (including family engagement opportunities)

The introduction of **SIMOA (Safety in My Outdoor Adventures)** has supported children's understanding of risk and safety, although there is scope to further involve children in dynamic risk assessments.

Children have benefitted from a range of community-based learning experiences, strengthening links with the local environment and enhancing real-life learning contexts. Consideration will be given to improving documentation of these experiences through floor books to capture children's voice more effectively.

The **Play on Pedals** programme has been highly successful, with participation increasing significantly. Children have demonstrated notable improvements in physical skills, resilience, and confidence. The nursery has begun to develop its own resources to sustain and expand this initiative.

In Health and Wellbeing, data indicates a slight decrease in the developmental milestone relating to expressing feelings (from 86.7% to 85%). Current approaches, including the use of Colour Monsters, require further embedding within daily practice.

Improvements to the lunchtime experience have been trialled through a rolling snack/lunch approach, promoting independence, choice, and a calmer environment. Early evaluations are positive, with minor adjustments required to staffing deployment.

Next Steps

- Establish two consistent, planned outdoor learning days per week, ensuring earlier departures to maximise time in the woodland setting
- Embed den-building approaches following staff training and extend children's skills in construction and collaborative play
- Strengthen the Health and Wellbeing working group by allocating protected time for strategic planning and evaluation
- Develop a dedicated planting area within the garden to support ongoing sustainability work
- Further develop the Nursery Eco group, increasing child leadership and ownership
- Involve children more fully in dynamic risk assessment processes
- Introduce the safe and purposeful use of tools within outdoor learning
- Build on the success of the Play on Pedals programme through investment in additional equipment
- Implement and embed updated care and wellbeing documentation (including Care Plans, STINTs, All About Me profiles, and associated records)
- Improve documentation of community and local learning through the use of floor books to capture children's voice

Priority 2: Family Engagement

Strengthening partnerships with families, with particular emphasis on improving communication, parental involvement and engagement, and leadership approaches to family participation.

Relevant Quality Indicators:

Leadership

- **Leadership of continuous improvement**
- **Leadership and management of staff and resources**

Areas for Improvement Identified Progress and Impact

Significant progress has been made in enhancing family engagement and strengthening partnerships with parents and carers across the session.

Transitions and Induction

Families were supported effectively through transition arrangements. Parents were offered pre-start tours of the nursery, enabling children and families to familiarise themselves with the environment. A well-attended new parents' meeting was held in June, primarily supporting families of children due to commence in August 2025.

Comprehensive information packs were issued to all families of new and returning children. These included the nursery handbook, key worker allocation, holiday information, contact details and relevant forms, ensuring clarity and consistency of communication from the outset.

Settling-In Approaches

Responsive approaches to settling-in arrangements were implemented. While soft start opportunities were offered in August 2025, feedback from families informed a revised model. As a result, soft starts were targeted more effectively towards new children only, while returning children resumed full-day sessions where appropriate. Younger children were supported through phased visits, with the option for parental presence. This demonstrates a flexible, child-centred approach informed by parental voice.

Daily Communication and Relationships

Positive relationships continue to be a strength. A member of staff is consistently available to welcome and communicate with families at drop-off and collection times, ensuring effective daily information sharing. Systems are in place to record collection arrangements and provide flexibility through ad hoc wraparound care, supporting family needs.

Care Planning and Individualisation

Care plan appointments were organised using a centralised calendar system, providing equitable access and flexibility for families. Parents were given sufficient time to engage in meaningful dialogue with key workers. In line with local authority guidance, the nursery will adopt updated South Ayrshire Council care planning documentation.

An enhanced "All About Me" profile has also been introduced, enabling practitioners to gather valuable information about each child prior to starting, supporting early relationship building and personalised learning approaches.

Communication of Learning

Learning intentions were shared effectively through nursery displays and digital learning journals. Observations and learning stories were regularly uploaded, providing parents with insight into their child's progress and achievements. While staff have engaged in peer-led updates on the learning journal platform, further professional learning has been identified to ensure consistent and effective use.

Information Sharing

The nursery newsletter has been successfully reinstated and distributed to all families via digital and paper formats. This has improved communication around current learning, events and key dates. In response to parental feedback, key dates are now shared in advance at the beginning of term, supporting forward planning for families.

Reporting to Parents

Robust reporting arrangements are in place. Parents receive two written reports annually:

- A November "settling-in" report, outlining progress and early experiences.
- A comprehensive end-of-year report in June.

Transition reports are completed for children moving to Primary 1, detailing developmental progress and next steps. Additional reports are provided for children deferring entry, with a clear focus on Literacy, Numeracy, and Health and Wellbeing.

Engagement in Learning

A range of initiatives have strengthened parental involvement in children's learning:

- Stay and Play sessions (indoor and outdoor) were well attended and highly evaluated.
- "Coffee and Chat" sessions replaced formal focus groups, leading to increased parental participation and more meaningful dialogue.
- The "Who's in the Castle" reading initiative was extended to include parents as active participants, significantly enhancing children's engagement with literacy.
- Bedtime Bear Bags and the nursery lending library have promoted reading at home, fostering family learning opportunities.

Wider Achievement and Partnerships

Parental engagement has extended into wider achievements and community partnerships:

- Strong uptake of the Nano Dukes programme has supported independence and skill development, with positive parental engagement.
- Parents contributed to enriching experiences such as local trips and events, sharing expertise and supporting real-life learning opportunities (e.g. Gaiety Theatre visit, farm experience, and World of Work week).
- Communication platforms, including the nursery Facebook page and "Welly Vision," have supported information sharing and strengthened links between nursery and wider school community.

Leadership of Change

Leadership has responded positively to parental feedback, adapting practices such as settling-in arrangements, communication methods and engagement opportunities. The nursery's vision, values and aims have been reviewed and aligned with the wider school, ensuring a shared ethos and strategic direction.

While progress is evident, there is a need to ensure more systematic gathering of parental feedback through regular questionnaires, surveys and "question of the month" approaches. Additionally, consistency and strategic oversight of digital communication platforms requires further development.

Next Steps

- Embed a structured annual calendar for parental engagement activities, including questionnaires, "question of the month," and Stay and Play sessions, to ensure consistency and continuity.
- Strengthen approaches to gathering, analysing and responding to parental feedback, with clear evidence of impact on children's learning and experiences.
- Fully implement the updated South Ayrshire Council Care Planning documentation, ensuring all care plans are completed within statutory 28-day timescales.
- Enhance staff professional learning in the use of digital learning journals to improve quality, consistency and parental engagement.
- Review and streamline communication channels, including social media, to ensure clarity, consistency and appropriate focus on nursery-specific information.

School Priority 3: Placing the Human Rights of every child at the centre of education.

Relevant Quality Indicators:

Children Are Supported to Achieve

- Wellbeing, inclusion and equality for all
- Nurturing care and support
- Children's progress

Children Play and Learn

- Learning, teaching and assessment
- Curriculum

Children Thrive and Develop in Quality Spaces

- Children experience high-quality spaces

Progress and Impact

Significant progress has been made in embedding a rights-based approach across the nursery, aligned with the wider school community.

The **Vision, Values and Aims** were successfully reviewed and updated in collaboration with the Junior School to ensure consistency and coherence in ethos across the setting. The refreshed ethos is underpinned by five key themes: **Care, Confidence, Challenge, Commitment and Creativity**, with an overarching commitment to enabling every member of the school community to **flourish and achieve their full potential**.

To support understanding and engagement, the Junior School created a video illustrating the values in practice. This resource was effectively shared with **parents, practitioners and children**, strengthening a shared understanding of the school's ethos.

Within the nursery, children were actively involved in **age-appropriate discussions** to explore the meaning of these values. This was further reinforced through a **visual wall display**, showcasing photographs of children demonstrating each value in practice. This approach supported children to make meaningful connections between abstract concepts and their lived experiences.

The school website was updated accordingly, ensuring that the refreshed values are clearly communicated to the wider community.

A strong focus was placed on embedding **children's rights within planning and practice**. These were documented within the *"Right Guid Blether"* floor book, capturing children's voice and linking experiences to relevant rights. While this approach was impactful, **time constraints impacted consistency in recording evidence**, particularly towards the end of term.

To support children's **emotional literacy and wellbeing**, the nursery continued to implement *The Colour Monster* as a key resource. Children independently engaged with this strategy on arrival, using personalised lollipop sticks to identify and communicate their feelings. Regular revisiting of the story supported children to develop a growing awareness and vocabulary around emotions.

However, practitioner reflection identified that engagement with this approach **declined over time**, with inconsistent use and some inappropriate handling of resources. As a result, it was agreed that adaptations are required to ensure sustainability and meaningful engagement moving forward.

To further embed children's voice, **Colour Monster visual supports** were incorporated into *stint paperwork*, enabling children to express their feelings and views more effectively during observations and interactions.

The **SHANARRI wellbeing indicators** were prominently displayed and consistently referenced within planning and practitioner dialogue. While staff regularly promote concepts such as being **safe, healthy and achieving**, evaluation identified that children's understanding of SHANARRI terminology remains limited. In response, practitioners have identified the need to adopt a **more developmentally appropriate and relatable approach**, building on children's strong engagement with familiar characters.

Next Steps

- Ensure **protected time** is allocated for practitioners to consistently record and track evidence of children's rights within planning documentation and floor books.
- Relocate *The Colour Monster* resources into the **main playroom environment** to increase accessibility and visibility.
- Strengthen the role of the **key worker** in monitoring wellbeing, ensuring regular, meaningful check-ins with their allocated group of children throughout the day.
- Co-construct and introduce **SHANARRI-themed characters** (e.g. *Safe Sally*) with the children to enhance understanding of wellbeing indicators through a more engaging, child centered approach.

School Priority 4: Leadership of Change. New Management structure in Junior School / Nursery

Leadership

Relevant Quality Indicators:

- **Leadership and management of staff and resources**
- **Staff skills, knowledge, values and deployment**
- **Leadership of continuous improvement**

Children Are Supported to Achieve

Relevant Quality Indicators:

- **Children's progress**
- **Nurturing care and support**
- **Wellbeing, inclusion and equality**

Children Play and Learn

Relevant Quality Indicators:

- **Learning, teaching and assessment**
- **Curriculum**

Progress and Impact

This session has been characterised by significant change within the Junior School and Nursery, including the appointment of a new Head of Junior School and Principal Teacher. Due to the limited availability of the Principal Teacher, key leadership responsibilities have, at times, been distributed across the Head of Junior School and Lead Practitioner. This adaptive approach has enabled continuity of leadership and ensured that priorities continued to be progressed effectively.

As a result of this collaborative working, more cohesive and streamlined practices have been established between the Nursery and Junior School. This increased alignment has strengthened communication, improved consistency in approaches, and laid the foundation for clearer delineation of roles and responsibilities moving forward.

Throughout the year, the roles of Manager, Principal Teacher and Lead Practitioner have remained fluid in response to ongoing developments and emerging priorities. While this flexibility has supported responsiveness to change, it has also highlighted the need for greater clarity. This will inform next steps to ensure that remits are clearly defined, understood and communicated across the team.

A notable strength has been the development of a unified staff team, underpinned by a shared vision and values. This shared ethos has contributed significantly to strengthening the relationship between the Nursery and Junior School, supporting a more coherent learning journey for children.

Distributed leadership has been actively promoted. Staff have been encouraged and supported to undertake leadership roles in key areas, including:

- **Parental Involvement (Linda)**
- **Outdoor Nursery and "Setting the Table" (Gilli-Ann)**
- **Play on Pedals (Alina)**

Staff have engaged in relevant and targeted professional learning opportunities, which has enhanced capacity and confidence within these roles. Effective professional dialogue and feedback mechanisms have ensured that learning from CPD has been shared across the team, leading to the successful implementation of new initiatives.

One example of impact is the introduction of the “**Play on Pedals**” programme, which has been very well received. Parental feedback demonstrates strong positive impact on children’s confidence and engagement, highlighting the value of this initiative in supporting children’s development.

A strong ethos of recognising and celebrating achievement is evident within the nursery. Children regularly share their achievements within the group, fostering a sense of pride and community. These achievements are documented within learning journals, supporting assessment and reflection. In addition, families have been encouraged to contribute to children’s wider achievements, which have been displayed on an “Achievement Tree”. This has strengthened home–nursery links and promoted wider recognition of success.

Staff engagement in the improvement planning process has been positive, with priorities discussed collaboratively during staff meetings. However, there is scope to make progress and impact more visible and interactive. Developing a more visual and accessible approach (e.g. wall displays or floor books) will support ongoing reflection and collective ownership of improvement priorities.

In line with Priority 3, a child-friendly display of the setting’s values has been developed, supporting children’s understanding and embedding these within daily practice.

Next Steps

- Establish and communicate **clearly defined roles and responsibilities** for the Manager, Principal Teacher and Lead Practitioner to ensure effective leadership at all levels.
- Continue to **support and develop distributed leadership**, enabling staff to lead areas of improvement aligned to their strengths and interests.
- Ensure **access to high-quality, relevant CPD opportunities**, with a continued focus on sharing learning to build collective capacity.
- Develop more **visible and interactive approaches to improvement planning**, such as floor books or display boards, to enhance staff engagement and track progress and impact.
- Further strengthen approaches to **capturing and celebrating wider achievements**, including the development of a more permanent and accessible record (e.g. achievement book with children’s voice).
- Consider the development of a **professional learning and innovation record** (e.g. CPD/initiative floor book).
- Introduce a **visible Improvement Plan working wall or floor book** to track progress, impact and next steps throughout the year.
- Strengthen **evidence of stakeholder voice** through increased use of questionnaires and feedback from children, parents and staff.

- **Successfully led the nursery through a period of significant change**, maintaining continuity and ensuring improvement priorities continued despite changes in senior leadership.
- **Developed a shared Vision, Values and Aims across the Nursery and Junior School**, creating greater consistency and a stronger sense of community through the values of Care, Confidence, Challenge, Commitment and Creativity.
- **Promoted distributed leadership across the team**, empowering staff to lead key areas including Parental Involvement, Outdoor Learning and Setting the Table, and Play on Pedals.
- **Invested in staff professional learning**, enabling practitioners to develop expertise, share learning with colleagues and implement new initiatives that improved outcomes for children.
- **Secured a £500 Learning Through Landscapes grant**, enhancing outdoor learning through new resources, training opportunities and increased staff confidence in outdoor pedagogy.
- **Established sustainable outdoor learning provision**, ensuring all children accessed regular outdoor learning experiences despite previous staffing challenges and periods of staff absence.
- **Used self-evaluation effectively**, including a 360 Environmental Audit, outdoor audits and stakeholder feedback, to identify strengths, inform improvements and drive change.
- **Responded positively to children's and parents' voices**, adapting settling-in procedures, improving outdoor spaces and developing learning experiences based on feedback and identified interests.
- **Strengthened collaboration between the Nursery and Junior School**, resulting in improved communication, shared approaches and a more coherent learning journey for children.
- **Created a positive culture of achievement and continuous improvement**, celebrating children's successes, encouraging family participation and involving staff in improvement planning and decision-making.

Overall Leadership Impact

Leadership throughout the year has been characterised by **collaboration, adaptability and a commitment to continuous improvement**, resulting in stronger partnerships, increased staff leadership capacity, enhanced learning experiences and improved outcomes for children and families.

Next Steps:

- **Clarify and strengthen leadership roles and responsibilities** across the Nursery and Junior School to ensure all staff have a clear understanding of remits, accountability and areas of leadership.
- **Develop a more visible and systematic approach to improvement planning and self-evaluation**, using floor books, improvement walls and regular review sessions to track progress, celebrate successes and identify next steps.
- **Increase opportunities for distributed leadership and practitioner enquiry**, enabling all staff to lead aspects of improvement, evaluate impact and share effective practice across the team.
- **Strengthen stakeholder participation in evaluating and shaping improvement priorities**, through regular consultation with children, families and staff, ensuring their views directly inform decision-making and future developments.

Quality Indicator- Children thrive and develop in quality spaces

- Children access high-quality outdoor learning experiences daily, including regular woodland sessions that promote confidence, resilience, wellbeing and engagement.
- Children's voice directly influences the learning environment, with outdoor developments shaped by their interests in digging, den building, construction and active play.
- A robust programme of environmental audits, including a 360 Environmental Audit, ensures continuous improvement of indoor and outdoor spaces.
- Resources are accessible, well maintained and organised to promote independence, free-flow play and child-led learning.
- The outdoor environment provides a balance of challenge and safety, enabling children to develop risk assessment skills through meaningful and adventurous play experiences.
- Successful grant funding (£500 Learning through Landscapes) has enhanced outdoor provision through improved resources, staff training and professional networking opportunities.
- Children demonstrate strong environmental awareness and responsibility through eco initiatives, including planting, harvesting, recycling and community litter-picking activities.
- The Play on Pedals programme has had a measurable impact on children's physical development, confidence, resilience and perseverance.
- Learning spaces effectively support wellbeing, with shaded areas, natural environments and opportunities for emotional expression embedded within daily practice.
- Strong planning, assessment and documentation processes ensure that children's learning experiences are responsive, purposeful and shared effectively with families through learning journals, displays and parental engagement opportunities.

Next Steps:

- Increase opportunities for children to lead dynamic risk assessments and evaluate risks within their play.
- Further develop documentation of community learning experiences through floor books and children's voice.
- Continue investment in larger loose-parts and outdoor construction materials to extend cooperative and imaginative play.
- Strengthen children's understanding of wellbeing concepts through more developmentally appropriate approaches.
- Ensure protected time for staff to evaluate the impact of environmental improvements and plan next steps strategically.

- **Children benefit from a rich, stimulating and responsive learning environment, both indoors and outdoors, where their interests directly influence experiences, resources and planned improvements.** Children's views gathered through audits, discussion and observation have shaped developments such as digging areas, den-building opportunities and resource provision.
- **Outdoor learning is a significant strength of the setting and is embedded as a regular and valued part of children's learning experiences.** Consistent woodland visits and daily outdoor opportunities have enhanced children's wellbeing, confidence, resilience and engagement in learning.
- **Children experience meaningful, challenging play that develops independence, problem-solving skills, creativity and teamwork.** Opportunities such as den building, large-scale construction, exploratory play and outdoor cooking encourage children to think critically, collaborate and manage risk safely.
- **Practitioners effectively promote learning across all curriculum areas through real-life and hands-on experiences.** Community visits, environmental projects, Eco activities and woodland learning provide relevant contexts that deepen children's understanding of the world around them.
- **Children are developing confidence in assessing and managing risk.** Approaches such as SIMOA and challenging outdoor experiences support children to make informed decisions about their safety while fostering resilience and independence.
- **Health and wellbeing are promoted effectively through active, outdoor and nurturing approaches.** Initiatives such as Play on Pedals, outdoor learning, rolling snack and lunch arrangements, and opportunities for emotional expression contribute positively to children's physical and emotional wellbeing.
- **Children demonstrate increasing environmental awareness and responsibility.** Participation in planting, harvesting, recycling, litter picking and Eco helper roles helps children develop leadership skills while fostering respect for the natural world.
- **Learning is well documented and shared with families, strengthening understanding of children's progress and achievements.** Digital learning journals, displays and parental engagement opportunities provide clear evidence of children's experiences, learning and development.
- **Children's rights, voice and participation are increasingly embedded within daily practice.** Practitioners actively seek and respond to children's views, helping children make choices, influence their environment and develop a sense of belonging and agency.
- **Strong partnerships with families enhance children's learning experiences and outcomes.** Initiatives such as Stay and Play sessions, woodland events, family learning opportunities and community projects successfully involve parents as partners in learning and contribute to children's confidence, achievement and wellbeing.

Next Steps:

- Improve consistency in supporting children to recognise and express feelings, ensuring approaches such as *Colour Monster* are embedded effectively in daily practice.
- Increase opportunities for children to participate in dynamic risk assessment and evaluation of their own learning.
- Further strengthen the use of floor books and learning documentation to capture children's voice and progression over time.
- Ensure all outdoor learning sessions maximise learning time through efficient organisation and timely departures.
- Develop a more strategic approach to Health and Wellbeing leadership through regular meetings, monitoring and evaluation.

Quality Indicator- Children are supported to achieve

- Children are making good progress across all areas of learning and development, supported by nurturing relationships, high-quality play experiences and responsive planning.
- Outdoor learning, woodland visits and Play on Pedals have significantly enhanced children's confidence, resilience, independence and willingness to take on new challenges.
- Children are developing important life skills including problem-solving, teamwork, creativity, risk assessment and leadership through rich outdoor and community-based experiences.
- Practitioners know children well and use observations, learning journals and professional dialogue effectively to recognise achievements and identify next steps in learning.
- A strong culture of celebrating achievement is evident throughout the nursery, helping children develop positive self-esteem, confidence and pride in their successes.
- Wider achievements are valued and recognised through initiatives such as the Achievement Tree, strengthening links between home and nursery and encouraging family involvement.
- Children have developed leadership skills and a sense of responsibility through roles such as Eco Helpers, contributing positively to the nursery community and environmental projects.
- Family engagement initiatives including Stay and Play sessions, Bedtime Bear Bags, the lending library and Who's in the Castle have enhanced learning experiences and supported achievement beyond the nursery setting.
- Participation in community learning opportunities and partnerships has broadened children's experiences, strengthened social confidence and helped children make meaningful connections with the wider world.
- While children are achieving well across most areas, further work is required to strengthen emotional literacy and support children to express and discuss their feelings with increasing confidence and understanding.

Overall Evaluative Statement

Children are supported very effectively to achieve. They are developing confidence, independence, resilience and a strong sense of achievement through high-quality play, outdoor learning, leadership opportunities and strong partnerships with families. Most children are making good progress from their individual starting points and are well supported to recognise, celebrate and build upon their successes.

Next steps:

- While children's achievements are celebrated effectively, systems for tracking wider achievement across the nursery could be developed further to demonstrate progression over time.
- Data indicates that further work is required to support children's emotional literacy and ability to express feelings confidently. Embedding consistent approaches through the Colour Monster programme will be a key priority moving forward.
- Opportunities for children to reflect on and evaluate their own learning and achievements could be developed further to strengthen children's voice and ownership of progress.

Summary of Improvement Priorities 2026–2027

Health, Wellbeing and Environment

The nursery will enhance health and wellbeing through strengthened staff collaboration, an improved Eco Group, and the creation of a planting area. Children's rights and emotional wellbeing will be prioritised through focused evidence gathering, use of wellbeing resources, and consistent key worker support to ensure nurturing relationships.

Outdoor Learning and Experiences

Outdoor learning will be expanded by increasing time spent outdoors, introducing dedicated outdoor days, and providing staff training in den-building. Children will develop independence and responsibility through involvement in risk assessments, safe tool use, and continued participation in Play on Pedals.

Literacy

The South Ayrshire READS programme will be implemented to promote high-quality literacy experiences. A focus on collaboration, inclusive teaching, and a communication-friendly environment will support improvements in reading skills, confidence and attainment.

Leadership

Leadership will be strengthened through clear roles, enhanced professional learning, and recognition of staff strengths. Improved systems and communication will ensure stronger evidence of impact across all areas.

What is our capacity for improvement?

The nursery demonstrates a strong capacity for continuous improvement, underpinned by effective, adaptive leadership and a clear commitment to reflective practice. Across priorities, there is clear evidence of a motivated and collaborative staff team who actively engage in self-evaluation, respond positively to feedback from children and families, and embrace change to enhance outcomes. The development of distributed leadership, alongside a shared vision and values, has strengthened professional confidence and consistency of practice. Robust systems for communication, family engagement and children's wellbeing reflect a nurturing, rights-based approach aligned with national expectations. The team's collective commitment to high-quality practice, partnership working and ongoing professional learning provides a strong foundation for sustained and meaningful improvement.

Overall School Evaluations – Session 2025 – 2026

Quality Indicator		School's Evaluation
	Children Thrive and Develop in Quality Spaces	Very Good
	Children Play and Learn	Very Good
	Children Are Supported to Achieve	Very Good
	Leadership	Good/ Very Good

Mrs Sally MacRae,
Head of Junior School / Nursery Manager
June 2026