

# Wellington School Nursery

Nursery Improvement Plan 2026/27



Challenge

Confidence

Creativity

Care

Commitment



# Vision

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

- 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.

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## South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

### • Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the workforce

### • Educational Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

### • Educational Services Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

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# Priority 1 - To Nurture Health, Wellbeing and Positive Participation

## Nursery Improvement Plan



### *What Outcomes Do We Want To Achieve?*

Enhance the Nursery Eco. Group

- Develop children's understanding of sustainability and environmental responsibility.
- Foster children's sense of agency in caring for their environment.

### *How Will we Achieve This (Intervention Strategies)*

- Establish regular Eco Group meetings with clear roles and responsibilities for children.
- Introduce projects such as recycling, composting, litter picking, energy saving and waste reduction.
- Strengthen links with the local community, families and environmental organisations.
- Nursery will be involved in the Eco. School ethos of our Junior School. Gather evidence towards Eco. Schools targets and celebrate achievements with children.
- Work alongside children and families/ partners to design and create an accessible planting area.

### *Lead Professionals and Timescales*

A.Siehodina

Sept - June

### *How Will We Measure Impact on Children and Young People?*

85% of children will get involved in projects that promote Sustainability and Environmental Responsibility

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# Priority 1 - To Nurture Health, Wellbeing and Positive Participation



## Nursery Improvement Plan

### *What Outcomes Do We Want To Achieve?*

To further develop a nurturing, rights-respecting nursery environment by enhancing children's awareness of the SHANARRI wellbeing indicators and ensuring children's rights are embedded consistently across all aspects of learning, teaching and daily interactions.

### *How Will we Achieve This (Intervention Strategies)*

- Embed UNCRC in curriculum and planning. Reflect on links that can be made in all learning.
- Link activities to GIRFEC, UNCRC and Realising the Ambition guidance, ensuring children's views are listened to and acted upon.
- Regularly audit practice against the UNCRC and Rights Respecting Schools/Nurseries framework.
- Use floor books, learning stories, observations and photographs to capture evidence.
- Involve children in reflecting on how their rights are being respected within the setting.
- Embed 'Nurture Activity Pack' and work through 18 sessions over the year.
- Introduce SHANARRI characters to children- involve the children in creating stories/ scenarios for the characters.
- Celebrate the children demonstrating, for example, how to keep themselves safe. eg. 'Safe Sonic'
- Link Keeping Safe with SIMOA Guidelines. Reintroduce SIMOA the elephant to the children.
- Encourage children to identify, discuss and reflect on their emotions using the Colour Monster language.

### *Lead Professionals and Timescales*

UNCRC -  
A. Hamilton

All Staff

Sept - June

### *How Will We Measure Impact on Children and Young People?*

85% can be highlighted in evidence (Floorbooks, Planning, Wall Displays...) to have demonstrated confidence in sharing their views and influencing Nursery decisions.

85% of children will be able to identify SHANARRI characters and relate them to how they feel.

All children can identify their feelings and emotions.

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# Priority 2 - To Create a Communication - Rich Environment to Support Early Literacy



## Nursery Improvement Plan

(Through South Ayrshire READS Programme)

### What Outcomes Do We Want To Achieve?

Improve children's early literacy, communication and language skills with a focus on phonological awareness.

- Children demonstrate increased confidence and competence in listening, talking and communicating with others.
- Children develop stronger early language skills through meaningful conversations, storytelling, songs, rhymes and play-based learning experiences.
- Children show improved phonological awareness, including recognising and exploring rhyme, rhythm, syllables and initial sounds.
- Ensure all children and families can access high quality literacy experiences

### How Will we Achieve This (Intervention Strategies)

Communication and Language Development

- Daily high-quality story sessions with opportunities for discussion and prediction.
- Small-group "Talking Time" sessions to encourage conversation and turn-taking.
- Use of puppets, story sacks and role-play areas to develop speaking and listening skills.
- Adult modelling of rich vocabulary during play and daily routines.
- Nursery rhyme, singing and action-song Sessions.
- All staff will attend South Ayrshire READS Training

Phonological Awareness

- Daily rhyme and rhythm games.
- Clapping and counting syllables in children's names and familiar words.
- Musical activities that develop listening, rhythm and sound awareness
- Staff member attending Book Bug training
- South Ayrshire partnership teacher working on focused Phonological Awareness progression pathway:- Identified focus of on the floor time, working with children and/or upskilling practitioners through modelling, enhancing learning etc
- Lead Practitioner will work with S.A. teacher to complete Literacy Rich Environment audit and action plan

### Lead Professionals and Timescales

A. Jamieson /  
A. Hamilton

All Staff

Sept - June

### How Will We Measure Impact on Children and Young People?

- Literacy Action Plan results in 'Literacy Rich Environments' demonstrate rich learning opportunities, thus maintaining high Milestone results.
- Nursery tracking data demonstrates progress in phonological awareness skills. 85% of children will achieve Phonological Awareness related Milestones.
- Observations show children independently
- recognising and using rhyme, rhythm, syllables and initial sounds during play and learning.
- Learning journals provide evidence of individual progress in listening, talking and early literacy development.
- Children participate confidently in phonological awareness activities and apply these skills across different learning contexts.

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# Priority 3 - To develop leadership, tracking and quality assurance systems in line with whole school priorities



## Nursery Improvement Plan

### What Outcomes Do We Want To Achieve?

Develop a clear, shared understanding of leadership roles and responsibilities across the nursery.

Celebrate and promote staff strengths and leadership roles.

### How Will we Achieve This (Intervention Strategies)

- Introduce a professional learning record for each staff member to document CPD, key learning points and impact on practice.
- Create a 'Meet Our Team' display to showcase staff expertise and professional learning.
- Allocate time at staff meetings for colleagues to share learning from courses, visits and professional reading.
- Reintroduce and promote the use of the 'Nursery Developments' Google Classroom as a collaborative platform for staff to share professional learning, development ideas and new initiatives.
- Link professional learning activities to Nursery Improvement Plan priorities and agreed staff targets.
- Include professional learning discussions as part of PRD and self-evaluation processes.
- Encourage staff to reflect on how training has improved experiences and outcomes for children.
- Provide opportunities for staff to lead aspects of improvement work and share successful practice with colleagues.

### Lead Professionals and Timescales

S. MacRae

A Jamieson

All staff

Sept 2026

### How Will We Measure Impact on Children and Young People?

- We will be able to demonstrate clear links between staff professional learning, training and development initiatives and improved outcomes for children through the use of baseline and end-point evaluations.

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# Priority 3 - To develop leadership, tracking and quality assurance systems

## in line with whole school priorities

### Nursery Improvement Plan



#### *What Outcomes Do We Want To Achieve?*

To strengthen self-evaluation, monitoring and quality assurance processes, ensuring continuous improvement and positive outcomes for all children.

Strengthen the Nursery Monitoring Calendar through an increased focus on Learning Walks, Peer Observations and high-quality staff-child interactions.

Develop more effective system to track children's learning and progress

Produce 'Our Nursery Curriculum Rationale'

Produce a Learning and Teaching Policy

#### *How Will we Achieve This (Intervention Strategies)*

- Develop robust systems for monitoring, evaluating and evidencing improvement across the nursery, leading to enhanced outcomes for children.
- Establish effective quality assurance systems that support reflective practice, inform decision-making and drive ongoing improvement.
- Strengthen monitoring and self-evaluation documentation to ensure identified actions, progress and impact are clearly recorded.
- Embed a culture of self-evaluation and evidence-based improvement, ensuring nursery priorities lead to measurable positive outcomes for children.
- Hold regular attainment and wellbeing discussions among staff to identify progress, gaps and interventions.
- Use tracking information to plan responsive learning experiences tailored to children's interests and needs.
- Individual paper Tracking Sheets for children, covering all experiences and outcomes.
- Tracking uplevelled to reflect progression from Reception to Primary 1. (One sheet colour coded)
- Milestones Tracked 3 times per year instead of twice.

#### *Lead Professionals and Timescales*

S. MacRae /  
A Jamieson

All Staff

Sept - June

#### *How Will We Measure Impact on Children and Young People?*

- Colour code system to evidence that monitoring and quality assurance activities (learning walks, observations, audits, tracking reviews) are completed within agreed timescales.
- Survey to ensure All staff feel they actively contribute to self-evaluation and Monitoring activities and improvement planning discussions, thus ensuring better learning experiences for children.
- Earlier identification of support needs and achievement gaps.
- Tracking data will demonstrate maintained or increased milestone attainment, ensuring positive outcomes and progress for all learners.

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