

Roseburn Primary Nursery Class
Standards and Quality Report
Session 2018-19



Nursery Class Standards and Quality Report

HGIOELC Quality Indicators:

Leadership and Management -How good is our leadership and approach to improvement? QI-1.1 1.2 **1.3** 1.4 1.5

Learning provision -How good is the quality of the care and learning we offer? QI-2.1 2.2 **2.3** 2.4 2.5 2.6 2.7

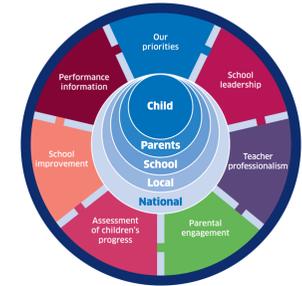
Successes and achievements -How good are we at ensuring the best possible outcomes for all our children? QI-**3.1 3.2** 3.3

Care Inspectorate Quality Themes:

- **Quality of Care & Support**
- **Quality of Environment**
- **Quality of Staffing**
- **Quality of Management and Leadership**

National Improvement Framework (NIF) Priorities:

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people



Leadership and Management

HGIOELC QI-1.3 Leadership of Change

CI Quality themes:
 Quality of Environment Quality of Staffing Quality of Management and Leadership

How good is our approach to Leadership and Management?

- All staff engaged in reflective activity on our collective vision for the nursery. All parents were consulted and almost all responded to offered their views. All children were consulted through group time. The vision and aims reflect the responses from staff, parents and children on what is important for our nursery. The vision, values and aims are displayed and reflect the views of children, parents and staff.
- All staff meet daily to guide the daily practice within the nursery. Weekly staff meetings are held to ensure appropriate consultation and discussion takes place. Minutes are kept of all meetings. All staff share evidence on their various allocated roles and responsibilities.
- Almost all staff have attended training to support and extend their knowledge of quality Early Years practice i.e. Froebel, Forest Schools, Creativity. Opportunities are provided to share and discuss relevant learning. All staff have had their review and

development meeting. Appropriate support and in-service courses have been decided. This has impacted on staff being more informed about the availability of courses and funding where appropriate.

- Our self-evaluation calendar has been used to reflect on progress and identify next steps. Our priorities are displayed and self-evaluated at regular intervals.

Next Steps:

- Revisit vision, values and aims on a three-year cycle to ensure that it continues to reflect the aspirations of our nursery
- Involve all staff in a review of self-evaluation procedures of our improvement plan, including greater involvement of parents.
- Explore the use of a closed group on Twitter as an additional means of communicating with all families.
- Identify a range of professional reading; Continuous Provision, Interacting or Interfering.
- All staff to have opportunities for professional learning to enhance practice in Early Years.
- Identify practitioners to engage with Cluster ELIP.

Learning Provision

HGIOELC QI-

2.3 Learning, Teaching and Assessment

CI Quality themes:

Quality of Care & Support

Quality of Environment

How good is the quality of care and learning we offer?

- All staff have completed Nurture Training. Staff have created a warm and nurturing environment.
- Planning is responsive and all staff follow the children's lead. Ongoing opportunities are provided for the children to express themselves through discussion and floor books. Playbox is used effectively as support for identified learners.
- All staff have visited other Early Years settings, and shared good practice. All staff have engaged in self-evaluating the impact of visits.
- Staff have created opportunities both indoors and outdoors to promote enquiry and exploration, for example the mud kitchen, fairy garden and dinosaur gigging.
- All children have access to digital technologies. Our new Interactive Smartboard is used daily for a variety of songs, number activities, phonics games and yoga.
- Almost all Learning Journal observations are relevant, high quality and identify next steps. Time is allocated for staff to complete observations.

Next Steps:

- All staff to engage with the *Literacy Rich Environment Tool from Up, Up and Away* to reflect on provision across all areas of the nursery.

- To maximise acquisition of literacy staff will engage with CEC 'Planning with Children' document to ensure that Literacy provision is maximised in each area of the nursery.
- Staff to identify additional opportunities to build STEM activities in current continuous provision.
- Introduce and develop the use of a full functioning work/tool bench

Successes and Achievements

HGIOELC QIs:

- **3.1 Ensuring Wellbeing, Equity and Inclusion**
- **3.2 Securing Children's Progress**

CI Quality themes:

Quality of Care & Support

What has improved as a result?

- Experiences are open ended and staff scaffold learning as appropriate to both challenge and support. Calendar curriculum is ongoing but most importantly medium-term plans are underpinned by children's interests, quality observations and KWHL discussions.
- Staff have engaged in professional reading to support effective continuous provision, which is enhancing practice.
- Planning sessions undertaken with EYQIEO have supported planning high quality learning experiences.
- Improved staff knowledge of SEAL and NUMICON, together with the use of Environmental Toolkits have embedded a variety of maths and number throughout their continuous provision.
- All practitioners have a good understanding of the importance of GIRFEC their role in supporting children's wellbeing.
- All practitioners and partners are ambitious and expect high levels of progress and achievement for all children.
- Staff to develop effective questioning and Blooms ribbons/prompt cards.

Next Steps:

- Follow up recommendation from Care Inspectorate: to engage with Health and Social Care Standards.
- To engage with Care Inspectorate document 'Our Creative Journey'.
- Reintroduce stay and play sessions to share current practice within the nursery along with strategies to support and develop their children's literacy skills.
- Increase children's involvement in their learning journals, enhancing their communication skills and ability to reflect on their own learning.
- Moderation of observations within Learning Journals with a key focus on Literacy and next steps in learning.

- Establish a parent focus group.
- Staff to engage in professional learning and inquiry; to enable children to develop their creativity skills and consider gender equal play.