



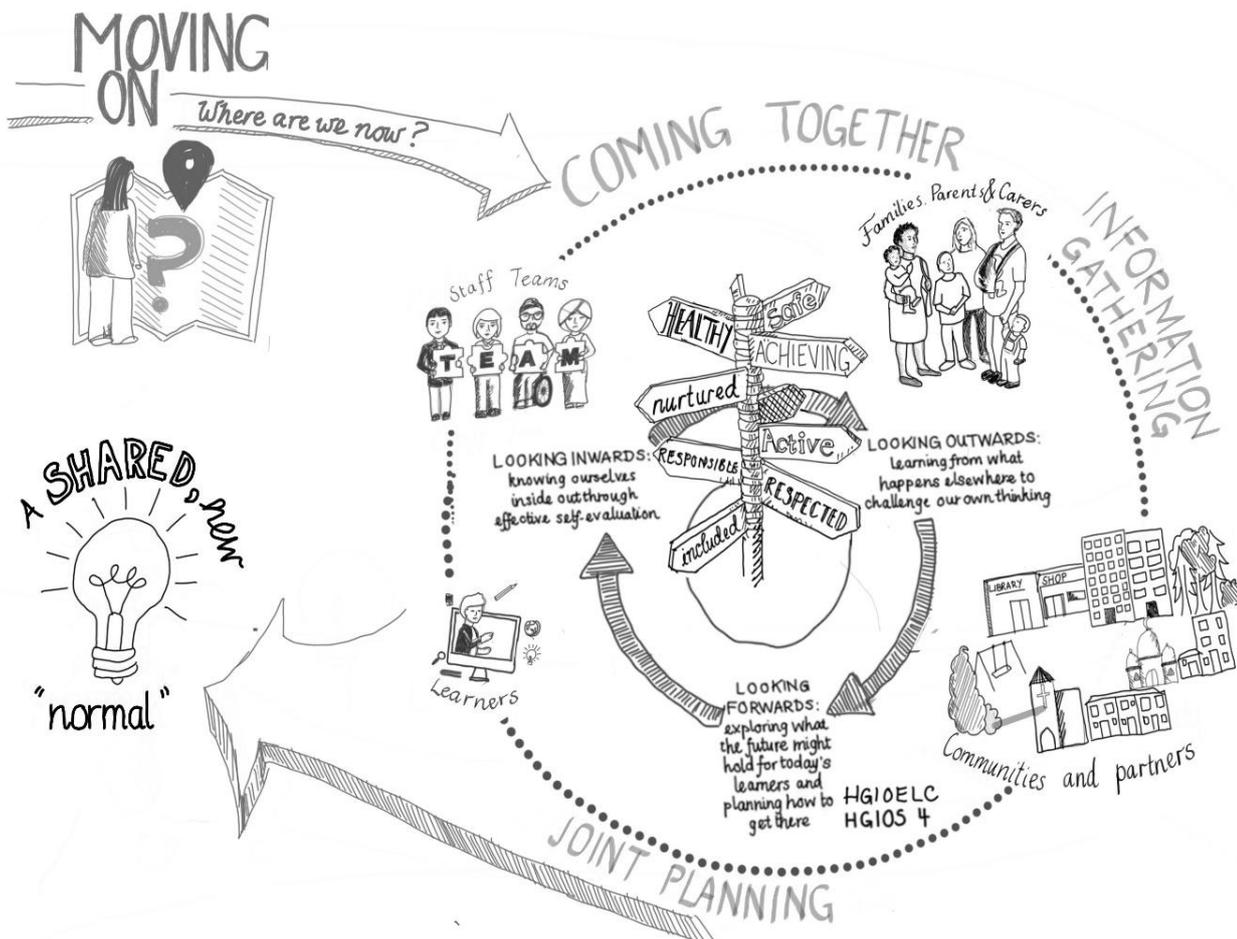
# Roseburn Nursery Class

## Early Learning & Childcare

### Standards & Quality: Self-Evaluation Statement June 2020

The achievements and successes of this academic year have been significantly affected by the impact of COVID-19. Children, parents and staff have worked in a range of creative ways to ensure that learning and care has continued since the lockdown and closure of schools and EY settings.

Importantly, the plans for Early Learning have been reshaped to respond to the many challenges posed by COVID-19.





# Roseburn Nursery Class

**Name of setting:** Roseburn Primary School Nursery

## 1.3 Leadership of Change

### How good is our approach to Leadership and Management?

Outcome and impact on learners:

To develop children's Literacy skills in order to enhance life-long learning

- *Improvement in literacy skills: children are supported and challenged appropriately.*
- *Literacy provision across the nursery enables children to build on prior learning and have clear next steps.*
- *Staff and parents work in partnership to enrich learning and enable children to achieve their full potential*

What we did:

- PT facilitated and encouraged staff engagement in a variety of whole school Professional Learning, Early Year prioritised learning, and personal interest to develop understanding of literacy skills and provision.
- Used reflective questions from CEC 'Planning with Children' document to ensure that Literacy provision is maximised in each area of the nursery to support continuous provision.
- EYP engaged in CLPL and then led PEEP sessions
- Learning Journals continued to provide observations and assessment on learning for individuals, and more learners are engaged in contributing to them.
- PT led weekly collegiate planning meetings which promoted open and reflective discussions aligning practitioners' views of values and aims to deliver a consistent high-quality service.
- All staff worked closely with parents and carers to ensure high standards and responsive service.
- Bedtime story lending library introduced for parents and children.
- Established link with Murrayfield Dementia Group and engaged in fortnightly visits with the children

Impact:

- Successful PEEP session delivered to 8 parents in Term 2 and Term 3. Informal feedback from parents revealed the PEEP sessions have enabled parents to engage more with their child, learn new skills and games to play.
- Positive feedback received on visual displays in entrance with photos of children, aims and values.
- Positive parental feedback and demonstration of engagement through attendance in their children's learning and at Coffee Mornings, Lending Library, Story Sacks, as well as sharing their cultural celebrations.
- Almost all parents and carers provided positive feedback on 'Stay and Play' sessions. Increased attendance at these sessions with feedback reflecting parents/carers are more comfortable and confident at staying in the nursery.
- All learners responded positively to having a family member in Nursery
- Learning Journals provide an opportunity to share a more detailed view of the child's everyday learning with the parents; improving communication.
- Increased engagement in families borrowing story books and recognising the importance of reading with their child
- Positive feedback and engagement from community connection to Murrayfield Dementia group



# Roseburn Nursery Class

## 2.3 Learning, Teaching and Assessment

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

Priority 2: To develop STEM provision

Outcome and impact on learners:

- To develop confident play in STEM provision both indoors and outdoors.
- To develop curiosity and enquiry skills: children to predict what might happen next or explore or question, in STEM provision.
- Learners to be able to self-assess risk

What we did

- All staff engaged in collaborative professional dialogue to evaluate current STEM provision to identify additional opportunities to build STEM activities in current continuous provision.
- Practitioner CLPL on STEM, including professional reading, courses and shared practice visits to other settings.
- Community Play tool bench, real tools, additional iPads, interactive smart board purchased.
- Created risk assessments with learners on safety when using the tools.

Impact

- Staff knowledge and understanding of STEM play improved, increased quality of provision.
- All learners observed engaging enthusiastically with STEM resources and digital technology daily.
- Improved staff and learner engagement in recording STEM learning experiences in children's Learning Journals through observations and assessments.
- Most learners are aware of safety success criteria, and 'rules' to keep safe with tools and are becoming more confident at taking and managing their own risks.

## 3.1 Ensuring Wellbeing, Equity and Inclusion

### How good are we at ensuring the best possible outcomes for all our children?

Priority 3: To further develop child led play creatively

- Almost all identified learners to increase engagement in creative play, both indoors and outdoors
- All staff to understand and be confident in creating open ended learning opportunities in the play spaces to meet the needs of learners
- Learners have increased confidence to promote and develop their own ideas.

What we did:

- Whole staff engagement in Nurture training and development of the principles of nurture. A nurtured and safe learning place is a key element for children to stay engaged and progress in their learning process as well as personally.
- Whole staff training in Self Care- Claire Lavell @Hive of Wellbeing
- All staff used 'Child Point of View' Toolkits to evaluate and plan for the provision provided in the play spaces.
- All staff trained and using 'Up, Up and Away' to identify individuals and key groups of learners to be supported with strategies and targeted interventions
- EYP engaged in five sessions of Starcatchers to use the Expressive Arts to promote creativity.

Impact:



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- All learners engaged in all areas of the nursery, throughout the day and without the need for adult encouragement to engage in activities.
- Learners are happy to come to nursery because they find it safe and full of new experiences. Positive feedback from outside agencies on practice and staff shared understanding of key ideas and skills
- Planning is responsive/children's voice/children are listened to/children's interests are followed through daily and weekly.
- Learners engagement in den building and use of loose parts within the garden area for free flow play and outdoor learning.

## 3.2 Securing Children's Progress

### How good are we at ensuring the best possible outcomes for all our children?

#### Priority 1:

To develop children's Literacy skills to enhance life-long learning

Outcome and impact on learners:

- *Improvement in literacy skills: children are supported and challenged appropriately.*
- *Literacy provision across the nursery enables children to build on prior learning and have clear next steps.*
- *Staff and parents work in partnership to enrich learning and enable children to achieve their full potential*

#### What we did:

- All staff engaged in professional dialogue on the Circle Literacy Rich Environment Tool from Up, Up and Away to reflect on provision across all areas of the nursery.
- Used continuous provision reflective questions from CEC 'Planning with Children' document to ensure that Literacy provision is maximised in each area of the nursery.
- All staff participated in and engaged in dialogue on training on *An Introduction to Hanen for All* to increase use of Hanen strategies support effective learner communication. Questionnaires and surveys issued to gather views on the success of 'Stay and Play' sessions
- Display boards updated to include annotated photos displaying the learning taking place in Nursery, with regular information including: weekly literacy focus, updated Policies and Procedures etc.
- All staff worked collaboratively with ASL team to provide support, home visits, sign along and visuals. All staff are using visuals and suggested strategies in the play spaces

#### Impact:

- Parent engagement and feedback from 'Stay and Play' sessions very good, and almost all shared they were more informed about strategies to support and develop their children's literacy skills.
- Increased parental engagement in reading for enjoyment through Story Sacks Initiative; almost all learners were observed using resources to develop literacy for mark making, copying words for letter formation.
- All learners accessed a range of books within different areas in nursery and free flow use of clipboards, pencils encouraged communication, developed literacy skills and enhanced their knowledge through mark making.
- Almost all staff are confident when observing and recording progress on Learning Journals and Developmental Milestones.
- All staff are using visuals, now and next card, toolkits, play boxes, talking time groups and sensory play to support our ASN learners



# Roseburn Nursery Class

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*Following your S&Q statement it will be important to recognise where you are now and that the focus when we return will be on Health and Well-being for all. More guidance will be issued in due course to support our planning for moving forward.*

Where we are now:

During school closure the Early Years Team supported nursery children and families to continue play based learning at home through:

- Weekly Home learning grids; collaboratively created and developed on planned themes, experiences and outcomes for the term.
- Whole school themed Learning Grids to work with family members
- Weekly videos of staff reading stories
- Continued development of online learning using Learning Journals
- Ensured equity of resources; provision of printed resources, library books, reading books,
- Opportunities to sharing learning, via email, twitter and Learning Journals.
- Shared learning through a weekly SWAY update
- Increased interaction with school website and school twitter
- Contacted parents by phone calls, home visits to houses, and email
- Provided ASL support/ meetings to individual families as appropriate
- Positive engagement in Edinburgh transition project Going on a Bear Hunt.
- Virtual Induction Day, and delivery of 'Teddy Bear's Picnic'
- Weekly HT videos to keep families connected, and share information with incoming p1s

Next Steps

- Renewal Planning Phase 1 and 2