

Cargilfield Nursery Improvement Plan 2024-25



Name of Setting: Cargilfield Nursery

Vision: At Cargilfield we strive for excellence. We do this in an environment where every child is known and is given the opportunity to be the best version of themselves. At Cargilfield, learning is an everyday adventure.

- Family - We are shaped by our pupils, staff, parents, alumni and friends. We invest in these relationships to create a strong community and the feeling of a home from home.
- Opportunity - We offer a broad range of opportunities. We work hard to understand each child's needs and strengths and to tailor experiences to individuals.
- Respect - We treat others with respect. Our approach is inclusive and we celebrate diversity.

...above all, we believe in three golden rules: Be kind. Be kind. Be kind.

Values: Kind, Happy, Curious, Independent, Confident and Enthusiastic

Aims:

- Provide a safe, inclusive and stimulating environment for all members of our family.
- Support each child to achieve their full potential through high quality learning, teaching, assessment, provision and leadership.
- Deliver a wide range of experiences that will develop a child's interests and abilities.
- Ensure each child's welfare with high standards of pastoral care.
- Work in partnership with other agencies and our local community to promote the wellbeing of all of our children.
- Be one of the best Nursery /Pre- Prep Schools in the United Kingdom.

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<p>NIF Priorities: UNCRC, H&W, Attainment, Skills and Achievement Lit & Num</p>	<p>HIGIOELC Quality Indicators (QIs):</p> <ul style="list-style-type: none"> • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised Support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnerships
<p>NIF Drivers</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent/ carer engagement and family learning • Curriculum and Assessment • School and ELC Improvement • Performance Information 	
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.3 Play and learning. 1.5 effective transitions. • 2. How good if our setting? 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities. • 3. How good is our leadership? 3.1 Quality assurance and improvement are well led, 3.2 Leadership of play and learning, 3.3 Leadership and management of staff and resources. • 4. How good is our staff team? 	
<p align="center">LEARNING PROVISION- HOW GOOD IS THE QUALITY OF CARE PLAY AND LEARNING WE OFFER? (HGIOS)</p>	
<p>Summary of Standards and Quality:</p> <p>Our Nursery provides ample space and high-quality resourcing for free choice, play based learning for large periods of the school day. We have a dedicated highly experienced staff who provide and further leaning opportunities during these times. We have recently assessed and renovated our outdoor and indoor learning environments to ensure they are productive, creative spaces that drive children’s choices and imaginations.</p> <p>We have increased and continue to develop the time the children have to engage in independent free play. We want to ensure they have plenty of uninterrupted quality play time in which they can fully engage in a range of activities and resources. This will give them more dedicated time toward self-investigation, imaginative play, creativity, risk assessment and risk taking as well as skill development. We have made a large drive towards increasing our outside learning time and particularly in wild spaces. In the last academic year, we created free choice trips to a number of local natural spaces on a weekly basis. This included Cramond Beach, Cammo and Lauriston castle. The children also had the opportunity to choose which natural spaces within the school they were using and we have further plans to expand this.</p> <p>We are dedicated to ensuring the children have a greater role in the decision-making processes of what they do and where they play. We strive to encourage independence and the right of the child to choose. They need be an integral part of their own education and development and this is our priority.</p> <p>We are committed to increasing the amount of time the children spend in outdoor learning environments and that they have the choice as to which environments they choose to engage in.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Ensure the children are being given greater opportunities and time for engagement in natural outdoor learning spaces. (new target) • Continue to improve our outdoor learning spaces and resources. (continued target) • Monitor and continue to improve protected play and the spaces and resources available during these times. (continued target) 	

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- Review the timings and frequency of responsive trips. (continued target)
- Review Transition to P1 process. (new target)

Area for Development	Success Criteria	Action (by whom)	Milestones	Progress/Next steps
<ul style="list-style-type: none"> • Continue to increase the amount of time the children spend in the outdoor learning environments (Woodland area, enchanted forest and outdoor learning centre). We plan to offer an additional 2 half days for children to choose to use our natural woodland spaces. This is in addition to our Friday morning Beach and Nature Kindergarten. Also look at the resources available in these spaces and plan to add to these as we increase the usage of these spaces. 	<ul style="list-style-type: none"> • Children are regularly exposed to a wide range of exciting and natural learning environments. • Outdoor resources to be provided and used more regularly and in response to learning opportunities. • Children feel more in control of their learning choices and development. • Children feel empowered by their choices and this further encourages and engrains a love of learning and exploration. • Children engage in greater areas of interest, become more confident as a result of these choices. • This provision further encourages creative and problem solving based thinking and well as investigative and observational skills. 	<p>All Staff</p>	<ul style="list-style-type: none"> • Parental feedback from the learning preferences questionnaire that was sent out September 2023 stated outdoor learning as an overwhelming priority area. Parents wanted more nature based outdoor play for their children. This feedback was taken on board and additional time for this reviewed. • Free choice over Friday morning outdoor play spaces such as the Beach, Nature Kindergarten and Enchanted forest was a great success last academic year. Great feedback from parents and children. This showed free choice as the way forward. • The development of the outdoor learning centre has provided a space for learning as well as kitchen and toilet facilities that will allow us to engage in these spaces for longer periods of time. Staff worked to resource and organise this space well so that responsive learning can take place in these spaces. • Engagement levels and impact on learning was assessed and discussed having beneficial outcomes. However, more resources are needed in these spaces. 	<ul style="list-style-type: none"> • An additional 2 half days is to be offered for children to choose to use our natural woodland spaces. This is to start from the beginning of the Autumn term. • Learning preferences survey to be collected to ensure this continues to be an area of preference. • Our new outdoor learning centre has now been resourced and is ready to be utilised more frequently. • Additional resources and plans to be put into place for these areas. This to be based on the children's interests and needs. To be planned with the children. • Taster sessions in each learning area to be offered to had by each child so they have an understanding and experience of what they are choosing. • Feedback from staff and children to be collected

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<ul style="list-style-type: none"> • Reviewing our newly introduced protected play strategy which offers further opportunities for uninterrupted play and still allows for our promise of academic rigor to stand. 	<ul style="list-style-type: none"> • Protected play times adhered to with child led initiatives taking priority. • The children engage in more immersive imaginative, investigative, and creative play without disruption. • This leads to greater use of resources and using them in more creative and imaginative ways. • Staff are there to support play and enhance play through thoughtful interaction and questioning. • Staff have free choice activities that the children can choose to engage in enabling them to further their interests and develop their skills further. 	<p>All Staff</p>	<ul style="list-style-type: none"> • 3 of our staff went to outdoor learning training. Then they fed back to our team about their learning. • Attendance and engagement in free choice outdoor areas was collected after visits and trips this information was collated and reviewed and showed that all children by the end of the year were choosing these natural spaces more frequently. • Areas for development discussed between Nursery staff in April 2023 and dedicated play and uninterrupted play was an area of focus and was agreed as an area for continued development. • TM created Protected play timetable and was introduced in August 2023. • Protected Play was reviewed at the end of each term to see if improvements can be made to it. If the times are appropriate and if we can make any further improvements. This time table was then amended over the year and the agreed times and ratios were put into place. 	<p>after additional sessions put into place.</p> <ul style="list-style-type: none"> • The reviewed and amended Protected Play time table in place for the start of Autumn term 2024. • Continue to assess and develop the effectiveness of this time table.
<ul style="list-style-type: none"> • With child driven responsive trips being a real success last year we want to continue to provide these opportunities but review the 	<ul style="list-style-type: none"> • Responsive learning is able to continually take play outside of the school. 	<p>All Staff</p>	<ul style="list-style-type: none"> • As a result of a review and discussion between the Nursery team as well as parental feedback free choice or 	<ul style="list-style-type: none"> • Look at the timing and days that we offer this. Find a balance and ensure all the children are engaging in

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<p>timings to ensure this is available to as many children as possible. We want to continue to put the children at the centre of the decision-making process ensuring they are driving their own learning.</p> <ul style="list-style-type: none"> To continue to improve our Nursery Garden. We have recently completed Phase 1 and now plan to create and carry out Phase 2 of our plan. 	<ul style="list-style-type: none"> We are offering lots of rich experiences and opportunities for the children based on their interests and questions. The timings of these trips allow a maximum amount of children to access this offering. We create memorable experiences that secure and drive learning. <ul style="list-style-type: none"> Children are engaged in all areas of the Nursery Garden. Resources are open ended, of good quality and condition. The children have been an integral part of planning and resourcing these areas. More loose parts have been considered for the different areas of learning. Areas of the curriculum that are not as well provided for inside have been included and resourced for in the outdoor provision ensuring all areas of the curriculum are catered for. 	<p>All Staff</p>	<p>responsive trips were introduced in Summer Term 2023.</p> <ul style="list-style-type: none"> Formal inclusion of these trips started in Autumn 2023. Attendance was monitored, registered so that we were able to track which children are opting for which trips and spaces. We found that this did balance out with all children engaging in some trips. After monitoring the impact on learning and uptake of trips we found that the experiences were overwhelmingly positive. We made the decision that this was something we wanted to continue. However, we did need to develop the timings, locations and availability. <ul style="list-style-type: none"> After an outdoor play survey showed that a few areas of the garden were being underused we decided look in greater depth at 4 areas in the Nursery Garden that were being underutilised. Both staff and children were fully involved in the renovation of these areas. In the floor books each group concentrated on a different area and the children shared their ideas for the usability of these areas and what they would like the area to be used for. They then looked at and helped to choose resources for these areas. During the Staff Summer Inset the staff then put the children’s visions into place. Renovating and resourcing all areas. 	<p>these settings and experiences. Review the locations we are visiting to ensure maximum impact and learning is taking place.</p> <ul style="list-style-type: none"> To be discussed at Inset Autumn term 2024 and a plan formulated for trail. Review changes Spring 2025. <ul style="list-style-type: none"> Identify and allocate new areas for development with staff during Autumn inset 2024. Create a time scale for the development of these areas. Work with children in floor books to develop new plans. Resource and renovate targeted areas. Area maintenance to be made a priority with different adults being allocated areas to maintain on an ongoing basis.
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<ul style="list-style-type: none"> • Start a review of our transition program for children moving into P1. 	<ul style="list-style-type: none"> • All children experience a positive and well supported transition to P1. • Transition activities are well timed and allow for an extended period of adaptation and comfort with new surroundings and people. • All children are able to start P1 with confidence and comfort in their surroundings and the people they are with. • The children develop secure relationships with their next teacher. 	<p>TM and All Staff</p>	<ul style="list-style-type: none"> • We then carried out a further play survey to assess how all the areas were being used and identified that the renovated areas were being used far more and resulted in productive well resourced play. This survey also raised a few other areas for development. • TM and staff have followed the same transition program developed by the P1 and previous head of Nursery. • During transition in 2024 staff experienced areas of the transition time table that could be improved upon. This was discussed in weekly staff meetings and raised as an area for development for 2025. 	<ul style="list-style-type: none"> • Transition time table to be discussed in Spring Inset 2024. Suggestion and ideas for improvement to be raised. • Time table for transition to be created earlier this year in collaboration with P1 staff. Areas for improvement raised and resolved. • Transition to be further reviewed Summer 2025.
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<p>NIF Priorities: UNCR, H&W, Attainment, Skills and achievement Lit & Num</p>	<p>HIGIOELC Quality Indicators (QIs)</p>
<p>NIF Drivers</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent/ carer engagement and family learning • Curriculum and Assessment • School and ELC Improvement • Performance Information 	<ul style="list-style-type: none"> • 3.1 Ensuring wellbeing, equality and inclusion. • 3.2 Raising attainment and achievement. • 3.3 Increasing creativity and employability.
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.1 Nurturing care and support, 1.3 Play and learning. • 2. How good is our setting? • 3. How good is our leadership? 3.1 Quality assurance and improvement are well led, 3.2 Leadership of play and learning, 3.3 Leadership and management of staff and resources. • 4. How good is our staff team? 4.1 staff skills, knowledge and values, 4.3 Staff development. 	
<p>SUCSESSES AND ACHIEVEMENTS - HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR CHILDREN? (HGIOS)</p>	
<p>Summary of Standards and Quality:</p> <p>Assessment for learning is an integral part of a successful learning environment and a review and development of the way we assess is always ongoing. Last academic year we amended the systems in use to ensure an increasingly streamlined efficient system was put into place that recognises and engages best practise as well as putting the children’s experiences at the heart of the process. This system has helped us to empower our practitioners to use their knowledge and judgement more regularly and put in place a consistent, efficient tracking systems, with a focus on Health and Wellbeing, Literacy and Maths. We want to ensure we are allowing each child to reach their full potential.</p> <p>Last year we introduced the Phonic and Maths extension programs with very positive responses from both the children and their parents. It was giving the children the tools for reading, writing and Numeracy at the correct time in their development. This in turn allowed them to access resources and further their independent skill building at their own pace.</p> <p>We plan to further expanded our programs for Phonic inclusion and Maths extension based upon the children’s readiness and educational choices as well as the aspirations of their parents. These programs are ensuring that each child is being approached and stretched as an individual.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • To review and embed the new and improved assessment and tracking system. (continued target) • Offer increased opportunities and entry points into Phonic development and skill building groups. (continued target) 	

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Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps
<ul style="list-style-type: none"> Our assessment and tracking system has been trailed, evaluated, discussed and reworked to create a more streamlined and finalised system. We now need to trail this improved framework and continue to develop this system. We will be looking at the children's outcomes and reviewing the positive effect on outcomes. 	<ul style="list-style-type: none"> Embed tracking system that all staff are comfortable and familiar with. Providing an efficient tracking and assessment system that is less time consuming and is clear and concise leading to practitioner consistency and based on practitioner knowledge as well as observation. Children are reaching their full potential and areas for development or extension are recognised and provided for quickly. 	<p>TM and all staff</p>	<ul style="list-style-type: none"> Old assessment system reviewed by TM Spring term 2023 and discussed by all Summer 2023 to discuss areas for improvement. New snap shot and assessment ladders created by TM and introduced Autumn 2023. This was reviewed termly. Improved tracking system reviewed at end of the Summer term 2024 with all staff for final feedback and adjustments to be made. Feedback was taken on board and system further developed to create the new and finalised tracking system for Autumn term 2025. Review of children outcomes to be done before parent teacher meetings with each group leaders. 	<ul style="list-style-type: none"> New assessment system to be introduced and put in place in the Autumn term 2024. System to be reviewed on a termly basis and changes made to improve useability and efficiency.
<ul style="list-style-type: none"> Offer increased opportunities and entry points into Phonic development and skill building groups. 	<ul style="list-style-type: none"> Children are reaching their full potential in Phonics and Maths. That we operate a child led process that engages children when they are ready. That children are given the correct foundations at the correct time to ensure 	<p>TM and all staff</p>	<ul style="list-style-type: none"> In Autumn term 2023 we sent out a learning priorities survey to all parents to see if the early introduction of Phonics was something they wanted us to provide. This came back with a strong response that they would like this offered to their children. Staff feed back also reflected that there were many children who would be ready for this and benefit from this offering. 	<ul style="list-style-type: none"> We again plan to take the same approach to introducing these groups as they went well last year but will have an entry group in the Spring term as well. Another parent learning preferences survey will be sent out and this will dictate

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	<p>smooth progression and that we are not having to unteach poor practise later on.</p> <ul style="list-style-type: none"> • Ensuring that a greater number of children are well prepared for the structure of P1 and academic challenges ahead. • Parents are involved in decision making for their child's learning preferences. 		<ul style="list-style-type: none"> • We introduced the first Phonic group after Autumn half term 2023 after the first parent Teacher meeting. The children were first asked if they would like to participate in the group. This was shared with parents in the PT meetings. We discussed that some children were ready for this and with parental agreement started the first group with their extension groups. This was extremely positive and the children immediately started reflecting their new knowledge and skills in their play. • After tracking progression of skills we found that more children were accessing early reading and writing skills. • In the Summer term we introduced a further Phonics group and this again went very well. 	<p>who this service is offered to.</p> <ul style="list-style-type: none"> • Continued tracking of skills with the new assessment system will give us better data as to an increase in literacy and Numeracy skills and this will be taken into consideration for future review of the program. • Program to be reviewed Summer 2025.
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<p>NIF Drivers</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent/ carer engagement and family learning • Curriculum and Assessment • School and ELC Improvement • Performance Information 	<ul style="list-style-type: none"> • 1.1 Self-evaluation for Self-improvement • 1.2 Leadership of Change • 1.3 Leadership of Learning • 1.4 Leadership and Management of Practitioners • 1.5 Management of resources to promote equity
<p>Care Inspectorate Quality Questions:</p> <ul style="list-style-type: none"> • 1. How good is our care, play and learning? 1.4 Family Engagement. • 2. How good is our setting? 2.1 Quality of the setting for play and learning. 2.2 Children experience high quality facilities. • 3. How good is our leadership? 3.1 Quality assurance and improvement are led well, 3.2 Leadership of play and learning, 3.3 Leadership and management of staff and resources. • 4. How good is our staff team? 4.1 Staff skills, knowledge and values. 	
<p>LEADERSHIP AND MANAGEMENT – HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT (HGIOS)</p>	
<p>Summary of standards and quality:</p> <p>Our work over the last 3 years on Vision Values and Aims has created a strong ethos for Nursery going forward. Our parents were able to highlight their priorities saying they wanted an environment that is able to create; independent, kind, confident, happy, enthusiastic, curious children. Our focus is now on our review process and creating feedback for improvement. Last year we sent out a focus question per term for feedback and while this created good feedback at the start responses reduced over time. As a result, we are reviewing our feedback processes further from both Staff, parents and the children and how feedback is distributed, gathered and actioned.</p> <p>With new management in place from the start of the Summer Term 2023 the ongoing focus has been on reviewing current practise, set up, assessment, parent events, communication, child progress and outcomes as well as staff wellbeing and development. Verbal feedback and discussions have taken place continually over the last year both on a 1-1 basis during review meetings but also as a group during inset, planning and pastoral meetings. This has allowed us to gather opinions and ideas and review many of these areas, gathering views on current practise and areas for change. Now we are in the refining and final implementation phases of these plans.</p> <p>We continue to strive to empower and increase the knowledge and understanding of all the practitioners through both in house and external professional development. We now want to embed this new system and ensure that it is seamless and works well in practise.</p>	

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<ul style="list-style-type: none"> We want to continue to improve the way we reflect on our learning spaces both inside and out. 	<ul style="list-style-type: none"> Parents are knowledgeable about early childhood development and learning. To have an ongoing effective system for area and resource reflection that ensures that changes and new resources are provided when necessary. Having a well-equipped and effective play spaces that are engaging and promote enquiry and creativity. 	<p>TM and ALL staff</p>	<ul style="list-style-type: none"> In 2023 this system was reviewed with the parents and this resulted in feedback that the process was problematic in terms of timings and separation. As a result of this feed back we decided to hand out information leaflets on various topics of interest after the Stay and Play to all parents who attended. This was also shared in the weekly round up to all parents in digital form. In 2024 we wanted to continue to do Podcasts as a form of parent education. We created content for new pod casts as well as accompanying articles that were published in the Good School Guide. These were made available as a hard copy at the entrance of Nursery. A program was planned and rolled out for 2024 and 2025 to continue this. After discussion in a staff meeting we made the choice to install a different system for area and resource reflection. At this point a template for half termly area reflections and play surveys were created in 2023-24. These were put into place and carried out over the last term. 	<ul style="list-style-type: none"> Get feedback from parents on areas of the curriculum they would like to learn more in the learning preferences survey. Consolidate feedback from meeting and put these as the subject focus for up and coming Stay and Plays and future information leaflets. Area reflection (All staff) and play surveys (TM) introduced and formalised during Autumn Inset. Half termly reflections to be carried out when practitioners change focus area each half term. Review of this system Summer 2025.
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<ul style="list-style-type: none"> Curriculum Leaders program needs to continue to be reworked to ensure it is time effective and practical and purposeful. 	<ul style="list-style-type: none"> Practitioners feel knowledgeable and empowered. Good pedagogical practise is shared and encouraged. New and innovative ideas are injected into the Nursery on an ongoing basis improving input and resourcing. Practitioners have people to access for professional development and reference material. 	<p>TM and ALL staff</p>	<ul style="list-style-type: none"> The idea of Curricular leaders was introduced in Autumn 2023 with practitioners choosing a subject area of interest to focus on. The idea was for this subject to become a specialist area for each practitioner. Spring 2024 staff were encouraged to look out for articles of interest from their subject area to share with the group. But due to time restraints this did not work well. The system and expectations were discussed in staff meetings and it was agreed to postpone this development until 2024 when we could review the idea in more depth. Staff fed back that more specific guidelines and objectives were needed for the program to work. 	<ul style="list-style-type: none"> Inset Autumn 2024 program to be reviewed and agreed objectives to be set. Reviewed Curricular Leaders program and expectations to be introduced in the Autumn term 2024. Practitioners to reconfirm an area of interest or knowledge to focus on and present the practical best practise model for their subject area. Staff to choose a date to present with other staff members in a staff meeting. Staff to continue to look for articles of interest for their subject area. Email these articles to all Nursery staff members. System review after Spring term.
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<p>Summary of Quality Indicators</p>		<p>Care Inspectorate Grading: (6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory) Date of Inspection: 3rd March 2017</p>	
<p>Self-Evaluation Of Quality Indicators: (6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)</p>			
<p>1.3 Leadership of Change</p>	<p>5</p>	<p>Quality of Care & Support</p>	<p>5</p>

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2.3 Learning, Teaching and Assessment	5	Quality of Environment	5
3.1 Wellbeing, Equality and Inclusion	5	Quality of Management and Leadership	5
3.2 Ensuring Children's Progress	5	Quality of Staffing	5