

Cargilfield Nursery Improvement Plan 2026-27



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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NIF Priorities: UNCRC, H&W, Attainment, Skills and Achievement Lit & Num

NIF Drivers

- Supporting children's **health and wellbeing**.
- Promoting **equity and inclusion** for all children.
- Developing **early literacy and numeracy**.
- Working closely with **families and partner agencies**.
- Ensuring children's **rights, voice and participation** are central to planning and learning.

Quality Improvement Framework:

Area of focus; Leadership

Leadership and management of staff and resources

- VVA
- Self evaluation, quality assurance and implementing change.
- Staff recruitment and induction.

Staff skills, knowledge, values and deployment

- Staff skills knowledge and values
- Staff deployment

Leadership of continuous improvement

- Pedagogical knowledge
- Professional learning

Summary of standards and quality:

Leadership and management of staff and resources

Last inspection - Care inspectorate feedback:

- 'A shared vision, values and aims positively informed practice. A strong ethos ran through the nursery which was shared with the school community including parents. For example, striving for excellence through knowing children and responding to their needs and learning interests.'
- 'Families were meaningfully involved and influenced change within the setting. Opportunities were available for parents to come into the setting. This let them see their children at play and experience the opportunities available to children. A range of methods were used to keep parents informed, such as newsletters, learning journals and notice boards in the cloakroom.'
- 'Parents were regularly asked to feedback on aspects of the service through questionnaires and surveys. This information was used to shape plans for moving forward, such the learning focus for stay and play sessions. Management was committed to creatively engaging parents to benefit children.'

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- 'Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement. A range of quality assurance processes ensured legislative requirements were adhered to, such as personal planning and medication. In addition, improvements were driven from self-evaluation in different aspects of the service.'
- 'Management were involved in quality assurance and improvement planning, suggesting a shared leadership approach to drive commitment and action.'
- 'Reflection and self-evaluation were embedded across the team and facilitated through pastoral meetings, review meetings and using best practice and guidance documents in team meetings. As a result, the provision was responsive and mostly adhering to best practice.'

Highlighted area for reflection – 'Moving forward, management should continue to seek out best practice relating to mealtimes, personal care (one allocated toilet for accidents) and restorative practice (written policy to match the restorative practice that is taking place).'

Response – We have reviewed meal and snack time practice with good results that embrace and push independent skill building. Allocated changing toilets have been assigned and our new behaviour policy and shared restorative practice were implemented and reviewed in 2025 with great success,

Self reflection - Our work over the last 4 years on Vision Values and Aims has created a strong ethos for Nursery going forward. Our parents highlight their priorities yearly in the Learning Preferences Survey and we then feed these priorities into our updated VVA. This year we wanted an environment that is able to create; independent, kind, confident, happy, enthusiastic and curious children. Our focus is now on our review process and creating feedback for improvement. Over the years we have used a variety of methods to encourage parental engagement and feedback but often the 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. We found that parents most engaged in our Learning Preferences Survey and this year we have decided to get feedback in this way, discussing and evaluating the areas we would like feedback on then putting these questions to the parents. This information will then be analysed and actioned upon as a Nursery Team.

As a reflective Nursery we are constantly reviewing current practise, set up, resourcing, assessment, parental connections and involvement, communication, child progress and outcomes. Verbal feedback and discussions take place continually on a 1-1 basis during CPD, termly child progress meetings, 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. Our regular Area Reflections followed by Play Surveys allow us to ensure provision and implementation are continually at very high standards and that we are providing quality assurance. We also carry out regular moderation on both provision and assessment and this along with our CPD process further promotes quality assurance.

Staff skills, knowledge, values and deployment

Last inspection - Care inspectorate feedback:

- 'Deployment and levels of staff were effective in ensuring high quality outcomes for children. Management understood the need for appropriate staffing to ensure high quality care. Therefore, children were cared for by enough staff to meet their needs, including during transition points such as lunchtime. All staff, including cover staff, were familiar with children, ensuring there was a consistency of care. Staff shared information with each other to benefit children in their day to day care.'
- 'Staff were skilled at recognising when their interaction would enhance play and when to just let children be. Effective questions were used to enable children to develop their thinking skills. These were well placed to enhance the experience, rather than detract from it. As a result, children were contented and engaged.'

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- 'The team worked flexibly throughout the day. For example, they assessed the needs of the environment and children's needs and responded to them. As a result, gaps were identified and covered by vigilant staff. This approach also gave staff some autonomy over their day which impacted positively on their motivation. Staff felt happy at work and appreciated their wellbeing being considered and supported.'
- 'Staff were knowledgeable and experienced, bringing a range of skills to complement each other. They delegated and guided each other sensitively and showed commitment to developing lead areas of the curriculum, in line with their interests and skills. Staff were calm, quiet, responsive, enthusiastic and mostly attuned to children. Their confident and assured approach provided security and stability for children, as well as a high quality experience.'
- 'Effective questions were used to enable children to develop their thinking skills. These were well placed to enhance the experience, rather than detract from it. As a result, children were contented and engaged.'
- 'Secure relationships with staff resulted in children feeling comfortable, safe and confident. Staff sensitively supported children in their self-regulation and social skills.'

Highlighted area for reflection – none

Self reflection - Staff wellbeing and development is always a priority at Cargilfield. Our Nursery has excellent staff retention and a very experienced staff who have worked within the Nursery from a period of 4-15 years. However, this year we have 2 new staff starting who will be supported through their induction program. Our aim is to ensure these individuals are guided through a very well thought out and continual induction in which a mentor is provided and regular opportunities for questions and feedback are provided. This will ensure that every practitioner has the knowledge and understanding of their role and how we work at Cargilfield. We continue to strive to empower and increase the knowledge and understanding of all the practitioners through both in house and external professional development. All professional development is tracked and any requested for training is followed through on. We have focused particularly on behaviour management and continued development of best practise. We continue to embed the updated systems and policies to ensure that it is seamless and works well in practise.

Leadership of continuous improvement

Last inspection - Care inspectorate feedback;

- 'Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement. A range of quality assurance processes ensured legislative requirements were adhered to, such as personal planning and medication. In addition, improvements were driven from self-evaluation in different aspects of the service.'
- 'Management were involved in quality assurance and improvement planning, suggesting a shared leadership approach to drive commitment and action.'
- Staff 'showed commitment to developing lead areas of the curriculum, in line with their interests and skills.'
- 'Predominantly, practice reflected a strong investment in relationships and the provision of many opportunities for children to thrive.'
- 'Reflection and self-evaluation were embedded across the team and facilitated through pastoral meetings, review meetings and using best practice and guidance documents in team meetings.'
- 'Management was aware of the need to monitor the impact of transitions throughout the day on play.'
- 'Management was committed to developing the journals to reflect significant learning for each child.'
- 'Management was committed to creatively engaging parents to benefit children.'
- 'In addition, improvements were driven from self-evaluation in different aspects of the service.'

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Highlighted area for reflection – The areas for development highlighted in the previous section by the Care inspectorate are under review by management with an action plan to address these.

Self reflection – Continuing to drive staff development and pedagogical knowledge is one of our priorities. All staff share their career development interests and relevant training that they wish to do in our yearly appraisal meetings. These are then planned for and implemented. Any highlighted areas for development in our self reflection is then acted upon with further training offered in relevant areas during Inset sessions ensuring a team approach to development. Training is also sporadically carried out based upon current or introduced best practise, seminar or training opportunities that arise.

Targets;

- Successful induction of 2 new staff who are joining our team.
- Review and trial new parental feedback strategies. (continued target)
- To become familiar with and embed the new Quality Framework into our self-evaluation process. (Continued target)

Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps/Progress
Induction of 2 new staff who are joining our team	That all new staff members feel supported and well prepared to be fully integrated into the Nursery routine. That they are up to date with our policies, procedures, assessment, provision and nursery expectations. They are assigned a mentor and feel comfortable and confident within their new role.	TM	- Our 2 new staff members have been recruited and hired at the end of the Summer Term 2026. They will take part in our 3 day induction process and will have had time and resources provided to go through our induction program. - A mentor TM has been assigned to these staff members and by weekly meeting will take place over the Autumn term to ensure all new staff have the time and resources to adjust and thrive in their new roles. - Team teaching and group times will take place with KT for the first term. Allowing her to acclimatise and utilise best practise.	- New staff to participate in Summer inset and will complete their induction program. New staff to be supported through this process by their mentor TM. - Bi weekly meetings to take place with TM for first term for support and development purposes.
Review and trial new parental feedback strategies.	An environment where all opinions and ideas are shared openly through	TM and ALL staff	TM took on the parent feedback system introduced by pervious head of Nursery. This included the termly question which	Put new feedback questions in the Parent Leaning Survey 2026/7.

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	appropriate forums. Parents feedback increases in volume and they feel their ideas and values are heard and responded to.		was posed 3 times last year, 1 each term. The amount of responses to these decreased as the year progressed and this highlighted that we might need to find a new format for feedback. • Feedback and ideas sessions for how to encourage parent feedback held in August 2023. • As a result of the meeting we then tried posting the question on the parent board as well as in school post communication. • The response was a slight increase in communication. • The reaction to the questions on the board was not as forthcoming as hoped. We now plan to put most pressing feedback questions in the Parent Learning Survey as this has a very high response rate and is the most time effective and well received feedback format.	
• To become familiar with and embed the new Quality Framework into our self-evaluation process.	• That all practitioners are familiar with the Quality Improvement Framework and that our self-evaluation process stems from this document. That all staff are involved in the reflection, evaluation and actions for change process, ensuring a team approach to change.	TM and ALL staff	• The New Quality Improvement Framework is introduced and talked through in the August Inset. Self-evaluation using this document is used as a team to start our process of understanding of the new document and how it changes our evaluation process. • The use of the Quality improvement Framework in our continued assessment and self-reflection and evaluations through the year have been very successful and allowed a structured way to reflect upon practise and areas for improvement and review. These are	• New self-reflection and evaluation system put into place and used over the year. This will be included in the Quality Assurance and Assessment Overview. • Review of the new system to take place in Spring Inset 2027.

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			initially looked at by TM then discussed in staff meetings following the quality assurance time table.	
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NIF Priorities: UNCRC, H&W, Attainment, Skills and Achievement Lit & Num

NIF Drivers

- Supporting children's **health and wellbeing**.
- Promoting **equity and inclusion** for all children.
- Developing **early literacy and numeracy**.
- Working closely with **families and partner agencies**.
- Ensuring children's **rights, voice and participation** are central to planning and learning.

Quality Improvement Framework:

Area of focus: Children Thrive and Develop in Quality Spaces

Children experience high quality spaces.

- Quality, safety and maintenance of spaces
- Children influence and effect change
- Information management

Summary of Standards and Quality:

Quality, safety and maintenance of spaces

Last inspection - Care inspectorate feedback;

In our recent inspection we were rated 'very good' within the 'children experience high quality facilities' quality indicator.

- 'Children's wellbeing and learning benefitted from the stimulating, rich environment and the variety of opportunities available to them.'
- 'The setting was safe, secure and well-maintained. The nursery was situated in the heart of the school grounds. Children had continuous access to the garden.'
- 'The setting was well furnished, comfortable and homely. It was a well-resourced, inviting and welcoming setting with natural light. Children's artwork and photos were attractively displayed and maintained with respect. Cosy spaces were available for children to rest or have quiet time. The setting was safe, secure and well-maintained.'
- 'The indoor and outdoor environments were developmentally appropriate spaces. The large playroom had defined areas which were well-resourced and accessible for children. Spaces reflected children's interests and were presented in attractive ways to encourage intrigue. A spacious garden provided children with a range of opportunities for physical development and learning in a natural environment.'

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- 'Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement.'
- 'Deployment and levels of staff were effective in ensuring high quality outcomes for children. Management understood the need for appropriate staffing to ensure high quality care.'
- 'Children were cared for by the right number of skilled staff who used their knowledge and expertise to predict and respond to children's needs and preferences.'
- 'Children were empowered to consider risk in their play and find solutions which involved them in risk assessment.'
- 'Infection prevention and control measures were in place such as table cleaning, the use of personal protective equipment (PPE) and handwashing. Children were familiar with when handwashing was expected and staff also gave reminders.'

Highlighted area for reflection –

- 'While the garden was secured, the fences were low and the gates were accessible by school children. As a result, vigilance was needed at all times.' - over the Summer new high fences have been put into place to ensure more secure perimeters.

Self reflection- We are very proud of the spaces, facilities and play experiences we offer. We have had a large drive over the last few years to update and invest in the development of both inside and outside play spaces to make them more child led, natural and engaging. Our addition of a very efficient maintenance program has allowed us to ensure our spaces remain of a high quality and our system of reflection and evaluation of areas assures this. Over the last few years we have also greatly increased the access to wild spaces within the school grounds and the resourcing and planning for these spaces. Good quality assurance processes ensure that these standards are maintained in all areas of play and learning. Recently all large playground equipment has undergone maintenance and been refreshed, new high fences have been put in place to increase security.

Children influence and effect change

Last inspection - Care inspectorate feedback;

- 'Provision was responsive'
- 'Children were empowered to be fully involved in their play and learning as staff understood what they needed to flourish. Time and space enabled children to immerse themselves in play and follow their own thoughts and ideas.'
- 'Play spaces provided depth of experience through having a range of open-ended and real items. Literacy and numeracy development was naturally incorporated into the spaces and interactions with staff. As a result, children were enhancing their vocabulary, predicting and estimating in play, and practicing early writing skills with different materials.'
- 'Planned learning was responsive to children's interests so it felt relevant to them. It was used to build knowledge and skills, offering stage appropriate experiences to allow achievement as well as challenge for individual children.'
- 'In addition to the setting, children could regularly choose to access a wooded area on the school grounds, astro turf areas, the school library and a gym hall. Experiences for children extended into the local community with trips to the beach, local woodlands, a local care home and nearby shops to complement learning topics. These offered variety and new experiences for children.'

Highlighted area for reflection – none

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Self reflection- Where development in areas in the classroom is needed or change is planned the children are always involved in the planning of these changes. Most recently we have changed the classroom layout based upon the children's suggestions. They were keen to have the writing and creative areas together as well as a more enclosed and larger space for construction. The children also decided what resources they would like each area to include, and these are refreshed based upon the children's preferences on a rolling basis. The children also choose and plan their snack menu as well as the toys and resources selected to go in the various learning areas. Our topics are led by the children's questions and interests and this ensures that the children are invested in their learning and they know that their thoughts and ideas matter. The children choose which play spaces they engage in both inside and outside and what responsive and planned trips they go on. The children's questions and interest are also the main driver for our planning and curriculum provision, ensuring they know they have an influence over what they learn about.

Information management

Last inspection - Care inspectorate feedback;

- 'Children's individual wellbeing benefited from the effective use of personal planning. The plans were informative, current and relevant as they were reviewed regularly with parents. Children's progress was being monitored to ensure support continued to be effective. When necessary, staff worked alongside other agencies to ensure children got the support they needed.'

Highlighted area for reflection –

- 'all non-medicated health issues should also be fully planned.' e.g. eczema – this was put into effect

Self reflection- We have a safe and secure setting and an extremely vigilant staff who ensure the safety of the children in our care at all times. We have rigid procedures in place that ensure we are able to play and transition in safety and within the correct ratios. We are very vigilant about the safety and protection of personal information and follow best practise guidelines for data protection based upon our regular training. This training is tracked and documented. We have found our care plans/personal plans work well and that they ensure that we have the most current and up to date information possible. The feedback from the Care Inspectorate has allowed us to review a few improvements that could be made and we have reviewed and changed parts of the document to ensure maximum usability and transparency, including HCP for all non medicated health issues.

Targets;

- New classroom layout to be implemented and trailed. (new target)
- Care/personal plans to be reviewed and amended to include non-medicated health issues and Health Care Plan created for these children. (completed but review continues)
- Continue to improve our outdoor learning spaces, our resources as well as the use of these spaces. To continue to develop and embed a targeted curricular plan for these spaces. (continued target)
- To continue to develop a skill building based curriculum for our weekly trips to the beach/ local natural spaces. (continued target)

Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps
• New classroom layout to be implemented and trailed.	• The classroom is laid out in a way that allows for optimum	ALL	• In Summer 25 area set up was raised as an area for potential	• New areas have been set up for start of the Autumn term and are to

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	engagement for both children and staff. That areas are created and aesthetics are also considered. That the layout allows for good flow between spaces and areas are suited to their location.		development as some areas were spilling out into walkways and making access to the garden more difficult. • During a staff meeting alternative layout suggestions were discussed and the new layout agreed upon based upon observation and staff knowledge of the children's play patterns as well as the children's preferences and requests. • The children were keen for the writing and creative areas to be together to allow for fluid creativity and for the building area to be more contained. This was implemented in our plan.	be revised after observation of children's use of these spaces in the Spring term Inset.
• Care/personal plans to be reviewed after they were amended last year to include non-medicated health issues and Health Care Plan created for these children.	• Care plans/personal plans provide a complete picture of the child and allow for transparency and continual updates on interest wellbeing successes, achievements and areas of need to be documented.	All	• The care plans were first created and introduced after our inspection in 2017. These have continually been reviewed and tweaked to ensure optimum transparency and usability. • When TM started in 2023 these were again	• New Care Plan/ Personal Plans to be used moving forward and all non medicated health problems to have Health Care plans created. • Review was positive and the new care plans to be sent out to all new attendees.

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	• All practitioners use and continually update these documents. • Family have access to this document and are instrumental in the updates to these documents. • All language in these plans is consistent with the behaviour and communication policy.		reviewed and changed to ensure continued parent involvement and evidencing of this and the outcomes and next steps discussed. • Areas to further develop this document were highlighted during the January 2025 inspection. • Following this the highlighted areas were reviewed and changed to incorporate a successes and achievements section as well as a non-medicated health section.	• New Care Plan/ Personal Plans to be reviewed again in Spring Inset 2027 to see if any further improvements could be made.
• Continue to improve our outdoor learning spaces, our resources as well as the use of these spaces. To continue to develop and embed a targeted curricular plan for these spaces. (continued target) • To continue to develop a skill building based curriculum for our weekly trips to the beach/ local natural spaces. New leaders to be assigned.	• 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.	All Staff	• 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	• 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 had by each child so they have an understanding and experience of what they are choosing.

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	• This provision further encourages creative and problem solving based thinking and well as investigative and observational skills. • Children develop a range of independent skills related to natural spaces.		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 after review in 24/25. • Outdoor learning centre was resourced and the new tree house added in the enchanted forest. • Additional afternoons were offered for free choice up take in these spaces in 2024 and this continues to this day. • VT developed the trips and beach based curriculum that pushes independent skill	• Feedback from staff and children after visits to other outdoor settings highlighted that the wild spaces would benefit from some more permanent structures being created to make the spaces more engaging and usable. • Further development of our woodland spaces with permanent structures to be planned. • New practitioners will be creating and woodland progressive curriculum to be offered as a free choice option 2X afternoons a week. This will be focused on wild skill building. • New beach lead to be assigned to plan and implement a skill based and exploration learning focus for the beach curriculum.
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			building. Longer beach trips with packed lunches were trialled last academic year and were a success and will continue to be offered next year. Outdoor learning boxes were created to allow adults to just take resources and go for easy access and usability. This worked well.	
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NIF Priorities: UNCRC, H&W, Attainment, Skills and Achievement Lit & Num

NIF Drivers

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- Ensuring children's **rights, voice and participation** are central to planning and learning.

Quality Improvement Framework:

Area of focus; Children Play and Learn

Play and learning

- Children's engagement
- Quality of interactions
- Child centred planning and assessment

Curriculum

- Curriculum rational and design
- Continuity and progression in the curriculum
- Partnerships
- Skills for life and learning

Learning, teaching and assessment

- Children's experiences and spaces
- Interactions to support learning
- Planning and assessment
- Tracking and monitoring

Summary of Standards and Quality:

Play and learning

Last inspection - Care inspectorate feedback:

- ‘Children had fun as they experienced a wide range of high quality play, learning and development opportunities throughout the day. Spontaneous play was rich and prolonged as children explored and used the environment, staff and each other as stimulation for creative ideas. Planned learning was responsive to children's interests so it felt relevant to them. It was used to build knowledge and skills, offering stage appropriate experiences to allow achievement as well as challenge for individual children. For example, a phonics group to deliver literacy skills.’
- ‘Play spaces provided depth of experience through having a range of open-ended and real items. Literacy and numeracy development was naturally incorporated into the spaces and interactions with staff. As a result, children were enhancing their vocabulary, predicting and estimating in play, and practicing early writing skills with different materials.’
- ‘Outdoor play took place in the accessible garden and a woodland area in the school grounds. These natural environments provided opportunities to build physical strength, discover wildlife and negotiate different terrains. Teamwork was a natural focus in the woodland area as children worked together to achieve different goals, such as moving large branches and finding places to hide.’
- ‘Children were empowered to be fully involved in their play and learning as staff understood what they needed to flourish. Time and space enabled children to immerse themselves in play and follow their own thoughts and ideas.’

Highlighted area for reflection – The day has structure to it.

Response – we are a through school and a small amount of structure allows the children to be ready for the format of the day in P1. We have found that children not only enjoy some structure to the day but thrive in this environment feeling more secure in the day ahead. We also believe that the input during structured times ensures that all children are building skills that are age and stage appropriate to them and that no children are falling through the gaps. This creates higher levels of skill development and allows all children to reach their potential.

Self reflection- Our reflection and self-assessments have shown high levels of engagement in all areas both inside and outside. All areas of the classroom are resourced to a high level and this is leading to high quality interactions and good outcomes for all the children. Our drive to implement more open ended resources and natural materials has been successful and has led to more creative and open play. Where concerns lie we have introduced individual child observations and action plans and this along with targeted skill building based on our benchmark tracking system ensures that all individual progress is being recognised and planned for. Our planning is driven by the children’s interests, questions and responses to play and these are observed noted down in our responsive learning book and influence our planning.

Curriculum

Last inspection - Care inspectorate feedback:

- ‘Planned learning was responsive to children's interests so it felt relevant to them. It was used to build knowledge and skills, offering stage appropriate experiences to allow achievement as well as challenge for individual children. For example, a phonics group to develop literacy skills.’
- ‘In addition to the setting, children could regularly access a wooded area on the school grounds, astro turf areas, the school library and a gym hall. Experiences for children extended into the local community with trips to the beach, local woodlands, a local care home and nearby shops to complement learning topics. These offered variety and new experiences for children.’

- ‘The ‘protected play strategy’ in the improvement plan ensured children’s right to play was kept at the forefront of decision-making.’

Highlighted area for reflection – We could think about the option of making the floor books completely child led.

- Daily food experiences should be incorporated with children preparing and serving their own food.

Response – Parent feed back has led to our current practise and usage of the floor books. Parents commented that they were keen to see some structured academic activities in these books as well as child led play. As a setting that drives academic rigor we supported the parent wishes so that they had more visibility of the children’s learning. We provide a high amount of food experiences with all groups of children involved in cooking activities every week. The children also serve themselves seconds during lunch and groups take turns to help with snack peroration and set up. We have also added a Friday cooking and gardening club self choice option. Which have been very popular. We have introduced new cutlery and jugs into the dinning room to drive better independent skills and self-service. However, we recognise that snack times can further improve and as a result are continuing to look into this as an area for improvement, talking about a self-service approach to afternoon snack whenever possible.

Self reflection- As a setting we offer high academic rigor in line with the rest of the school. We provide a very rich immersive curriculum that drives individual skills to ensure all children are reaching their potential. Our free choice learning opportunities, wealth of learning spaces, high frequency of trips and development groups for Maths and Phonics ensures that all the children are benefiting from a highly immersive learning experience. Our addition of increased responsive trips and self-choice over learning spaces and experiences on an ongoing basis has been successful with the children feeling more empowered over their own learning.

Learning, teaching and assessment

Last inspection - Care inspectorate feedback:

- ‘Children’s progress in learning was monitored though developmental trackers. These were used along with children’s interests, to plan thoughtful and purposeful experiences. As a result, children were involved in their learning. Online journals were used to share learning with parents.’
- ‘Children’s artwork and photos were attractively displayed and maintained with respect.’
- ‘Staff were skilled at recognising when their interaction would enhance play and when to just let children be. Effective questions were used to enable children to develop their thinking skills. These were well placed to enhance the experience, rather than detract from it. As a result, children were contented and engaged.’

Highlighted area for reflection – ‘The flow of the day had a structure to it. For example, set gather times, lunch and snack times where play was stopped and children participated as a whole group. Most children responded well to this, while flexibility was there for children who did not.’

Self reflection- Our benchmark tracking system along with our maths ladder have now been reviewed and are proving to be a great success. It allows each child’s learning to be monitored and planned for with greater time efficiency. All practitioners are now very familiar with this system and it is now imbedded in practise leading to more regular assessment and tracking leading to improved outcomes. The children are also now involved in their own target setting and engage with these on an ongoing basis agreeing on targets and then changing these once they have been achieved.

Next Steps:

- Further develop and streamline the Phonics for all program. (new target)
- Continued development of our seed to plate growing program to develop our understanding of where food comes from and healthy eating. (continued target)

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- Rising stars program to be trailed allowing children regular opportunities to talk about their next steps for learning and talk about their progress. (new target)
- Snack times to be reflected on to drive more independent skill building ensuring the children are continually involved in preparation and serving of snacks. (continued target)

Area for Development	Success Criteria	Action (by whom)	Milestones	Progress/Next steps
• Further develop and streamline the Phonics for all program (new target)	All children exposed to the Phase 1 and 2 phonics program when they are developmentally ready. All children going into P1 will have a strong Phonics foundation making the take up of reading and writing a more natural process in which all children are given the tools to thrive in literacy.	TM, LE	• Phase 1 and 2 Phonics was introduced gradually from 2024. This started with Phonic phase 2 development groups being offered to Pre aged children to were ready to read and write from the Spring term. • Later further groups were offered in the Summer term to allow for those who were later ready to join in. • In 2025 Phase one Phonic sessions were introduced to all children who were able to attend good morning time. In which auditory Phonics and blending games were the focus. • Higher speeds of uptake of reading and writing in P1 were reported in the Summer of 2025 and the program was then further tweaked to allow for more entry points based on assessment into the program and more integration of Phase 1 practise in everyday participation.	• To role out the new program after half term in the Autumn term 2026. With further phase 2 groups being offered every term. Phase one to be introduced to those who are ready from the start of the school year. • Review Phonic assessment processes and the meet with P1 to further discuss the effects of the program.
• To further develop our grow your own area developing our seed to plate education program by installing a planting plan that allows us to	The children are engaged in growing all year round. They freely engage in plant care and have developed an understanding and love of growing for food. The food we produce is then planned	All lead by TM	• The children have been using this space to experiment and develop their understanding of growing this involved growing flowers or rows of vegetables and this space was very	• Continue gardening club. This is free choice. Ensure there is produce that can be harvested through the growing year.

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have vegetables to harvest year round.	for and prepared by the children and incorporated into our snacks.		active during the spring and Summer term. - The children worked to create a planting plan. Parents were then involved with growing seedling and came in to initiate the initial planting. We have set up a gardening club and continue to care for the plants adding more seedlings grown from seed. - Our goal is to continue and build on the work already done. We want to make this a space that is used year-round and not just for group focused work, but as an ongoing gardening club option that the children are able to choose to participate in. - Much more successful growing and harvesting took place in 2025/26 and the option of gardening club on a Friday ensured all children were engaging with the growing process.	- Continue to make recipes and plans for the home-grown vegetables with the children for snack time. - Continue to plan cooking experiences for the preparation and cooking of these snacks. Baking club on Friday was very popular and allowed us to use our produce well. We plan to continue this offering in 26/27.
Rising stars program to be trailed allowing children regular opportunities to talk about their next steps for learning and talk about their progress.	All children are actively engaged in their progress for learning thinking about their next steps and reflecting on the progress they have already made.	All	- In 24/25 the children trailed a rising stars program on an open display board in the classroom. In which every half term the children and adults would look at the children's next steps and create new or continued targets on the board. - These started as written statements but after reflection on the children's engagement we decided to use pictorial next steps so the children could recognise and talk about their next steps.	- Set up the floor books with the new rising stars next step pages at least 3 pages to be allocated to this. - System to be reviewed in Summer term.

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			The display of this space did not work well due to the volume of children. So after a meeting we decided that the following year we would dedicate space in the front of the floor books to do this allowing the children to reflect on these independently and with their group leader. This system will be trailed this year with the next steps being reviewed every term.	
Snack times to be reflected on to drive more independent skill building ensuring the children are continually involved in preparation and serving of snacks. New self-selection to be trailed for afternoon snack.	Snack time will always involve independent skill building such as pouring, chopping, spreading, serving and cleaning. This will ensure that children are practising these life skills on a daily basis. The children will be open to choose, try and serve themselves at all snack items so that all skills are imbedded.	All	- With the time restrictions we have around the day we have always found it a challenge to have a free flow snack taking place. We opted for volunteer set up, preparation and a set time sitting snack. - With the recent inspection this was an area highlighted for reflection to allow the children to build more independent skills every day. - The Nursery team met post the inspection in the Spring Term to review our snack and set up process and see how we can change it to ensure every child is involved in daily skill building. - A plan was put together for afternoon snack where a self service set up is created on each table. An adult sits directly with the children and encourages and guides self-help, service and tool use. This was put into action for trail in the Summer term. We then reviewed this and the	- Continue to implement this system. - When it is a cooked snack the children can volunteer over lunch time free play to be involved in the preparation of afternoon snack. - Review this set up in September inset and make tweaks where necessary. Order snack resources that further facilitate this provision. - After children have selected what snacks they want staff to trail self selection at the kitchen counter as often as possible.

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			team all had positive feed back about this process. We continue to review this process and wanted to utilise the self service bar more for certain snack choices. Drinks in jugs for selection at the tables but food selection at the counter discourages waste.	
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NIF Priorities: UNCRC, H&W, Attainment, Skills and achievement Lit & Num

NIF Drivers

- Supporting children's health and wellbeing.
- Promoting equity and inclusion for all children.
- Developing early literacy and numeracy.
- Working closely with families and partner agencies.
- Ensuring children's rights, voice and participation are central to planning and learning.

Quality Improvement Framework

Area of focus; Children are supported to achieve

Nurturing care and support

- Nurturing care
- Personal planning
- Connections with families

Wellbeing, inclusion and equality

- Positive relationships and wellbeing
- Identifying learning needs and targeted support

Children's progress

- Progress over time across all areas of learning
- Overall quality of children's achievements
- Equity for all children

Safeguarding and child protection

- Safe guarding, including child protection
- Children are safe, secure and protected from harm
- National guidance and legislation

Summary of Standards and Quality:

Nurturing care and support

Last Inspection - Care inspectorate feedback;

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- 'Secure relationships with staff resulted in children feeling comfortable, safe and confident. Staff sensitively supported children in their self-regulation and social skills.'
- 'The flow of the day had a structure to it. For example, set gather times, lunch and snack times where play was stopped and children participated as a whole group. Most children responded well to this, while flexibility was there for children who did not.'
- 'The protected play strategy' in the improvement plan ensured children's right to play was kept at the forefront of decision-making.'
- 'Mealtimes took place in the school dining hall. Children benefited from this through building strong links to the school community and being able to connect with their siblings during a school day. Meals were sociable events where children practiced social manners, conversation and some self-care skills. Snack times took place in the nursery setting.'

Highlighted area for reflection –

- 'The service should review and update policies and some language used in children's personal plans.'
- 'All food experiences should be closely supervised to reduce the risk of silent choking. While staff were always present, they were often involved in tasks, such as collecting and serving food.' The preference was for a member of staff to be sitting with the children at all times.
- 'further consider a consistent, suitable space is used for personal care. This is to ensure it adheres to infection prevention and control best practice; and also protects children's dignity and privacy.'

Self reflection- At Cargilfield Nursery we are incredibly lucky to have an extremely experienced staff who are able to support children, adjust approaches and provision to ensure the children are happy, safe and thriving in our learning space. We have worked hard to create consistency in the written language used for observations, meeting minutes and within care plans making sure language is in line with our revised behaviour policy and communication policy. Behaviour training for staff was made a priority and will be a focus during the induction of new staff this year. After reflection we are very happy with our new behaviour policy and practise as it has created and developed even more nurture within the Nursery and has encouraged large amounts of reflection. A large area for reflection over the last year has been snack times and how we can drive independent skills during this time. New ideas and processes have been trailed over the last year that have focused on self service and building skills and we continue to try to introduce as much independent practice as our timetable allows. While all personal care and toileting is dealt with in a sensitive and nurturing way within the Nursery toilets but we have now made an explicit toilet for changing purposes with clear signing to ensure all are clear on the place and procedures for changing.

Wellbeing, inclusion and equality

Last inspection - Care inspectorate feedback:

- 'Children's individual wellbeing benefited from the effective use of personal planning. The plans were informative, current and relevant as they were reviewed regularly with parents.'
- 'Children's wellbeing and learning benefitted from the stimulating, rich environment and the variety of opportunities available to them.'
- 'Staff felt happy at work and appreciated their wellbeing being considered and supported.'

Highlighted area for reflection – none

Self reflection- In Cargilfield nursery we have a diversity of cultures and needs and we are very vigilant to ensure that we are representing these children in our resources and curriculum. Specialist resources are available to those who need them and our area reflections ensure that these resources are available. Our recent training on inclusion, scaffolding and differentiation has supported practitioners to understand how to best support individual needs for progress. Also behaviour training has also consolidated our understanding and knowledge around best practice, inclusion and flexible and nurturing approaches.

Children's progress

Last inspection - Care inspectorate feedback;

- 'Children's progress was being monitored to ensure support continued to be effective. When necessary, staff worked alongside other agencies to ensure children got the support they needed.'
- 'Learning offering stage appropriate experiences to allow achievement as well as challenge for individual children.'
- 'Children's progress in learning was monitored through developmental trackers. These were used along with children's interests, to plan thoughtful and purposeful experiences. As a result, children were involved in their learning.'

Highlighted area for reflection –

- Continue to reflect on and develop use of online journals.
- Support strategies agreed with other agencies should be clearly referenced in the care plan document itself not just in supporting documents or pastoral updates.

Self reflection- Our approach to assessment, tracking system, care plans, and our continual review and feedback practises have all worked very well together to result in high quality provision and excellent child progress and outcomes. This is evident in the children's progress rates and continued achievements and successes. This is also very effective in highlighting areas for development and these are then assessed through a further individual child observation and if needed an assessment of need. This then leads to further action plans and provision to be put in place making sure that all areas of need are being addressed and that every child is reaching their full potential.

Safeguarding and child protection

Last inspection - Care inspectorate feedback;

- 'In general, children's health needs were considered as medication was managed effectively according to best practice.'

Highlighted area for reflection – none

Self reflection- Management work together to ensure the safety and protection of all children at all times. Termly GIRFEC meetings ensure that each child's progress and welfare are discussed on an ongoing basis. Further weekly meetings between the Nursery team add to and update on current concerns or successes and progress with regards to pastoral care and this is looked at and updated constantly. Further to this termly 1 to 1 meetings are held between practitioners and the Nursery manager to

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discuss every child. This system allows us to have a comprehensive and continually updated view of the children. Any and all areas of need or information for reflection is then put in the care plan.

Next steps:

- To embed the new through school behaviour policy to develop our nurturing behaviour program that is consistently used by all. All new staff to be very familiar with this and the practise we use.
- Review the Care Plan/Personal Plan to ensure that an overview of changes in a child's successes or needs are within the plan itself and clearly referenced.
- A specific toilet is to be allocated and signed as the changing area for the children so that children and staff are clear on where this takes place. This location is to also be put into the changing policy.

Area for Development	Success Criteria	Action (by whom) When?	Milestones	Next Steps
Embed the new through school behaviour policy to develop our nurturing behaviour program that is consistently used by all.	Behaviour and approaches to behaviour both written and in person to be consistent and reflect our through school behaviour policy. All practitioners and children understand, follow and feel nurtured by the new behavioural program resulting in children and staff who feel nurtured, safe and secure to achieve their potential.	All	- The January inspection highlighted for review our terminology used in our pastoral and behaviour policy to reflect more nurturing language such as using the terms support and guidance rather than expectations. - Since the inspection the whole school behaviour policy and Nursery Behaviour policy has been rewritten to reflect our nurturing approach and practise. This was introduced in the Easter inset and all staff were given it to read and sign. - A refresher course on behaviour management and current best practise took place again in the Easter staff inset. - The process and practise continue to be reflected upon.	- In the Summer inset we will revisit this to ensure all practitioners are approaching behaviour and nurture in the same way. Staff will also be introduced to the communication policy. - New staff will be given and taken through the policies and practices around behaviour in Cargilfield Nursery. Mentoring and shadowing will aid this in our newly recruited practitioners.
Review the Care Plan/Personal Plan to ensure that an overview	Care plans or personal plans are an accurate and up to date true	All	Care plans were first introduced after the 2017 inspection. Each year this document has been reviewed to ensure it is providing	New care plans/ personal plans are being distributed come the

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of changes in a child's successes or needs are within the plan itself.	reflection of the child and their educational journey and needs. That a person is able to read this document and get a true sense of the given child and their needs.		a clear and up to date picture of the child as a whole, their needs, contacts and interests. • We reviewed the Care Plan after inspection feedback and it was decided we would include a few more opportunities to add updated success and current needs and the strategies used for these children in the Care Plan itself, rather than in the ongoing pastoral document or meeting documents that we keep up to date weekly. This ensures that these current strategies and successes are very clear to all and are also shared with parents regularly. We also renamed the document care plan/ personal plans. • We reviewed the new document in the Summer term 2026 and have made any changes needed for the following year.	start of the academic year. • We will review the new this in Spring term 2027.
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Summary of Care inspectorate Inspection Jan 2025

Quality Indicators focused on:

(6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)

1.1 Nurturing care and support	4 – addressed in improvement plan 25/26/27
1.3 Play and learning	5
2.2 Children experience high quality facilities	5
3.1 Quality assurance and improvements are well led	5
4.3 Staff deployment	5

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Inspection against new quality improvement framework				
Self-Evaluation Of Quality Indicators: (6 Excellent, 5 Very Good, 4 Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory)				
Leadership		Children thrive and develop in quality spaces		
Leadership and management of staff and resources		Children experience high quality spaces.		
VVA	5	Quality, safety and maintenance of spaces	5	
Self evaluation, quality assurance and implementing change.	5	Children influence and effect change	5	
Staff recruitment and induction.	5	Information management	5	
Staff skills, knowledge, values and deployment			Curriculum	
Staff	5		Curriculum rational and design	5
Staff deployment	5		Continuity and progression in the curriculum	5
			Partnerships	5
			Skills for life and learning	4
Leadership of continuous improvement			Learning, teaching and assessment	Children’s progress

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Pedagogical knowledge	5		Children's experiences and spaces	5	Progress over time across all areas of learning	5
Professional learning	5		Interactions to support learning	5	Overall quality of children's achievements	5
			Planning and assessment	5	Equity for all children	5
			Tracking and monitoring	5		