



CARGILFIELD NURSERY IMPROVEMENT PLAN 2025 - 2026



Our priority areas are:

Leadership

The care Inspectorate highlighted that;

- 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.
- Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement.
- 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.

Next Steps

- Review and trial new parental feedback strategies. (continued target)
- To become familiar with and embed the new Quality Framework into our self-evaluation process. (New target)
- To re work the Curricular Leaders program that shares good practise and encourages practitioners to develop areas of pedagogical interest. (continued target)

Children thrive and develop in quality spaces

The care Inspectorate highlighted that;

- 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 setting was well furnished, comfortable and homely.
- It was a well-resourced, inviting and welcoming setting with natural light.
- Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement.
- 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.

Next Steps

- Care/personal plans to be reviewed and amended to include non-medicated health issues and Health Care Plan created for these children.
- 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.

Children play and learn

The care Inspectorate highlighted that;

- 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 a depth of experiences. In a large range of spaces.
- Children were empowered to be fully involved in their play and learning.

Next Steps

- Introduction of our seed to plate growing program to develop our understanding of where food comes from and healthy eating.
- Early Learning design and technology learning program introduced. Pushing life skills in Nursery.
- Snack times to be reflected on to drive more independent skill building ensuring the children are continually involved in preparation and serving of snacks.

Children are supported to achieve

The care Inspectorate highlighted that;

- Secure relationships with staff resulted in children feeling comfortable, safe and confident.
- Staff sensitively supported children in their self-regulation and social skills.
- Children's progress was being monitored to ensure support continued to be effective 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.

Next Steps

- Develop and introduce our new through school behaviour policy to develop our nurturing behaviour program that is consistently used by all.
- 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.