



# Improvement Plan: 2026-2027



## Vision

At Heads of Ayr Nursery, we create a warm, welcoming environment that feels like a home away from home. Our approach is rooted in fostering positive, nurturing relationships built on trust and respect. We offer a natural setting where children can actively explore the outdoors, developing new skills and experiencing the wonders of nature firsthand. We are committed to working collaboratively with families and our community to cultivate a shared vision and passion for supporting each child's sense of value and inspiration to reach their full potential. Through our rich and extensive outdoor experiences, children thrive and grow in an environment designed to nurture their development.

## Values

At Heads of Ayr Nursery, we have carefully reviewed and developed the values that we promote within our setting in collaboration with our stakeholders.



## **Introduction**

### **Aims**

At Heads of Ayr Nursery, we believe that every day there is more to learn and that the opportunity to do so is all around us.

#### **We aim to:**

- ❖ Provide a safe, happy, fun and nurturing homely environment where children feel secure, valued, supported and respected.
- ❖ Maintain close working relationships with parents and carers to enable them to feel fully involved in their child's learning and development.
- ❖ To foster high quality leadership and learning with a commitment to the professional development of all members of staff, providing a positive working environment and staff wellbeing.
- ❖ Value each child as an individual and to help them develop self-confidence and a sense of achievement.
- ❖ Provide a high quality of education and care where children can explore and investigate a challenging environment both indoors and out.
- ❖ To provide a healthy and fulfilling relationship between future generation and our environment, the outdoors and animals.
- ❖ Our collective aspirations have been reviewed and developed with stakeholders and staff in July 2025. Consultation took place via email survey and discussions.

### **How evidence for our Centres Improvement Plan was gathered**

Self-evaluation using HGIOELC, Health and Social Care Standards.

Annual programme of monitoring and evaluating.

Parental questionnaires and surveys.

Review of policies.

Feedback from parents and carers were sought at events, learning journals and informal discussions.

Room monitoring, informal and formal observations and peer assessments.

Monitoring of developmental milestone data.

Care inspectorate reports/ HMIE reports /Audit of previous improvement plan and standards and quality report.

## South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

## Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

## Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

## National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in literacy and numeracy

Priority 1: - Build on existing strengths to create a shared vision for expanded learning environments that enhance creativity, curiosity, exploration and high-quality experiences for children, staff and families.

Links to NIF: Improvement in attainment, particularly in literacy and numeracy.

\*HGIOELC: 2.2, 2.3, 3.2, 3.3

UNCRC Articles 12, 29, 31

\*QIF : Leadership, Children thrive and develop in quality spaces, Children play and learn, Children are supported to achieve

| What Outcomes Do We Want to Achieve?                                                                                                                                                                                                                                                                            | How Will We Achieve This? (Intervention Strategies)                                                                                                                                             | Lead Person                                                                                                             | Start and Finish Dates | How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)                                                                                       |
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| Embed a shared vision for curriculum and creative practice that builds on our existing strengths, using our expanded learning environments to create language-rich, inspiring spaces that promote communication, early literacy, curiosity, exploration and high-quality play for children, staff and families. | Raise staff awareness of Curriculum Improvement Cycle through training                                                                                                                          | Management Team (South Ayrshire Council)                                                                                | Sep 26 – May 27        | All management and staff demonstrate increased awareness and understanding of the Curriculum Improvement Cycle, evidenced through training attendance, staff feedback and professional discussion. |
|                                                                                                                                                                                                                                                                                                                 | Staff training with SAC Reads to embed high-quality phonological awareness experiences through everyday play, routines and interactions.                                                        | SAC Reads (D. Gardiner & M. Hailey)<br>3-5 room (EYPS)                                                                  | Sep 26 – May 27        | Staff Microsoft survey pre and post-delivery of training to measure impact of programme.                                                                                                           |
|                                                                                                                                                                                                                                                                                                                 | Enhance our Communication Friendly Environment through the nursery transition, strengthening language-rich practice across all rooms, supporting staff in changes to our learning environments. | Management Team & C. Paterson (EYP), F. McGill (EYP), R. Cotton (EYP) G. McClarty (Apprentice)<br><br>C. Turtle (SACFE) | Oct 26 – May 27        | Baseline audit of all environments, repeated in Jan.<br><br>Achieving our Learning Environment Badge.                                                                                              |

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|  | <p>Strengthen leadership capacity through structured mentoring, induction and professional learning, building the skills and confidence of emerging leaders and fostering a shared vision, reflective practice, continuous improvement and shared accountability.</p> | <p>Management Team<br/>(K. Miller<br/>C. Eady<br/>C. Robertson)<br/>All new staff</p> | <p>Aug 26 – May 27</p> | <p>Improvements in children’s wellbeing, involvement and engagement, evidenced through Leuven observations and professional observation (peer assessments) over the review period.</p> <p>Children experience increasingly consistent, responsive and high-quality interactions and learning experiences, evidenced through observations, learning documentation and self-evaluation.</p> |
|  | <p>Maintain and build on strong partnerships with families throughout the expansion journey, sharing our vision, listening to family voice and creating opportunities to shape our new learning environments together.</p>                                            | <p>Management Team<br/>(K. Miller<br/>C. Eady)<br/>All service users</p>              | <p>Aug 26 – May 27</p> | <p>Families demonstrate increased understanding of and engagement with our approach to learning environments, with their feedback and contributions, through Parent Forum and surveys, informing developments and strengthening connections between home and nursery.</p>                                                                                                                 |

Priority 2: Promote and develop Children's Rights.

Links to NIF: Placing human rights and needs of every child and young person at the centre of education.

\*HGIOELC: 2.1,2.2, 2.3, 2.4, 3.1

UNCRC Articles: 3, 5, 6, 12, 18, 23, 24, 28, 29, 31

\*QIF: Leadership, Children play and learn, Children are supported to achieve

| What Outcomes Do We Want to Achieve?                                                                                                                                                                                                                                                                     | How Will We Achieve This? (Intervention Strategies)                                                                                   | Lead Person                                                                | Start and Finish Dates | How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)                                                                                                 |
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| To further embed a rights-respecting culture where children's rights underpin relationships, learning and decision-making, ensuring all children, families and staff understand, promote and uphold the principles of the UNCRC as we work towards achieving the Silver Rights Respecting Schools Award. | All staff to complete Spotlight training (UNCRC) professional learning to build a shared understanding of children's rights.          | C. Robertson (Senior Team Manager)                                         | Sep 26 – May 28        | 100% of staff complete Spotlight training (UNCRC).                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                          | To promote children's rights through meaningful partnerships with parents and families, developing their understanding of the rights. | C. Robertson (Senior Team Manager)<br>N. Wheeldon (EYP), C. Paterson (EYP) | Sep 26 – May 28        | Increase parent and family engagement through regular rights-based communication, events and learning opportunities, with an increased, understanding of children's rights. Post survey to collate findings. |
|                                                                                                                                                                                                                                                                                                          | Continue to champion an inclusive, rights-based approach that values every child's voice and promotes belonging.                      | C. Robertson (Senior Team Manager)<br>N. Wheeldon (EYP).<br>Paterson (EYP) | Aug 26 – May 28        | Staff confidently apply children's rights in practice, using rights-respecting language to support learning, relationships and wellbeing. Observations and children's voice, Big Learning Book.              |
|                                                                                                                                                                                                                                                                                                          | Gather evidence and evaluate practice to achieve the Silver Rights Respecting Schools Award.                                          | C. Robertson (Senior Team Manager)                                         | Sep 26 – May 28        | Achieving Silver Award.                                                                                                                                                                                      |

| <p>Priority 3: Further develop nurturing practice and environments to support children's emotional wellbeing, resilience, confidence and self-regulation.</p> <p>Links to NIF: Improvement in children and young people's health and wellbeing.</p> <p>*HGIOELC: 1.3, 2.1, 2.3, 2.4, 3.1, 3.2</p> <p>UNCRC Articles: 2, 3, 23, 12, 13, 24, 28, 29, 31</p> <p>*QIF: Leadership, Children thrive and develop in quality spaces, Children play and learn, Children are supported to achieve</p> |                                                                                                                                                                                                                                                                                                      |                                                                                                |                        |                                                                                                                                                                                                                                                                                                                                                                                                     |
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| What Outcomes Do We Want to Achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How Will We Achieve This? (Intervention Strategies)                                                                                                                                                                                                                                                  | Lead Person                                                                                    | Start and Finish Dates | How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)                                                                                                                                                                                                                                                                                        |
| <p>Build on children's experiences through nurturing, responsive environments that strengthen their emotional wellbeing, resilience, confidence and ability to self-regulate.</p>                                                                                                                                                                                                                                                                                                            | <p>Designated staff to complete Togetherness Training (Solihull Approach) training to strengthen nurturing, attachment-informed practice and support children's emotional wellbeing.</p>                                                                                                             | <p>Management Team</p> <p>C. Robertson (STM)</p> <p>S. Gelston (EYP)</p> <p>J. Anley (P.T)</p> | <p>Aug 26 – May 27</p> | <p>Improved children's emotional wellbeing, confidence and relationships, evidenced through Leuven wellbeing and involvement observations, children's voice and professional observations, demonstrating the impact of nurturing and attachment-informed practice.</p>                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Staff engage in Autism Outreach and National Autistic Society professional learning to strengthen confidence, knowledge and inclusive practice, creating responsive environments that recognise and support the individual strengths, needs and preferences of all children and young people.</p> | <p>H. Fallow (EYP)</p> <p>L. Clark (EYP)</p> <p>J. Anley (P.T)</p>                             | <p>Oct 26 – Jan 27</p> | <p>Increased inclusion, belonging, wellbeing and participation for all children and young people.</p> <p>Children confidently communicate, engage, explore and learn in ways that reflect their individual strengths, needs and preferences.</p> <p>Observations, Leuven measures, children's voice and family feedback evidence the impact of responsive, inclusive practice and environments.</p> |

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|  | <p>Develop staff confidence in mindfulness approaches to create calm, responsive environments that support children to recognise emotions, self-regulate and engage in the moment.</p> | <p>Management Team<br/>(K. Miller, C. Eady)<br/>S. Gelston (RL)<br/>F. McGill (RL)<br/>J. Anley (P.T)</p> | <p>Sep 26 – Apr 27</p> | <p>Mindfulness and self-regulation strategies are embedded within daily routines and reflected in Learning Journal observations.</p> <p>Children’s voices evidence their growing ability to recognise and manage emotions, supporting improved wellbeing, involvement and engagement in play and learning.</p> <p>Family feedback evidences children transferring mindfulness and regulation strategies into home life.</p> |
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