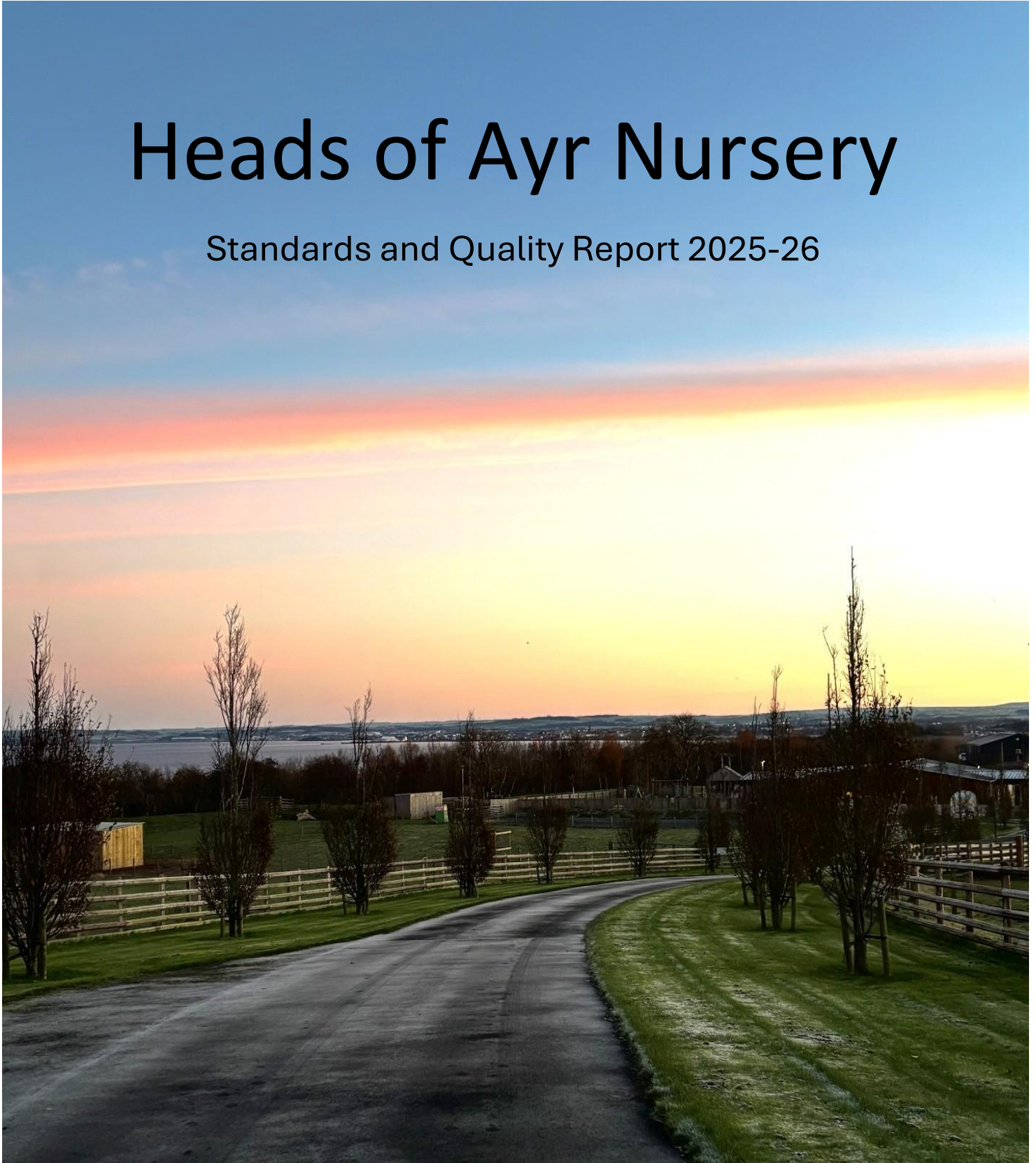




Heads of Ayr Nursery

Standards and Quality Report 2025-26



Introduction

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 created four important values which we promote within our center:



Honesty & Trust

We are open, honest and reliable in everything we do.



Inclusive & Nurturing

We welcome everyone and nurture positive relationships and belonging.



Growing together, thriving together.



Happiness & Wellbeing

We support wellbeing and celebrate the joy of learning and being outdoors.



Compassion & Kindness

We show care, empathy and respect for others and our environment.

Aims

- ❖ 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.

Context of the early years setting

Heads of Ayr Nursery is a private nursery nestled within the Ayrshire countryside. The nursery opened in March 2021 and is registered with the Care Inspectorate to provide childcare and education for 57 children aged 2 years to those not yet attending primary school full time of whom no more than 25 children can be 2 to under 3 years. We are affiliated with Heads of Ayr Farm Park where the children have opportunities to observe a variety of animals within their unique outdoor surroundings, promoting a curious and innovative approach to education and learning. Our professional staff team is fully qualified, with exception of our Early Years Apprentice, who, like the rest of the team, is passionate about their role and continually engages in training opportunities to enhance their skills and knowledge. Our staff have engaged in various training including Pediatric First Aid, Child Protection, Phonological Awareness, Autism & PDA, SACFE- Communication Friendly Environment, Epilepsy, Learning Through Landscapes, De-escalation training, Breastfeeding Friendly Scotland Training and Creativity.



The nursery is open 51 weeks of the year; our opening hours are Monday to Friday from 8am-6pm. Children have various patterns of attendance. The nursery entered partnership with South Ayrshire Council in 2021, we offer funded places for children aged 2-5 years. The 1140 hours are offered on a flexible basis according to eligibility and the needs of families. Referrals from external agencies are accommodated. We continue to work in partnership with South Ayrshire Council. Our nursery has established strong connections within the community, including building positive relationships with, local University, College and Heads of Ayr Farm Park. We sponsor the local Rugby Club and participated in successful fundraising events to support local charities; Crosshouse Children's Fund, CHAS, Tiny Tickers, Young Epilepsy and The Night Before Christmas Appeal. Additionally, the children

regularly visit the library bus, where they borrow books that align with their interests and choices, fostering a lifelong love for literacy learning.

Population of South Ayrshire 112,260. Ayr locality has a population of 62,270 people. In Ayr, approximately 23.7% of the South Ayrshire council area's residents (about 26,600 people) live in the three most deprived SIMD deciles (Deciles 1 to 3)

Information from the table below shows that approx. 11.1% of our children live within SIMD 1 & 2, the most deprived area, and approx. 20.4% live within SIMD 9 & 10, the least deprived area.



Scottish Index of Multiple Deprivation (percentage by Decile)

Centre	Decile	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
		1	2	3	4	5	6	7	8	9	10
Heads Of Ayr Nursery		3	3	1	4	17	8	7	0	6	5

Our Care Inspectorate inspection took place in 2022. We are proud of our grades and remain committed to continually striving for improvement.

Quality of care and Support	4 – Good
Quality of environment	4 – Good
Quality of staffing	4 – Good
Quality of management and leadership	4 – Good

The nursery was inspected by HMIE in July 2024. We are proud of our grades and strengths and will continue to move forward in our improvement journey.

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	Good
Securing children's progress	Good

Staff team

The staff team is made up of 1 Manager, 1 Depute, 1 Senior Team Manager, 2 Room Lead Practitioners, 14 Early Years Practitioners and an additional 5 Supply Early Years Practitioners, 1 Early Years Apprentice, 1 Office Administrator, 1 Domestic, 1 Chef and 1 Grounds man. Our Senior Team Manager is currently enrolled on the PDA course and has completed Level 8.



The Management Team has led a significant period of reflection and change across the nursery, recognising the need to revisit the foundations of high-quality early years practice and establish a consistent approach for all staff. Following changes to the workforce and the recruitment of new Early Years Practitioners, Senior Management have worked closely with the team to embed shared expectations, strengthen professional standards, and create a culture of continuous improvement.

Practitioners have been thoughtfully deployed across both the 2-3 and 3-5 year-old rooms, with Management providing ongoing guidance, coaching, and support to develop confidence and consistency in practice. A strong emphasis has been placed on creating rich, creative and meaningful learning experiences that reflect children's interests whilst promoting high quality interactions and nurturing relationships.

The building

The building consists of 2 playrooms - The Sunshine room for children aged 2-3 years and the Rainbow room for children aged 3-5 years. Within the Sunshine Room there is a separate room which provides a quiet space where children can rest and sleep. We have a large reception area with mood lighting, this is utilised for transitional experiences such as dance, yoga and mealtimes. The kitchen, staff room, office, laundry room and parent room are all easily accessible from reception.

Expansion

We are excited to announce the extension of our current nursery building, creating additional space to better support the needs of our growing community. This expansion will include the introduction of a dedicated baby room, providing a nurturing and age-appropriate environment for our youngest children. Our 2-3-year-old provision will also relocate into the extended building, allowing for smoother transitions between age groups. In addition, our 3-5-year-old children will benefit from an expanded setting across two adjoining rooms, offering increased space for play, exploration, and early learning experiences in a stimulating and well-designed environment.



Outdoor area

Our outdoor area is very spacious, within its secure fenced area is a variety of natural equipment and resources to support children in their learning and development. We have an outside toilet which is easily accessible from our garden area. There is an allotment area where the children have nurtured and grown various organic produce. Our large outdoor space consists of a sheltered deck area, outdoor classroom, Peaceful Place (sensory Den), shed sand pit and two tree houses. Our mud kitchen facilitates natural resources and access to real kitchen utensils. The children have cultivated and nurtured their own calming wellbeing space, consisting of trees, tyre hammocks and seating. Our loose parts offer real life meaningful resources and materials within our tool shed cultivating creative aspirations.



Outdoor Development



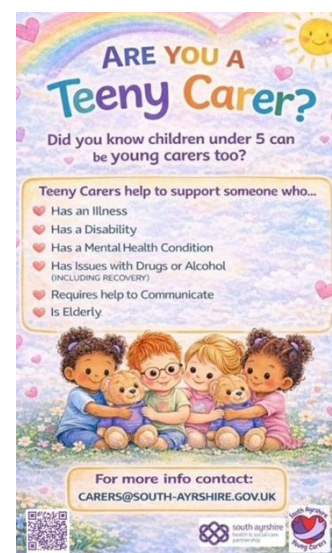
Our collaborative consultation with Learning Through Landscapes focused on reimagining outdoor environments to promote the free flow of movement, learning, and play while supporting the unique development of each area. By carefully considering how spaces are designed and used, the consultation aimed to create inclusive environments that encourage creativity, exploration, and independence. Safeguarding remains a central priority throughout this process, ensuring that any changes provide safe, well-

supervised opportunities for children to take appropriate risks, build confidence, and engage meaningfully with their surroundings. Plans include the development of a Woodland Area, separate garden spaces, and enhanced play environments that support free-flow learning. These improvements will create engaging opportunities for exploration, creativity, independence, and outdoor learning within a safe and stimulating environment.

Partnerships

Within session 2025/26 we have maintained links with Heads of Ayr Farm Park, utilising opportunities such as visiting the gift shop and educational animal visits. Various invitations were extended to families throughout the year to attend a number of events throughout the year such as an evening Pumpkin Walk, home link experiences, Christmas Fayre, Parents night and Graduation. Overall, these events were well attended by parents and carers throughout the year. These partnership events are in addition to our annual celebrations such as, Rabbin Burns Day, Easter Egg Hunt, Chinese New Year, World Book Day etc.

The nursery has developed links with a pioneering initiative focused on identifying and supporting children under the age of five who have caring responsibilities, often referred to as *Teeny Carers*. By raising awareness and working collaboratively with families and partner agencies, the nursery aims to recognise these young carers early, provide appropriate support, and ensure they have the opportunity to thrive in a nurturing, inclusive environment where their individual needs are understood and valued.





Our families have engaged in various charity fundraisers throughout the year, wholeheartedly supporting their local communities. At Heads of Ayr Nursery, we strive to make a real difference through adopting a family centered approach, improving the life of children and families via our Giving Tree, Food Exchange, Lending Library and the creation of our new Recycling Station Wally the Whale.

Parent Forum

In consultation with parents, the nursery established a Parent Forum, known as *Parent Cloud*, to strengthen communication and encourage collaborative working. The forum provides a direct channel for sharing information, gathering feedback, and involving families in decision-making, helping to build strong partnerships that support the ongoing development of the nursery and the children's learning experiences.

Awards

We would like to commend and thank our amazing team for their professionalism, dedication and commitment shown throughout our journey. This has culminated in receiving our top 20 Rated Nursery in Scotland award for the 4th year running from Day Nurseries and our recognition is something we are very proud of.



We are incredibly proud to becoming the first nursery in South Ayrshire to have received the Breast-feeding Friendly Scotland Early Learning Accreditation.

We completed various outdoor environmental tasks to achieve a Bronze Award with The Woodlands Trust Programme.

The nursery has proudly supported both college students and school work experience placements by providing valuable hands-on learning opportunities within our unique setting. Through mentoring, practical experience, and guidance from experienced staff, placements gain insight into high-quality early years practice while developing the skills and confidence needed for their future education and careers.



Developmental milestones data

The table shows an overview of the developmental milestones data collected within our setting 2023/2024, 2024/2025 and 2025/2026.

The data demonstrates strength in the provision and highlights the positive impact on children's learning. The results give us an insight into areas for improvement.

Developmental milestones data (children achieving 8 or more)

%	2023/2024	2024/2025	2025/2026
HWB	100%	95%	100%
C & L	92%	95%	100%
M & N	92%	100%	100%

The number of children achieving 8 or more developmental milestones has increased within two areas from the previous year.

7% of early year learners have their ASN support needs planned through Stage 3 or 4 Staged intervention.

The nursery environment has contributed to an increase in our Health and Wellbeing milestones, by providing children with a safe, nurturing, and engaging space in which to learn and grow. Through strong relationships, responsive care, opportunities for outdoor play, and activities that promote emotional resilience and independence, children have been supported to develop confidence, positive social skills, and an increased sense of belonging, leading to improved overall wellbeing.

The use of visual support, alongside targeted staff training in phonological awareness and focused speech and language interventions for individual children, has contributed to improved attainment. We will continue to build on this success by providing a wide range of letter recognition and phonological learning experiences.

Children have maintained strong progress in Mathematics and Numeracy. Staff confidence, alongside the use of engaging resources and meaningful learning opportunities, has helped embed numeracy naturally into everyday routines and play, enabling children to sustain their confidence, curiosity, and positive outcomes in early mathematical development.

Our continued emphasis on outdoor learning and active engagement with the environment has further enriched children's experiences. By providing hands-on opportunities in natural settings, we have supported



learning across the curriculum and promoted positive developmental outcomes.

What key outcomes have we achieved?

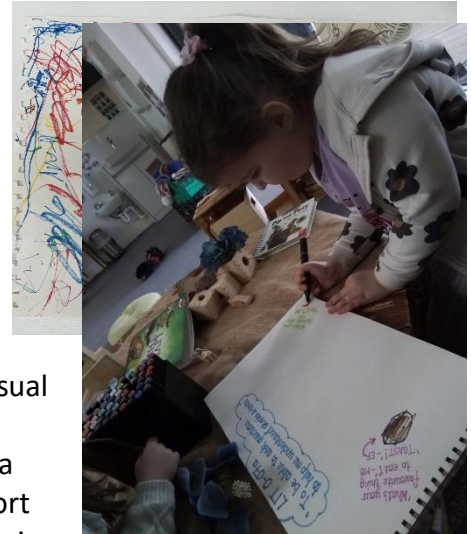
Service Priority 1: Improving approaches to pedagogy, learning and teaching	
NIF: Improvement in attainment, particularly in literacy and numeracy	Links to HGIOELC: QI: 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Ensuring wellbeing, equality, and inclusion 3.2 Securing children's progress

Progress:

To strengthen a truly nurturing, cohesive environment that supports communication, all staff attended a professional learning session delivered by SACFE to enhance knowledge and understanding of early speech and language development, with room leads adopting roles of Communication Champions. Prior to the training, staff completed baseline surveys to assess confidence and knowledge levels. Peer observations and assessments were also undertaken to evaluate staff interactions, use of learning language, and the effectiveness of visual support within practice.

A Literacy and Environmental audit were carried out to establish a baseline of our learning environment. Following this, visual support was reviewed and enhanced across both indoor and outdoor learning spaces to promote communication and accessibility for all children.

Targeted language interventions were introduced, including daily short phonics sessions supported by visual resources, to provide consistent opportunities for language development.



To foster a culture of shared enthusiasm, creativity and reflective practice, our Room Lead attended creativity training and shared learning with the team. Staff also engaged in creativity-focused professional learning through Education Scotland and Learning Through Landscapes resources. Pre-surveys and post-peer assessments were used to measure changes in practice.

A responsive planning template was introduced to support the development of children's interests and learning experiences. The Big Learning Book and planning records demonstrate a balance of adult-led and child-initiated learning. The Management team developed outdoor learning areas, established baseline resources and checklists, and introduced Champion Areas to support leadership and consistency. A 10-week mentoring programme was delivered by the Senior Management Team to model creativity and responsive practice.

To build on our existing practice and enhance daily play-based experiences to support and strengthen children's developing literacy skills, a literacy audit of the indoor and outdoor learning environments was completed to establish a baseline. Following this, literacy resources and environmental print were enhanced throughout the setting, with a post-audit carried out to measure improvements.

Majority of staff undertook phonological awareness training to strengthen their knowledge and confidence in supporting early literacy development. Peer assessments were completed to evaluate the quality of literacy experiences and interactions. A phonics toolkit was also created to support staff in delivering consistent, engaging phonics experiences.

Impact:

The professional learning opportunities have increased staff awareness and understanding of effective communication strategies and the importance of high-quality language interactions. Enhanced use of visuals throughout the setting has supported children's understanding, engagement, and independence.

Evidence gathered through observations and developmental tracking indicates that targeted language interventions, including daily phonics sessions, have contributed to progress in children's speech, language, and communication skills. An increase in children achieving language and communication

developmental milestones has been observed, demonstrating positive impact on outcomes for learners.

Post-assessments and observations show increased staff confidence in delivering creative and responsive learning experiences. Planning and learning records evidence stronger links to children's interests and needs. Improvements in outdoor provision and Champion Areas have enhanced learning opportunities across the setting.

The mentoring programme resulted in positive improvements in practice, with increased child engagement and higher-quality observations demonstrating more meaningful and responsive learning experiences.

The development of literacy-rich environments and staff training has strengthened the quality of literacy experiences available to children. Tracking data shows progress in children's phonological awareness, evidenced through Language and Communication milestones.



The introduction of the phonics toolkit has increased staff confidence and consistency in delivering phonics sessions. A positive impact has been observed through increased children's interest and participation in phonics activities. Recorded observations within children's learning journals highlight growing confidence and use of early literacy skills across a range of learning experiences.

Next Steps:

Complete the requirements for the Learning Environment Badge once the current nursery expansion and new build project is finalised. Following completion of the building works, undertake a further environmental audit to ensure the learning environment fully reflects best practice in supporting communication, inclusion, and wellbeing.

Continue to embed creative and responsive approaches through ongoing professional learning, mentoring, and reflective practice. As the team grows through the nursery expansion, roll out training and clear expectations to ensure a consistent approach to creativity in learning across the setting.

Continue to embed high-quality, play-based literacy experiences. As the team grows through the nursery expansion, roll out literacy training and shared expectations to ensure consistency in practice.

Service Priority 2: Promote and develop Children's Rights

NIF: Placing human rights and needs of every child and young person at the center of education

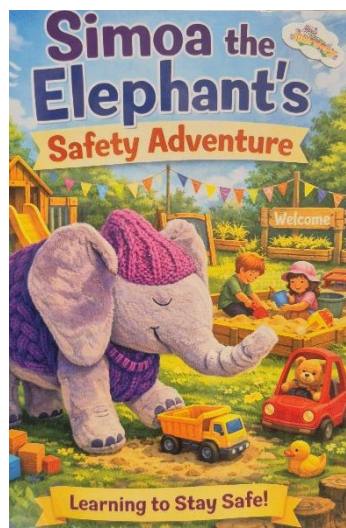
Links to HGIOELC:

- Q1: 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing and Equality

Progress

We have successfully achieved our RRSA Bronze Award and continue to promote and empower children's rights throughout the nursery. To deepen children's understanding, a Rights Talking Button was introduced, allowing children to hear and discuss the Right of the Month. Children's leadership was further promoted through the Rights Ranger role. To support our Safety Supervisor role, we created our own SIMOA safety book to complement the role of Safety Supervisor, supporting our daily garden risk assessment.

To increase family awareness, pre- and post-surveys were distributed



and information relating to the Right of the Month was shared through newsletters and displays. The Big Book of Learning was developed as a working record for children to access, containing rights-related learning, photographs, and evidence of participation.

All staff registered as Unfearties, with half the team already successfully completing UNCRC Spotlight training. Pre- and post-surveys were used to evaluate staff knowledge and understanding.

A pre-survey was shared with children and families to gather ideas for wider achievement opportunities. Children's consultations were also carried out to ensure their views and interests were reflected in the planning process.

Following consultation, three wider achievement groups were selected through a voting process and implemented across the year: Music, Football, and Bookbug sessions. Sessions were scheduled at different times

throughout the week to ensure all children had equitable opportunities to participate. We keep a record of children's wider achievements and identify opportunities to build on these skills within the nursery.

Impact

Children demonstrate an increased awareness of their rights and are actively involved in promoting them through leadership roles and daily discussions. The Rights Talking Button and Big Book of Learning have supported children's engagement and understanding of rights-based learning. Family surveys show a slight increase in understanding of children's rights and how they are embedded within the nursery. Staff feedback highlights a deeper understanding of children's rights and increased use of rights-respecting language in daily practice. The introduction of child-led safety responsibilities has further strengthened children's participation, responsibility, and understanding of their right to be safe.



Children engaged positively in the wider achievement sessions, developing confidence, teamwork, communication, and new skills through participation in a range of experiences. The variety of opportunities available supported inclusion and enabled children to explore and develop individual interests.

Feedback from post-surveys indicated that families valued the wider achievement opportunities. Some families reported that their children had gone on to participate in football activities outside of the nursery, while others highlighted their child's enjoyment of the different sessions available. Recording children's wider achievements with the nursery has enabled staff to recognise and celebrate successes and, where appropriate, build on children's existing interests, skills, and experiences within the nursery environment.



Next steps:

Continue to embed and strengthen a rights-respecting culture across the Nursery. Further develop family engagement and understanding of children's rights through ongoing communication and participation opportunities. As the team grows through the nursery expansion, ensure all staff receive training and support to consistently embed children's rights in practice. We will continue to build on our progress and work towards achieving the RRSA Silver Award.

The nursery has purchased additional resources to enable staff to continue delivering Music and Football, and to further develop children's skills and interests. As the nursery expands, ensure opportunities remain accessible and inclusive for all children through a varied programme of activities that supports participation, confidence, and achievement.



Service Priority 3: Enhancing experiences throughout our environment

NIF: Placing then human rights of every child and young person at the centre of Education

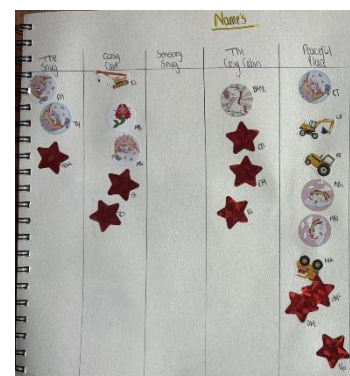
Links to HGIOELC:

- QI: 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 2.4 Personalised Support
- 3.1 Ensuring Wellbeing and Equality
- 3.2 Securing children's progress

Progress

To enhance experiences throughout the environment by creating a calming and purposeful outdoor sensory space that nurtures emotional wellbeing, encourages language development, and supports sensory exploration. Children were fully consulted throughout the development of the outdoor sensory space. They shared ideas through discussions, drawings, plans, and photographs which informed the design process. Evidence of children's participation and voice was captured within a Floor Book.

The children voted on the name of the sensory space and chose to call it *The Peaceful Place*. Senior staff attended de-escalation training, while staff also engaged in sensory and nurturing practice guidance to support the effective use of space and promote positive wellbeing experiences for children.



Impact:

The Peaceful Place has provided children with a calm and nurturing environment that supports emotional wellbeing, sensory exploration, and opportunities for communication and language development. Children's feedback has been overwhelmingly positive, with one child describing the space as "so amazing."

Children use the space for relaxation, self-regulation, and sensory experiences. Staff observations indicate that the area has a calming effect and provides valuable support for children's emotional needs and wellbeing. Staff feedback also highlights the positive impact the space has had on children's engagement and regulation.

Next steps:

Continue to develop and enhance The Peaceful Place in response to children's interests, needs, and feedback. Further embed nurturing and sensory approaches as the nursery expands to support children's wellbeing and self-regulation.



Evaluation Summary

This year has seen strong progress across all improvement priorities, resulting in improved outcomes for children, families, and staff. Key strengths include the development of nurturing, inclusive environments; increased staff confidence through targeted professional learning; and a consistent focus on children's rights, wellbeing, communication, literacy, and creativity.

Children have shown increased engagement, confidence, and progress in key developmental areas, supported by improved environments, responsive planning, and enhanced play-based learning experiences. Leadership at all levels has supported improvement through staff roles, mentoring, and collaborative practice, while family engagement has been strengthened through consultation and ongoing communication.

As the Nursery continues to expand our priority focus will be on embedding and sustaining improvements in creativity, literacy, communication, rights-based practice, and wellbeing across the whole setting. We will also progress towards achieving the RRSA Silver Award and complete the Learning Environment Badge following the nursery expansion and new building.

QI	Self-evaluation
1.3 Leadership of Change Developing a shared vision, values and aims relevant to the ELC setting and its community. Strategic planning for continuous Improvement	Our vision, values and aims were reviewed and refreshed through meaningful consultation with children, families, staff and partners to ensure they reflect the needs and aspirations of our nursery community. Consultation surveys were used to gather feedback from families, while children contributed their views through discussions and voting activities. This collaborative approach ensured that our shared vision was shaped by the voices of those who use and support our service. Throughout the year, newsletters were used to communicate our improvement priorities and progress, helping families understand and contribute to the direction of the nursery. We continued to provide regular opportunities for parental involvement and established a Parent Cloud forum to strengthen communication, encourage information sharing and increase engagement. These approaches have supported stronger partnerships with families and ensured our vision, values and aims remain central to our ongoing improvement journey.  We are committed to a culture of continuous improvement, where self-evaluation, professional learning and reflective practice are embedded across the nursery. Our improvement priorities have been identified and informed through a range of evidence, including staff and family surveys, children's consultations, peer assessments, environmental audits, observations, developmental tracking and quality assurance activities. This robust approach ensures that planned improvements are evidence-based, responsive to the needs of our nursery community and focused on improving outcomes for children and families.  Senior leaders play a key role in supporting continuous improvement through professional learning, mentoring and leadership opportunities. Staff have engaged in a range of training including speech and language development, phonological awareness, creativity, children's rights, de-escalation and nurturing approaches, helping to strengthen knowledge, skills and confidence across the team. A 10-week senior mentoring programme further supported staff development through role modelling, professional dialogue and

	reflective practice, with a focus on creativity, responsive planning and high-quality learning experiences. Leadership is encouraged at all levels, with staff supported in their role as they Champion Areas and lead improvements linked to Literacy, Communication, Children's Rights, Wider Achievements, Creativity and Wellbeing. Regular opportunities for professional discussion and collaborative working have enabled staff to share effective practice and contribute to ongoing improvement. Through consultations, surveys, newsletters and the Parent Cloud forum, children and families continue to play an active role in shaping improvement priorities and evaluating the impact of change across the setting.
Implementing improvement and change	We foster a positive approach to change, ensuring improvement priorities are carefully planned, communicated and embedded across the nursery. Key improvements focused on communication and literacy, creativity, children's rights, wellbeing, wider achievements and the learning environment. These priorities were identified through self-evaluation activities including surveys, audits, observations, tracking and consultations with children, families and staff. Leaders have supported change through professional learning, mentoring, quality assurance and regular professional dialogue. The impact of improvements has been measured through developmental tracking, children's learning journals, responsive planning records, family feedback, children's voice and peer assessments. Evidence shows increased child engagement, progress in Communication and Literacy, enhanced staff confidence and stronger rights-based practice. Key strengths include effective self-evaluation, distributed leadership and meaningful stakeholder involvement. Moving forward, we will continue to build on these strengths through ongoing reflection, professional learning and continuous improvement.
An evaluation of good, there are important strengths with further areas of improvement.	Next Steps: We will continue to strengthen our collaborative approach by further involving children and families in shaping and driving improvement priorities, ensuring their voices remain central to our ongoing development and reflect the needs and aspirations of our community. We will build on existing consultation and feedback systems to further enhance participation and engagement in decision-making. In response to upcoming staff recruitment and changes within the team due to expansion, we will also focus on developing emerging leadership across the setting. Through targeted mentoring, professional learning and ongoing support, we will continue to build staff capacity, strengthen confidence and further enhance the overall quality and consistency of our provision.

QI	Self-evaluation
2.3 Learning, Teaching and Assessment Learning and engagement Quality of interactions Effective use of assessment	Our setting provides a nurturing, rights-based ethos where all children feel safe, valued and included. Positive relationships underpin all interactions and contribute to a strong sense of belonging and wellbeing. Children are actively engaged in a wide range of rich, purposeful play experiences indoors and outdoors, with a strong emphasis on outdoor learning, risk-taking and independence.  Children are involved in shaping their learning environment, particularly outdoors, where they make choices about resources and experiences. This supports confidence, decision-making, creativity and independence. Engagement is consistent, with children demonstrating motivation and curiosity as they lead aspects of their own learning within a supportive and enabling environment. Our ongoing commitment to children's rights, including achieving our RRSA Bronze Award, further strengthens participation and inclusion. Practitioners demonstrate a strong knowledge and understanding of the children in their care, which is reflected in warm, responsive and meaningful interactions. Staff use visuals, questioning, modelling and scaffolding to extend thinking, promote curiosity and support communication and language development. Experienced staff consistently provide high-quality interactions that extend learning, while newly recruited staff and apprentices are supported through mentoring, ongoing training and professional dialogue. This ensures a consistent approach across the setting. High expectations for all children underpin practice, and interactions are used effectively to support wellbeing, confidence and learning progress. Practitioners know children well as individuals and make effective use of observations to inform assessment and next steps. Learning Journals and our Big Learning Books are used to capture and share children's learning, achievements and progress in meaningful ways, involving children and families in the process. Assessment information is used to identify progress in key areas as well as other curricular areas. Children's voices are evident contributing to their own learning journals, supporting reflection and ownership of learning. Regular communication

Planning tracking and monitoring An evaluation of Good, there are important strengths with further areas for improvement.	with families and partner agencies ensures a shared understanding of progress and supports effective transitions and targeted support where required. Tracking systems, including digital learning journals and biannual key worker meetings, support ongoing monitoring of children's progress across all curricular areas. These processes ensure children are making good progress and receiving appropriate support and challenge. Partnerships with families and external agencies further strengthen planning and ensure children's needs are fully supported. Planning is responsive and tailored to children's interests, needs and developmental stages, combining both intentional and spontaneous learning opportunities. This approach is developing well across the team, supported by ongoing professional learning and guidance to strengthen consistency and confidence in practice. Most staff are effectively identifying and recording next steps through observations, ensuring learning experiences are relevant, engaging and appropriately challenging for all children. Next Steps: Continue to strengthen staff confidence and consistency in responsive planning through ongoing professional learning, mentoring and collaborative practice. This will further support practitioners to confidently use observations to identify and extend children's next steps in learning. Further develop tracking and planning systems to ensure they are fully embedded across the team, with a continued focus on high-quality interactions, children's voice, and meaningful progression in learning.
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QI	Self-evaluation
3.1 Ensuring wellbeing, equality, and inclusion. Wellbeing	Our nursery places relationships at the heart of everything we do, recognising them as fundamental to children’s development, wellbeing and lifelong learning. We promote a safe, nurturing and inclusive environment where children feel healthy, secure, active, respected, responsible, included and achieving. The SHANARRI wellbeing indicators are fully embedded across daily practice, care planning and interactions, supporting a shared understanding of wellbeing across the setting. We know our families well and place strong emphasis on building trusting relationships and sharing information effectively through regular communication, care plan discussions, and ongoing dialogue. Evidence of wellbeing is gathered through observations, care plans, and multi-agency input, ensuring children’s needs are understood and supported in a timely and responsive way. This shared approach helps us to identify strengths, individual needs, and support positive outcomes for all children. Positive relationships underpin a consistent approach to behaviour, supported by agreed “golden rules” created with the children and visual resources to support self-regulation. Children are encouraged to develop emotional awareness, independence and empathy within a calm and supportive environment. Staff wellbeing and professional learning are also prioritised to ensure confident, sensitive and responsive practice that meets the needs of all children and families. The development of our “Peaceful Place” sensory den has further strengthened our wellbeing provision, providing a calm, nurturing space where children can regulate emotions, explore sensory experiences and access moments of quiet reflection when needed. This space has supported children’s emotional wellbeing, language development and self-regulation skills, and is regularly used in response to individual needs throughout the day. In addition, the introduction of Simoa the safety elephant has helped to promote and reinforce children’s understanding

Fulfilment of statutory duties	of safety, encouraging discussion, awareness and responsibility in a child-friendly and engaging way. We are fully committed to meeting statutory requirements and safeguarding responsibilities, ensuring all staff understand and follow current legislation, policies and codes of practice. Child protection training is ongoing, and staff demonstrate a strong awareness of their professional responsibilities in line with SSSC standards. 
Inclusion and equality	Personal care plans are created within 28 days of a child starting and are regularly reviewed in partnership with families, ensuring individual needs are clearly identified and supported. Team With Families (TWF) meetings and multi-agency working are well established, with regular coordinated support and timely interventions where required to promote positive outcomes. We are committed to creating a warm, welcoming and inclusive environment where every child and family feels valued, respected and genuinely cared for. We take time to build strong, trusting relationships with our families, recognising and celebrating each child's unique background, experiences and individual needs. By working closely together, we are able to identify any barriers to learning and respond promptly with thoughtful, targeted support, including small group work and one-to-one interventions where appropriate. We use a range of inclusive approaches, alongside careful observation and assessment, to help us plan meaningful learning experiences that ensure all children can access opportunities and make progress at their own pace. Children's rights are becoming increasingly embedded across our daily practice, and we are proud to be working towards achieving the RRSA Silver Award. At the heart of our ethos is a deep commitment to fairness, diversity and equality, ensuring every child is supported, encouraged and enabled to reach their full potential.
An evaluation of Good, there are important strengths with further areas of improvement.	Next Steps: We will continue to strengthen our wellbeing approaches, supporting children to deepen their understanding of wellbeing, emotions and self-regulation. The continued development and purposeful use of our Peaceful Place will remain a key focus, ensuring it is effectively used to support children's emotional wellbeing, communication and regulation needs. We will further enhance partnership working with families through consistent communication and information sharing, through our newly formed Parent Cloud Forum, ensuring families remain fully involved in their child's learning and wellbeing journey. Ongoing professional learning will support staff to continue building confidence in inclusive practice, children's rights and

	safeguarding, with a continued focus on embedding equality, inclusion and nurturing approaches across the whole setting.
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QI	Self-evaluation
3.2 Securing Children's Progress Progress in communication, early language, mathematics and health and wellbeing Children's progress over time	A key improvement supporting children's wellbeing has been the redevelopment of both indoor and outdoor learning environments to strengthen continuous provision and increase access to high-quality play experiences. Staff have taken on "Outdoor Champion" roles, leading improvements to ensure outdoor spaces are well-resourced, engaging and responsive to children's interests and needs. This has resulted in improved access to open-ended resources, richer sensory and physical play opportunities, and more consistent high-quality experiences across the setting. Continuous provision now better supports children to make independent choices, extend their play and learning over longer periods, and engage more deeply in experiences that promote wellbeing, confidence and active learning. Across the setting, children are making strong progress in communication, early language, mathematics and health and wellbeing through high-quality, play-based experiences. A balanced approach to adult-led and child-initiated learning, supported by real-life contexts such as outdoor learning, woodwork, animal care, library visits and community experiences, helps children apply and extend their skills meaningfully. Digital learning journals and ongoing observations evidence improving outcomes, with an increase in children achieving key developmental milestones in communication, language and numeracy.  Children make good progress over time, becoming increasingly confident, resilient and independent learners. Practitioners know children well and use ongoing assessment, tracking meetings and professional discussion to identify progress and next steps. Termly tracking sessions ensure children are supported appropriately and that interventions are timely and effective. Children are supported to reflect on and talk about their learning using Learning Journals, care plan stickers and floor books, helping them to understand their own progress. Strong partnerships with families enhance this process, with parents actively contributing to learning records and sharing

Overall quality of children's achievement	achievements from home. Transitions are carefully planned and responsive, ensuring continuity and consistency in children's learning journeys. Children's achievements are highly valued, recognised and celebrated both within the setting and at home. Children are developing well as confident, capable individuals who take on responsibility with enthusiasm and take pride in their successes. Wider achievement opportunities, including football, music, Bookbug, support children to develop physical skills, creativity and confidence. Children contribute meaningfully to the life of the setting and wider community through roles such as Rights Rangers and Book Buddies, as well as participation in community visits and charitable activities. Staff actively encourage families to share "wow moments," helping to capture and celebrate achievements beyond the nursery and strengthen the home–nursery partnership.
Ensuring equity for all children	Equity is central to our practice, with effective systems in place to identify and reduce barriers to learning. We take full account of children's individual circumstances and family contexts, using information from observations, developmental milestones, tracking data, family information sharing and partner agencies to inform targeted support. We work closely with external partners including Health Visitors, Autism Outreach, Language Support and Educational Psychology services to ensure children receive the right support at the right time. Families are well supported through personalised transitions, flexible induction processes and ongoing communication. Additional initiatives, including food support and the Giving Tree, help address socio-economic barriers and ensure all children have equitable access to opportunities and experiences. Next Steps: Continue to build on improvements in indoor and outdoor continuous provision by further developing environments to ensure they remain responsive, inclusive and rich in learning opportunities. Strengthening the role of Outdoor Champions to support consistent high-quality experiences and ongoing enhancement of resources.
An evaluation of Good, there are important strengths with further areas for improvement.	Further embed the balance of adult-led and child-initiated learning, ensuring high-quality interactions and purposeful experiences continue to support progress in communication, language, numeracy and wellbeing. Continue to use observations, tracking and learning journals to identify next steps and ensure all children are supported to make sustained progress.



What are the key priorities for improvement in 2026-2027

Priority 1: Embed a consistent shared vision of responsive planning and creative practice, and rich learning environments that inspire curiosity, exploration and achievement

Priority 2: Promote and develop Children's Rights

Priority 3: Further develop nurturing practice and environments to support children's emotional wellbeing, resilience, confidence and self-regulation

What is the capacity for improvement?

Our capacity for improvement is well established as we continue to expand our provision through the introduction of a new baby room, changes to room use, and increased registration numbers. Alongside this growth, we have recruited new staff and are building a cohesive team through positive relationships, collaboration, and ongoing professional learning.

Centered on the needs of children, we are committed to embedding creative and responsive approaches to learning and teaching, strengthening planning, and providing rich, engaging experiences. Through a culture of continuous improvement and staff development, we are well placed to manage change effectively and achieve positive outcomes for all children.