

Standards and Quality Report – Pine Trees Nursery 2023-24



Introduction

Pine Trees Nursery is situated within the KA9 postcode area and is accessed by families from the wider community. The setting is registered with the Care Inspectorate to provide a care service to a maximum of 98 children from 0-5 years. During Session 23-24 we provided early learning and childcare for 178 children aged 0-5 years. Most children accessed their funded placement only (1140 hours), including the provision of funded 2-year-old provision. Less children are accessing wrap around service on a full-time basis. The setting accommodates children from a range of backgrounds and with a range of needs. Pine Trees is non-denominational; all children and families are welcome.

Pine Trees belongs to Family 2 which includes Coylton Primary EYC, Coylton community EYS, Crosshill EYC, Doonvale, Forehill EYC, Glenburn EYC, Kingcase EYC and Wellington EYC. Currently 4.9% of our children live in deciles 5 and 9.

For the most recent time periods available, Prestwick Locality had:

Overall, the South Ayrshire population is projected to remain relatively static between 2014 and 2039. However, projections suggest that there will be approximately a 10% drop in the working age population whilst the percentage of individuals of pensionable age and over is due to increase by 21% across the same time period.

Many parts of South Ayrshire are prosperous, and it is a vibrant area in which to live and work, and to visit; however, significant inequalities continue to exist within and between our communities.

For the most recent time periods available (2017), Prestwick Locality had:

- The Prestwick Locality has a population of 22,028 people, and the population has not changed much over the last few years.
- One in four people in the Prestwick Locality are aged over 65.
- One in ten children in the Prestwick Locality live in poverty.
- Seven out of ten people aged 16 to 74 are economically active.
- Approximately half the people in work in the Prestwick Locality work in professional, associate professional or skilled trades.
- The level of unemployment (taken from the claimant count) in the Prestwick Locality is lower than the overall South Ayrshire rate and has remained so for a number of years.

Vision

We have one main aim - to grow healthy happy children! Children thrive when they are safe, happy, loved and cared for and that is what we do well at Pine Trees.

Combine this ethos with a stimulating and challenging environment and the results are confident and happy children!

Quality and care go hand in hand here at Pine Trees and as a team we work hard to do our best ensuring we provide first class care and education for your child thus ensuring they are well prepared for the educational journey that lies ahead.

The same ethos applies to our team at Pine Trees who are such an integral part to your child's experience here. Our staff are also on a continuous learning journey themselves and are encouraged to attain and share new skills via a variety of in-house and external training.

- We aim to grow healthy happy children in an environment that encourages the child to learn and develop to the best of their ability.
- We aim to support the children in their learning journey using a variety of traditional and modern approaches to educational practice.
- We use experience and play to create the foundation for learning to feed hungry little minds.
- We teach our children to respect and care for one another and those around them.

"Growing Healthy Happy Children"


As our setting has grown over the last couple of years, we have recently reviewed our Vision, Values and Aims in partnership with our staff, service users and partners.

Values

-  Fairness
-  Equality
-  Understanding
-  Honesty
-  Knowledge
-  Fun

Aims

At Pine Trees our aims are based on the shared values of the nursery and its wider community. The aims were developed through consultation with staff and where possible, parents.

-  We aim to provide an environment in which each child can become a successful, confident, and independent learner who is achieving across a wide range of areas.

- Our priorities comply with legislation and are responsive to national and local guidelines and codes of practice.
- We encourage child led development through purposeful play. They exercise choice and take responsibility for their own learning. Staff will listen to children and provide spontaneous learning opportunities with the aim of raising attainment.
- We aim to provide a healthy, caring environment in which children are encouraged to enjoy physical activity, good hygiene practices and a balanced diet, while building positive relationships and encouraging respect for all people.
- We aim to have a true partnership with parents and carers in all aspects of Early Learning and Childcare. We seek to provide additional support where needed to develop every child's potential. We promote equality and celebrate diversity and inclusion.
- We value the importance of effective information sharing with parents and partners. We understand and follow protocols for information sharing to protect children's wellbeing and improve their learning experiences.
- We seek to support our staff and value the direct impact they have on the provision of quality care and education. We aim to support and encourage staff, to promote positive relationships in the staff team, to help develop their skills and to acquire new ones. All staff should have access to high quality and meaningful training and by doing so continue their professional development.
- We aim to foster very good working relations with other educational establishments and specialist agencies. Staff work with these teams to enrich the experience or target support for individuals or groups of children
- We aim to ensure that the nursery is run competently and professionally promoting distributive leadership skills throughout the team. We promote an ethos of respect and celebrate staff achievements.
- We aim to provide a supportive working environment in which people share a sense of responsibility for the success and achievements of the children and their colleagues. Continuous improvement is a key focus for all.



Context of the school / early years centre

Here at Pine Trees, we continue to focus on quality teaching and learning that has been refreshed in partnerships with our children, families, and partners. Feedback from partners & parents has allowed us to identify areas for improvement, such feedback includes upgrading of our front garden space with an all-weather surface. 33 of our children are moving into primary 1 with the remainder of our children being in their ante-preschool year, the team continue to deliver the curriculum holistically and are working closely with our children. Up to 24 0-2-year-olds can be accommodated at any one time along with up to 20, 2-3-year-olds at any one time. Most of our children remain with us until they reach their preschool year when they split between ourselves and the ELC associated with the chosen primary school. As an SVQ Approved Centre with SQA to support the delivery of Level 7 & 9 Social Services, Children & Young People, Pine Trees is a recognised Modern Apprentice Employer supporting the young workforce in partnership with Skills Development Scotland (SDS) and SQA.

Areas for improvement include:

- Phonological Awareness.Copying a Simple Pattern
- Shape Recognition

Centre	2021-2022 (June)			2022-2023(June)		
	Health and Wellbeing	Comm. and Language	Maths and Numeracy	Health and Wellbeing	Comm. and Language	Maths and Numeracy
Pinetrees Early Years Centre	85	69	85	87	93	93
Authority	69.9	50.4	52.2	69.9	50.4	52.2

The staff team continue to be creative and innovative over the last year in developing outdoor learning with a focus on the importance of free flow play for our 3-5 age group. Our new purpose-built outdoor shelter has enabled this to happen. In line with Sleep Safe guidance our sleep room as been redeveloped and the use of pushchairs is not permitted, this has been agreed in partnership with our parents, feedback generated via our Parent Council Meetings. We continue to make excellent use of our community spaces allowing our children to spend more time in a rich, natural, and sensory environment, such as beach school and best use of local parks, green spaces, and church hall to deliver PE. Children have been provided with Spanish lessons and swimming lessons with a continued focus on creativity. We have registered and are working towards achieving our Rights Respecting School Award, one member of staff has completed the relevant training to support this and is our rights champion. Through our Pupil Council meetings our children are confident in their learning and next steps with their voice embedded into planning proformas and brilliant books.

In our setting all staff are involved in leading change, over the next year we will continue to encourage and support staff to led aspects of the centre's improvement plan. Our 2-3 & 3-5 rooms have implemented a successful 'lending library' and continue to do so successfully. Staff are encouraged and supported to contribute to the development of the nursery by piloting new ways of working, sharing good practice and evaluating their work, visits to out LA partners allowed staff to think about group time experiences being led more by the child. Different staff have been involved in several external training events including Makaton, First Aid, Literacy Outdoors as well food hygiene and infection prevention & control and Nurture, they have shared their findings with the rest of the team. Children and

families have been regularly consulted through the feedback bar, parent information evenings, questionnaires, and the use of floor books. Parent Evenings throughout the last year have been a success.

The Nursery Manager provides regular feedback from both formal and informal monitoring of playroom practice, displays, tracking and children's progress. The progress of our children is closely monitored through monitoring and evaluation of tracking, profiles, support and challenge, staged intervention, and IEPs. Annual PDR for all staff has been carried out and identified areas for development, staff show commitment to further develop their own skills. The last year has allowed another staff member to achieve their level 9 award, this has allowed staff to reflect and develop on their own practice, develop playroom practice, and think about leadership responsibilities and capabilities. Practitioners have been given the opportunity to 'Step Up' to cover annual leave, due to this the staff team are more confident in their daily role. As a team we have reflected and developed on all aspects of our learning environment and commitment to securing outcomes for our children. We have focussed on the importance of questioning throughout the last term. Partnership working has enhanced this year for the greater good in the bid to reduce inequalities and barriers to learning, this is supporting our children to be confident and successful learners, being able to be actively involved in all aspects of the setting.

Children are happy to come into nursery and are settled, they enjoy a range of experiences both indoors and outdoors. Relationships between staff, parents and partners has improved, 44 parent questionnaires were returned as part of our feedback process, comments received were positive and glowing.: ***"We are very happy with the service. "We feel our child is well looked after and has grown in confidence since attending Pine Trees.", "My girls have grown and developed so much at Pine Trees, they were shy and unsure starting and they have become very confident girls thanks to Pine Trees" and "Excellent nursery, home from home, my daughter is very nurtured within Pine Trees"***. Parents have attended stay and play sessions as well as celebrations such as the Kings Coronation Tea Party.

An induction plan is in place for all children to ensure that they are well supported during their "settling in" period. Management team members and staff take time to find out about individual children's needs and interests using a proforma reflecting the Health and Wellbeing indicators. (SHANARRI) This information is then recorded in their care and learning plans and our open-door policy allows parents to pop in to discuss progress, ideas, or concerns. Parent's most recent feedback ask for more formal discussions, the team meet monthly and have opened this time up for drop in sessions with keyworkers to take place.

The setting uses IConnect which has been recently updated, allowing the staff team to use observations to track development. Care Plan information has also been updated to allow for clear triangulation. Staff have engaged in moderation exercises to ensure consistent approaches to the curriculum in collaboration with the manager, with new students and staffing this is an area for improvement moving forward.

Appropriate plans are in place to support those children with additional requirements. Throughout the last year we have worked in partnership with health visitors, SLT, EAL, Education Psychology as well as the local authority staff to reduce any barriers to learning. Staff continue to seek appropriate training to reduce any barriers to learning, including 'The Autism Toolkit' 'The Bucket Challenge' & 'Behaviour Management Planning'. Quarterly key worker reviews allow us to ensure that children are making good progress.

Pinetrees has fulfilled its statutory duties in relation to Care Planning, ASN legislation, GIRFEC, R+A, UNCRC, Codes of Practice, Child Protection and Data Protection (GDPR). The staff team update and review their child protection training annually in line with the local authority, any new staff are provided with this as part of an induction. The nursery manager is the nominated child protection co-ordinator, with detailed chronologies being maintained, we continue to work with the authority to access Ayrshare, this process is ongoing.

We have continued to focus on and support children's mental health within the setting and through home ink activities using 'Lucy's Blue Hair Day', 'Big Bag of Emotions' as well as our Emotion Stations. We continue to build and retain successful relationships with staff, children, and families along with the wider community including the cluster and family of schools. Staffing has remained steady; however, retention of staff remains high on the agenda. With new staff settling in we are continuing to promote a shared understanding of and importance of play pedagogy. As well as our pet rabbit 'Hughie' we have also introduced and welcomed 'Omelette' and 'Souffle' our backyard hens. There are clear links to personal, social and emotional development in teaching the children about caring for something which is unable to care for itself, being gentle and understanding boundaries such as how best to handle the animals. Through relationships, enhanced transitions, and a continued focus on mental health our children are very settled and secure, they are confident and enjoy their time at nursery.



Pine Trees Curriculum Rationale

Nurture Nursery - use the principles to ensure good emotional health and wellbeing for all



0-5yrs, 52wk service
-Meeting families and community needs

2-3 playroom



We value the importance of information sharing with parents and partners

0-2 playroom

Outdoor Learning - High quality, physically challenging learning environment

Play based Learning - sensory, exploratory and inquiry learning is how young children learn and we ensure this is embedded into practice

Raising Attainment for All

Primary 1

Transitions - whether big or small children and parents need support during these stages



3-5 playroom

Child centred/led learning approach

Girfec/Shanarri - Used in daily practice by all staff and shared with children and parents

Our Vision



Parental Engagement - to increase the understanding of the importance of learning together at home

Within Pine Trees we believe that education and care are indivisible, that the early years curriculum offered should be developmentally appropriate for children aged up to five years and should recognise the central role of play in early learning.

Environment - through experiences children can become successful, confident and independent learners.

What key outcomes have we achieved?

School Priority 1: To improve attainment and secure progress in communication and early language skills	
NIF Priority: Parental Engagement, Assessment of Children's Progress, School Performance	Links to HGIOS 4 / HGIOELC QI:- 3.2 Securing Children's Progress
<p>Progress and Impact</p> <p>Good Progress has been made to embed strategies into daily practice to secure progress in communication and early language skills. Through the continued use of the 'Song Box', 'Rhyme', role modelling, use of expressive language, Makaton, partnership working with SLT, Story Boards, Having Fun with Language as well as 1:1 key worker time, the percentage of our children identified are making good progress. 87% of our preschool children can rhyme confidently and write their name in a readable format. Our Ante Pre children are continuing to be supported in using their fine motor skills through a variety of play experiences to increase their ability to recognise letters and rhyme. Our parents are engaging with us through appropriate home link exercises. The team send out regular QR codes linked to learning experiences to allow parents to continue with learning at home.</p> <p>The effective use of the data from screening of the milestones at the point of transition has allowed keyworkers to identify gaps in children's learning, particularly with language and communication and to put in place appropriate strategies and experiences to develop these. The common milestones not being achieved include '<i>I can identify rhyming words</i>', '<i>I can identify and tap out syllables in words</i>' '<i>I can identify words that start with the same sound</i>' We will continue to work in partnership with the SAC teacher to support the development of phonological awareness. 53% of our children achieved all 10 milestones., with 87% of all our children achieving the milestone.</p> <p>Members of the team have completed 'No More than Words' training, Makaton training and Alice Sharp workshops to enhance communication and language through story telling. One member of the team has completed Teacher Talk training with another 2 booked on to attend in August.</p> <p>The nursery environment and display boards are purposeful and meaningful, making appropriate use of environmental print to enhance children's language.</p> <p>Children's profiles reflect their learning and achievements, with changes to the team it is important that the standard of profiles is consisted, feedback of profiles is provided monthly via ad hoc monitoring activities completed by the senior management team.</p> <p>Next Steps</p> <p>Moving forward we will start working on the above milestones before the start of the new term to get ahead, we will continue to work in partnership with the SAC teacher.</p> <p>As a staff team we will continue to moderate our understanding of the milestones to improve outcomes and reduce inequalities for all.</p> <p>Staff will continue to use play as a vehicle to drive learning as well as improve and gain a shared understanding of play pedagogy.</p> <p>Children will continue to be provided with opportunities to explore syllables in a variety of contexts including welcome time, snack/lunch, key worker group times and 1:1 interaction.</p> <p>Staff will focus on their cognition of rhyme, not the creation of words that rhyme.</p> <p>We will continue to promote home link activities, involving parents in their children's learning through our Friday update email, useful links to support learning at home and the use of QR codes via parentzone.</p> <p>The setting will continue to use ICT to enhance language and communication skills both indoors and out.</p> <p>Staff will continue to focus on supporting children to talk about their learning using questioning and prior learning using floor books to summarise achievements.</p> <p>Staff will continue to self-evaluate and improve, develop and embed phonological awareness. With support from the SAC teacher a annul plan and appropriate training will take place.</p>	

School Priority 2 : To improve attainment and secure progress in maths and numeracy skills.	
NIF Priority: Parental Engagement, Assessment of Children's Progress, School Performance	Links to HGIOS 4 / HGIOELC QI: 3.2 Securing Children's Progress

Progress and Impact

Staff continue to ensure that maths and numeracy is a core element of the curriculum across the centre. The data collected at the time of transition from room to room of the M&N milestones show an increase in the percentage of children achieving M&N milestones, reflected in the percentage of children consolidating in this area of learning.

Staff are continuing to model mathematical language in play and use 'Little Big Maths', improving links between heuristic play, schemas, and early maths.

Observations and evaluations completed by staff tell us that M&N is evident within indoor and outdoor environments, however we note that in relation to staffing changes there is a need for further moderation.

Parental involvement has increased, seeing a more developed confidence within maths and numeracy with our pre-schoolers, through the effective use of the data from screening of the milestones at the point of transition has allowed keyworkers to identify gaps in children's learning, particularly with numeracy and mathematics and to put in place appropriate strategies and experiences to develop these. The common milestones not being achieved include **'I can copy a simple pattern.'** & **'I understand information in simple graphs and charts.'** We will continue to work in partnership with the SAC teacher to support the development of these milestones. 93% of our children achieved all 10 milestones. The 7% increase is due to working with a higher number of pre-schoolers throughout the term.

Using Education Scotland's Numeracy professional learning resources the team will continue to enhance the effective teaching of numeracy, concepts and associated skills.

Staff will continue to focus on supporting children to develop awareness of numbers, shape, counting and measuring in daily experiences with access to mathematical apparatus, experiments, baking and exploration of resources, equipment through play.

Next Steps

Staff will continue to undertake and refresh number talk training to provide them with a more in-depth investigative approach when delivering N&M, this will continue to build confidence and capacity for improvement with a focus on the above-mentioned milestones. It is important that our children are provided with experiences that provide them with the ability to apply mathematical concepts in all areas of life.

Staff to look at being inventive and deliver N&M holistically through daily experiences.

Involve parents in promoting N&M skills through the provision of home link activities through the promotion the Scottish Govt's 'Every Day's a Learning Day' to support numeracy at home.

As a staff team we will continue to moderate our understanding of the milestones to improve outcomes and reduce inequalities for all using play as a vehicle to drive learning.

The staff team will continue to self-evaluate and improve practice.

School Priority 3 : To improve attainment and secure progress in Health & Wellbeing

NIF Priority: Parental Engagement, Assessment of Children's Progress, School Performance

Links to HGIOS 4 / HGIOELC
QI: 3.2 Securing Children's Progress
2.1 Safeguarding & Child Protection

Progress and Impact

A quote from our 2022 inspection report highlights that **'Children were relaxed, happy and settled within the service. They had developed positive friendships with peers and nurturing relationships with staff. We observed happy children playing together and having fun'**

A parent also shared through feedback (June 23) **"Excellent nursery with happy children. Staff go above and beyond to find solutions to help children feel secure"**.

This element of the curriculum remains a strength in the centre with all staff striving to ensure that every child reaches their full health & wellbeing potential.

The outdoor shelter within the front garden space has allowed the 3-5's to free flow play within all areas to allow children to daily access to high quality outdoor learning environment. The staff continue to make excellent use of our local community spaces, providing our children with a wide range of resources and experiences that stimulate their interests, enhance play and learning opportunities. We recognise that relationships are at the heart of wellbeing and families are meaningfully encouraged to engage in their children's learning. Through engagement, parent council meeting, open door policy and the provision of a

home from home service we have continued to engage effectively with our parents. Planning incorporates the voice of the child and is child centred to ensure that they remain interested and stimulated whilst learning, 70% of our children achieved all 10 milestones, 93% achieved 8 or more, the percentage tends to be the early years average on a consistent basis. The principles of GIRFEC are embedded into our daily practice, seeing families as active participants has build strong trusting relationships which allow for where needed early intervention being accessed including SLT, EAL and education psychology to support health, wellbeing and resilience effective plans are in place to support these children. All staff recognise and promote the rights of the child, children are becoming more familiar in understanding their rights and responsibilities.

The setting successfully contributed to SAC Foodbank and Toy Bank charities as well a clothing recycle programme with donations made to local establishments.

Our Staff team continue to keep themselves up to date with current legislation, policies, and procedures in relation to Child Protection, this is updated annually.

Next Steps

To continue to develop our extra curricula experiences such as Languages, Music and Martial Arts whilst continuing to use play as a vehicle to drive learning as well as improve and gain a shared understanding of play pedagogy.

We will continue to make best use of our local community and the spaces available to support the delivery of the curriculum, including the local beach, church hall and swimming pool.

As a staff team we will continue to moderate our understanding of the milestones to improve outcomes and reduce inequalities for all.

We will continue to welcome and support of parents and see them as partners in the delivery of our service.

As a team we need to focus more on embedding the CfE into outdoor provision, providing further breadth and challenge.

Evaluation Summary



Quality Indicator	School Self Evaluation (Please add 3 or 4 evaluative statements linked to the themes)	Evaluation (Include recent HMI / Care Inspectorate evaluations)
1.3 Leadership of change	Developing a shared vision, values and aims relevant to the school and its community.	

	<p>The centre' vision, values and aims are in line with national and local guidance and are contained within the handbook, website and displayed throughout the setting. We have consulted with staff and stakeholders this year.</p> <p>Strategic planning for Continuous improvement</p> <p>The management team act as role models for the development of positive and nurturing relationships, ensuring the pastoral care and wellbeing of others.</p> <p>Senior staff continue to demonstrate that they are highly committed to providing strong leadership to develop and sustain our vision and values. The staff team are provided the opportunity to lead and take forward improvement. A monitoring programme is embedded, with most staff involved in completing tasks monthly.</p> <p>Effective, inclusive communication about the vision, aims and values of the setting informs and involves parents and partners in improvements. From our most recent inspection report: <i>'Staff recognised the value of a partnership approach with parents and worked hard to build trusting relationships.'</i></p> <p>A keyworker system is in place which enables staff to get to know children and their families well. Parents commented positively on the staff team and the care their child received. One parent told us, <i>"The staff are confident, reassuring and friendly which as a parent, is really important."</i></p> <p>All qualified staff are aware of 'Step into Leadership' as part of their SSSC registration.</p> <p>The SMT understand the need to continually reflect and develop to drive improvements, on reviewing our PDR paperwork in 2024 this will include leadership responsibilities to further drive and support a program of continual development, the team react positively to change.</p> <p>Next Steps</p> <p>To continue to use staffing skills and strengths effectively to ensure that we are continuing to close the attainment gap for all.</p> <p>Staff to continue to collaborate, reflect and listen to our children to improve environments for all service users.</p> <p>Continue to support staff with time and opportunities to lead.</p> <p>– Grade 4</p> <p>Implementing Improvement & Change</p> <p>Staff need to make better use of data to ensure that all children are reaching their potential, such data could include attendance, milestones & deciles.</p> <p>Continue to work in partnership with external agencies to ensure timely interventions are in place to support progress.</p> <p>SMT to continue to work with the team to drive improvement.</p>
2.3 Learning and teaching	<p>We place a strong emphasis on children feeling valued, safe, and secure. As a result, they are successful, confident, and responsible. Through warm, responsive relationships with our babies, toddlers and young children, staff are able to create a positive space for achievement.</p>

Learning experiences extend and sustain children's interest, help them make decisions and develop their creativity, resilience, and independence very well. We are very pleased with the development of our outdoor spaces.

Through the use of observation, planning, partnerships with parents and I Connect we are able to capture and record children's progress and achievements at key points in time provides reliable evidence which leads to significant improvement to learning and developmental outcomes for children.

'Hughie' our pet rabbit with Omelette and Souffle continue to be very popular, our children have learned a lot, engaged and are keen to interact and take care of them.

We are working towards and making good progress, we currently hold a bronze award, being a rights committed EYC, a member of the team is responsible for the delivery and understanding of children's rights. Each playroom as a STEM co-ordinator and 2 staff are responsible for monitoring the outdoor learning.

Quality of Interactions

Relationships are positive throughout. All children feel valued, safe, and secure. Children contribute effectively to the setting and its community. They enjoy and are actively involved in learning through. With staffing changes, it is important to ensure that everyone holds a good understanding of child development and early learning pedagogy to be able to skilfully put this into practice, we will continue to support our team in this area. New staff and modern apprentices are provided with a mentor allowing them to observe staff interacting appropriately with children, allowing them to enhance their own practice.

Effective Use of Assessment

Observations are used to inform appropriate and well-timed interventions and future learning. Our approach to capturing and recording children's progress and achievements at key points in time provides reliable evidence which leads to significant improvement to learning and developmental outcomes for children, as a team the staff at needs need to provide particular children with challenge to provide them with breadth in their learning.. The team plan appropriately over different timescales to meet the needs of babies, toddlers and young children across all areas of learning. Medium term planning highlights any progression throughout the term with good triangulation noted. Planned experiences are developmentally appropriate and tailored to meet all children's individual learning needs. Most practitioners use imaginative and appropriate ways to involve children in planning learning.

Next Steps

We will continue to evaluate and develop the confidence and knowledge of our team using and understanding the planning cycle.

– **Grade 4 (Good)**

	<p>Planning, Tracking & Assessment</p> <p>Regular Key Worker reviews with staff allow us to identify individual children that may require support, staged intervention and personal plan are updated in partnership with parents. We have an established monitoring process and calendar; this allows all staff to contribute to the self-evaluation process and identify any improvements.</p> <p>Next Steps</p> <p>Continue to support the staff team to use data effectively. Continue to use a holistic approach to learning, teaching and assessment.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>As a team we actively promote the wellbeing of all our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible, and included. Everyone shares the responsibility for creating a positive and respectful ethos and we have a shared understanding of wellbeing</p> <p>As a setting we comply and actively engage with statutory requirements and our commitment to the codes of practice.</p> <p>We value diversity and challenge discrimination. In our setting we understand, value and celebrate age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation. None of these is a barrier to participation for young children or their families. The setting currently works in partnership with SLT, EAL, Education Psychology and SAC's Inclusion Co-Ordinator to reduce and or remove barriers to participation and learning. Health & Wellbeing indicators (SHANARRI) are embedded in all staff practice.</p> <p>In our setting, we recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. The promotion of wellbeing for all our children and their families underpins everything we do and is based on mutual respect, honesty and trust, we actively support inclusion and equality.</p> <p>We comply and actively engage with statutory requirements and codes of practice. Our practitioners, children, parents/carers and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children. We are knowledgeable about those statutory duties which impact on young children and their families. We actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. Children and families, practitioners and partners are treated with respect and in a fair and just manner. We value diversity and challenge discrimination.</p> <p>Our whole team approach to ASN has a positive impact on the progress of our most vulnerable children. Children's rights are embedded into daily practice.</p> <p>Grade 4 (Good)</p>
<p>3.2 Raising attainment and achievement</p>	<p>Securing children's progress</p> <p>Across our setting, we have established high quality approaches that enable babies, toddlers, and young children to develop their emotional, social, physical, and cognitive skills very well. A strong focus on health and wellbeing has had a positive impact on children's learning and</p>

	<p>development. Staff use a play-based approach to help children learn early language and mathematic skills. Children are making very good progress across areas of their learning.</p> <p>Playrooms are very effectively constructed allowing babies, toddlers, and young children to be increasingly independent in their ability to express themselves vocally and creatively. Our children are settled, happy, thriving and learning to communicate in their own way. All our children are independent, confident, and developing a whole range of skills such as running, jumping and teamwork. Within the playroom they can hold and use small scissors.</p> <p>We work very effectively with families and other professionals to identify and deliver meaningful learning opportunities. We make professional judgements about children's progress and how well children are learning and developing ensuring that they acquire the necessary knowledge, skills and attitudes needed to continue to be motivated, life-long learners.</p> <p>The various environments of our setting are very effectively constructed allowing babies, toddlers, and young children to be increasingly independent in their ability to express themselves. Babies. Children make progress across almost all aspects of their learning and development. They are becoming increasingly confident, resilient, and independent learners, children are supported to make choices and talk about their learning. We place high value on recognising, capturing and celebrating children's individual achievements. We understand the significance of what happens beyond our setting, at home and within other provisions. We use this information very well to promote achievement and progress. We have a supportive and inclusive ethos with a strong climate of mutual respect and trust. We are proactive in identifying and reducing potential barriers to effective learning of our children.</p> <p>Key worker reviews provide the opportunity for staff to share any concerns around individual children. This term we have worked with a variety of external agencies to get the right support at the right time, coming together at regular TAC meetings.</p> <p>Next Steps</p> <p>Continue with home link exercises. Continue to work in partnership with agency staff for the greater good of our children. Provide the opportunity for more formal discussions with our parents.</p> <p>Grade 4 (Good)</p>
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What are the key priorities for improvement in 2023/24?

Within Pine Trees our priority will always be to the delivery of a high-quality service. Ongoing support will be given to staff to continue to deliver high quality education and care. Our Centre Improvement Plan will continue to address the needs of our Centre whilst reflecting local and national priorities.

Leadership at all levels along with clear roles and responsibilities for the staff team allows Pine Trees to strive for excellence regarding Leadership & Management. The staff will be encouraged and supported to contribute to the

development of the nursery by piloting new ways of working, sharing good practice as well as reflecting and evaluating their work.

We will continue to strive to close the attainment gap while improving outcomes for all children and young people. We will continue to raise attainment in literacy, numeracy and health and wellbeing across the centre through targeted supports and interventions with a focus on phonological awareness and number work. We will also continue to provide experiences and opportunities for children to develop their Broad General Education through the methodology of cross curricular learning.

A positive ethos and building good relationships will continue to underpin all the work we do at Pine Trees; we look forward to the new term.

What is the capacity for improvement?

The manager is knowledgeable, competent, and experienced as well as committed to Pine Trees and leading development. Despite our staffing changes the senior management team has remained the same, together the management team is able to provide support, guidance and mentoring to our new inexperienced staff members.

We are looking at using the OECD'S School as a Learning Organisation to promote team learning and collaboration, establishing a culture of enquiry, innovation and exploration whilst allowing our team the opportunity to be more critical in their reflections.

'Growing Healthy Happy Children'



Pine Trees Nursery