



Cambusbarron Village Nursery Standards & Quality Report 2022/2023

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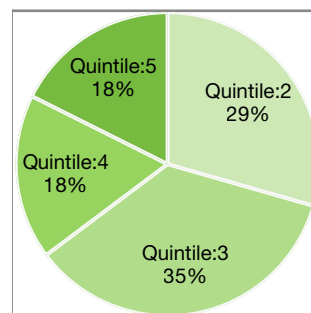
Our Context

Cambusbarron Village Nursery (CVN) is situated in a rural community to the west of Stirling. CVN operates as a Funded Provider with Stirling Council delivering 1140 hours of funded early learning and childcare (ELC). The service is open weekdays from 0845 to 1515 during school term times providing 6-hour sessions. The Nursery provides a service for children aged 2½ to 5 years and is registered to take a maximum of 16 children per session. During Session 2022/2023 the Nursery provided a service to 14 families with a role of 17 children. 15 children attend full time (5 sessions per week), the remaining 2 attending part time. During session 2022/2023 there were 8 pre-school children attending (due to start school in August 2023) and 9 children due to start school in August 2024.

As at June 2023 all of the children attend on a funded basis only (no fee paying). In consequence all of the income CVN receives is from funded hours.

There is a spread across the demographic with children living in areas designated as SIMD Quintiles 2, 3, 4 and 5. The majority of children live in areas designated quintile 2 and 3. While there are currently no children attending as "eligible 2's", 25% of children were previously in that category. There are no care experienced children attending. Just under 20% of children are on staged intervention.

Please note that, due to the small numbers involved, it is difficult to compare statistics from CVN to local, regional and national figures.



SIMD Quintiles

Most children attending CVN come from the immediate local community although there are a small number who come from wider afield and CVN is currently transitioning children to 3 different primary schools.

The nursery operates from a designated room within the local Community Centre with regular access to a large paved garden and occasional access to 2 large sports halls. The nursery has a significant focus on outdoor play and learning and regularly accesses Gillies Hill Community Woodland to provide Woodland Play Sessions to extend outdoor learning opportunities.

Our People

Staff : CVN has 6 staff members.

- **Jane Bain**, Manager, who holds a BA (Hons) in Childhood Practice as well as a BSc (Hons) in Computing Science. She is a qualified Forest Leader (level 8) and also is an accredited Learning through Landscapes (LTL) trainer delivering Forest Kindergarten and Nurturing Nature on LTL's behalf across Scotland. During session 2022/2023 Jane completed Growth Mindset training and has taken on the role of Nurture Ambassador at CVN. Jane serves as chair of the Board of Directors for CVN and is also vice-chair of the board of Trustees of the Cambusbarron Community Development Trust.
- **Jen Gairns** is CVN's senior ECE and holds an SVQ3 in Children's Care, Learning and Development. Jen is currently studying for her BA (Childhood Practice) degree and has successfully completed year 2. Jen is a Level 6 qualified Forest Leader and holds a certificate in Outdoor First Aid. Jen is CVN's Play Champion.
- **Jordan Sutherland** is qualified ECE and holds an SVQ3 in Children's Care, Learning and Development. Jordan works part-time covering the beginning of the week. Jordan is CVN's Numeracy champion and during Session 2022/2023 has been attending Numeracy training with Education Scotland. Jordan holds a paediatric first aid certificate.
- **Lynda Simpson** is a qualified ECE holding an SVQ3 in Social Services (Children and Young People) and works part-time at CVN. Lynda is a Level 6 qualified Forest leader and, during Session 2022/2023, began studying for the Level 8 award. Lynda is CVN's Communication Champion. Lynda holds a certificate in Outdoor First Aid. Lynda is responsible for most of the administrative work within CVN and is also a CVN Director.
- **Helen O'Toole** is a support worker for CVN and was awarded the SVQ2 in Social Services (Children and Young People) during the session. Helen holds a paediatric first aid certificate. She works part time at CVN.
- **Jennifer McLeod** is a support worker for CVN. She is a registered nurse and works part time at CVN. Jennifer holds a paediatric first aid certificate.

Governance

CVN is a Community Interest Company and its governance structure ensures consistency and competency in the management of the setting. The governance structure is backed by its Articles of Association and a robust set of policies and procedures which are based on legislation and guidance accessed via membership status of Early Years Scotland and SVE (Stirling Voluntary Enterprise). CVN is governed by a Board of Directors elected at our annual general meeting. Over half of board members have direct experience of CVN as they have children who previously attended the service. Recruitment to, and service on, the Board of Directors is managed to ensure consistency and stability. In particular Directors commit to a minimum tenure of 2 years' service on the Board. The Board reports at least annually to stakeholders ensuring their efficacy and accountability. CVN's annual general meeting for the financial year 2022/2023 will be held on 5th September 2023.

Board of Directors

- Jane Bain : Chair

- Suzanne Wynne-Griffith : Finance
- Jennifer Haggerty : Company Secretary
- Lynda Simpson : Director
- Laura Robertson : Director
- Jennifer Robertson : Director

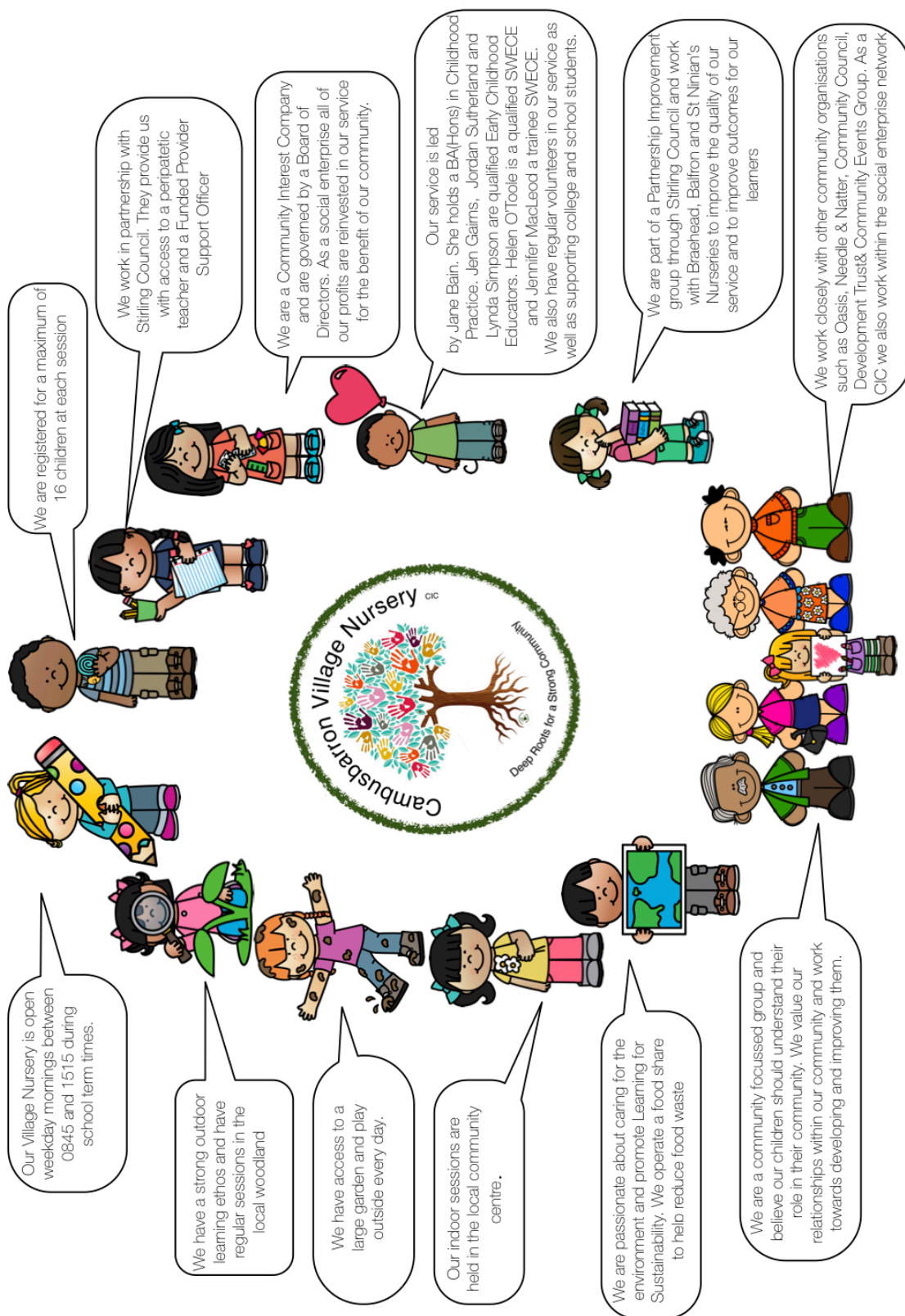
As a Community Interest Company CVN exists to benefit its community. It is governed by its [Articles of Association](#), in particular by article 7 which states "The Company is not established or conducted for private gain; any profits or assets are to be applied solely for the benefit of the community."

Our Mission Statement

To provide a community focussed service which meets the needs of our children, their families and our community.

Our Social Aims and Objectives

- Provide a safe, inclusive and nurturing environment where all children can develop confidence, take risks, learn from their mistakes, make informed decisions and develop a "can do" attitude.
- Encourage and celebrate creativity, curiosity and a life-long love of learning.
- Develop skills for the future by providing opportunities for children to engage in high quality, motivating, challenging and purposeful learning experiences across a broad curriculum.
- Work in partnership with parents and the local community to ensure that children are supported to achieve their full potential, be fit and healthy, have high aspirations and recognise the positive contribution they can make to society
- Provide high quality, accessible, flexible and affordable service for parents
- Be a community focussed service
- Facilitate parental employment and/or education
- Promote the benefits of outdoor play and learning particularly in the natural environment
- Promote learning for sustainability
- To provide outdoor play and learning opportunities to economically and educationally disadvantaged children and adults
- To provide training opportunities for fellow professionals
- To be a fair ethical and supportive employer



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Through our nature pedagogy we want our children to flourish. We aim to nurture their natural inquisitiveness and inherent tendencies to learn through exploration the world around them. Our curriculum recognises that everyone's wellbeing matters and that over and above personal accomplishment and attainment, effective learning should be about being able to live good and meaningful lives.

Review of Progress

CVN's Improvement Plan for 2022/2023 identified 3 key priorities. Progress over the session is as follows:

Priority 1 : Data stories will show children and families securing progress.

HG10ELCC: 1.2 Leadership of Learning, 3.2 Securing Children's Progress

Quality Framework: 1.3: Play and Learning.

National Standard for ELCC: 2.2: The setting must have a framework to support children's learning that is informed by national guidance and is appropriate to support individual children's development and learning focused on active learning through play.

Progress	Impact
Over session 2022/2023 the larger staff team has facilitated attendance at training events. Some staff have taken on leadership roles (eg Play Champion, Numeracy Champion, Communication Champion) attending relevant collegiate meetings and training to support them in their roles.	Staff are more confident in delivering high quality play and learning experiences for children. All staff are using enhanced communication methods (eg Makaton, Intensive Interactions) to support children's communication needs.
As a result of staff involvement with LIFT, CVN received a Bronze Communication Environment award.	Children benefit from a range of communication strategies which support them to develop social skills and form relationships.
All staff attended training in Makaton, Intensive Interactions, Deaf Awareness and Nurture.	Children requiring targeted support have been identified and appropriate measures/interventions put in place.
Funding was sourced to secure additional staffing and resources to ensure all learners needs could be supported.	
Staff have taken part in professional learning and dialogue opportunities to develop their understanding of use of the play and learning framework and how it can support them to record, plan for and progress children's learning. As a result all staff use the play & learning framework to plan for children's learning and development. All staff use Toolkit 4 to record children's progress termly.	Staff have more accurately been able to identify and provide learning and support needs and to track progress. As a result staff are able to use professional judgement to ensure that the right level of care and support has been made available for all children.
Whole team meetings and peer moderation have supported the development of a consistent approach to recording learning.	Data gathered evidences that all children are making progress.
Learning "walls" are being developed to evidence learning.	Children and visitors to the service are able to see the evidence of children's learning displayed and can revisit it.
The staff team as a whole is continuing to develop a broad range of skills and knowledge to support children's learning and development. Staff members attended events and meetings such as Play Champion, Communication Champion, RAIN-BOW, Improvement Partnership and Safeguarding Networks.	Children's play and learning is planned for and supported by a consistent, motivated and professional staff team.
All staff have demonstrated their commitment to their roles and, in conjunction with management, proactively identified learning needs and interests. As a result staff undertook training in, amongst others, outdoor first aid, forest leader, child protection, Growth Mindset and nurture.	
The quad VSE groupings have continued to provide opportunities for local nurseries to work together to improve the quality of their respective services. VSE groupings provide opportunities to develop and share practice amongst the partners. A supportive and sharing ethos is being developed where partners work together effectively to improve and implement quality assurance. A VSE visit to CVN in June 2023 provided feedback and suggestions for improvement which have been incorporated into the 2023/2024 improvement plan.	Children benefit from a service that is continually looking to evaluate and improve.

<p>A SIMOA elephant toy and images of the Wellbeing Buddies are used to develop children's understanding of rights. This will be developed further in session 2023/2024 particularly with the promise of some Wellbeing Buddy toys created by one of the ladies from the Needle and Natter group.</p>	<p>Children are being supported to begin to understand how to keep themselves safe and to develop their understanding their rights and responsibilities.</p>
<p>Staff have continued to recognise the importance of involving parents and families in the work of the service. Relationships with parents are fostered by a small and consistent staff team and open and regular communication.</p> <p>Parents have been invited to attend a variety of events such as The Dark Woods (an open evening in the woods), gardening days and an open day in January also attended by professionals such as Speech & Language, Childsmile and the Parent & Family support team.</p> <p>Effective relationships and staff knowledge of individual families and their needs have allowed additional support to be provided when required, for example, supporting housing applications.</p>	<p>Staff know children and families very well and as a result children's individual needs, personalities and interests are recognised and understood.</p>
<p>Children's records have been transferred from paper to digital and filing systems are evolving to allow effective and secure access and update.</p> <p>Accident forms have been transferred to a digital system ensuring easy update and sharing of information. Accident form retention methods will be consolidated for session 2023/2024.</p> <p>A digital sign out sheet was introduced during the session.</p> <p>Staff are now working on strategies to address some technical issues in updating records (often requiring staff to download, amend and upload) and to streamline filing strategies.</p> <p>Support has been requested from Susan Goodman. This will be an action point for session 2023/2024.</p>	<p>Digital systems allow for easier access and facilitate remote staff access (particularly useful during woodland sessions). Digital accident/incident forms have resulted in effective information sharing with parents.</p>
<p>CVN staff have acted as therapy partners working closely with professional partners such as Speech and Language to ensure additional support needs are met.</p> <p>Staff worked with S&L link therapist to develop a Makaton dictionary to share with parents.</p>	<p>All children requiring additional support received appropriate and timely interventions. Parents received regular updates and information about strategies through formal and informal meetings and discussions.</p> <p>Parents are supported to use strategies to meet children's communication needs. The link therapist reported</p> <p><i>"I love what you've done with the dictionary. Mum gave it really good feedback"</i></p> <p>Equity funding has been used to provide additional resources and adult support for children to ensure inclusive access, particularly when in the woodland environment.</p>
<p>Staff have engaged with relevant primary schools to support school transition. Staff linked with Cambusbarron Nursery class to provide children with access to their Resilient Kids transition to school program.</p> <p>Staff engaged with external services through the GIRFEC Resource Group process to ensure children's schooling needs were met.</p> <p>Staff supported children and their families through enhanced transition to school.</p>	<p>Effective communication and appropriate sharing of information with parents and professionals supported all children through the process of transitioning to school. Relevant strategies and resources were shared to ensure consistency and continuity for children transitioning to school. Transition provided children with access to opportunities to get to know the school environment and to initiate relationships with school staff prior to starting school in August.</p> <p>Enhanced transitional arrangements provided additional support to identified children and as a result all children have received appropriate transitional experiences to relevant primary schools. A parent told us</p> <p><i>"Transition has been really good - thank you so much"</i></p> <p><i>"can't thank you enough for coming to visit school with us, you're amazing"</i></p>

We provided opportunities for “new” families to visit CVN both in the community centre and in the woods.

Transition visits into CVN provided families and children with opportunities to experience a “real” CVN session and also to speak with staff. As a result “new” children and families have begun to develop relationships with CVN children and staff and have a better understanding of what to expect when they arrive at the beginning of the new term.
All children transitioning into CVN received a transition “pack” including information booklet and teddy bear to help them develop relationships with staff, children and environment.

Next steps:

Address next steps identified in VSE 31 May 2023 :

- Develop the use of Personal Plans to ensure they are concise and appropriately signposted
- Develop an effective QA process.
- Quality Assure staged intervention paperwork to ensure statutory duties are adhered to.
- Explore pastoral notes guidance for case notes.

In addition we aim to :

- Streamline filing systems for digital records.
- Continue to develop the use of the play and learning framework to support and record children’s learning.
- Develop use of SIMOA and wellbeing buddies and Flourish Model.
- Continue to support staff development and leadership opportunities to further increase and improve the resilience of the staff team eg Jen will attend the 2023/2024 Leadership Academy and Lynda will complete her Forest Leader Level 8 qualification.
- Continue to build relationships within the VSE quad to support collegiate practice and learning in particular within the champion roles.
- Continue to develop our learning walls.
- Continue to work with local primary schools to build relationships which support children’s transitions.
- Continue to seek feedback and develop transitions into and out of CVN.

Priority 2 : CVN will continue to develop and adapt woodland play sessions while pursuing the development of the nursery in the woods.

HGIOELCC:

1.3 Leadership of Change

3.3 Developing creativity and skills for life and learning

Quality Framework:

2.2 Children experience high quality facilities

Health and Social Care Standards:

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

National Standard for ELCC

Sub-Criteria 3.2 - Children have daily access to outdoor play and they regularly experience outdoor play in a natural environment as part of their funded ELC offer.

Criteria 7 : A financially sustainable setting is important for the benefits of the child, particularly in ensuring consistency and continuity of care.

Progress

We have continued to adapt and develop our woodland play session delivery to ensure it meets the needs of all our children. Woodland play sessions were delivered twice weekly throughout session 2022/2023. Additional staffing (and volunteers) were provided to support the delivery of sessions.

Impact

Children attending CVN spend some 75% of their time outdoors and a minimum of 40% of sessions are held in the woodland environment. As a result all children have regular and meaningful opportunities to play and learn in nature and to connect with their natural environment and to witness how it changes over the seasons. CVN's nature pedagogy means that play is unhurried and that nature plays a key role in influencing play and learning experiences. In this way children are encouraged to learn with nature and to understand their place in the natural world.

<p>We continue to reflect on our sessions to ensure they are accessible for everyone attending our service. This session we sought and achieved funding to allow us to purchase puddle suits, ruck sacks and water bottles to ensure all children had necessary resources to access outdoor play in general and the woods in particular.</p> <p>CVN also ensured that children had appropriate spare clothes in the event they became cold or wet and needed changed. A check list system was introduced to encourage children to check they had everything they needed in their bags.</p>	<p>All children are well equipped to access woodland sessions (and general outdoor play) regardless of the weather conditions. Being warm and dry allows them to engage fully in play and learning opportunities.</p> <p>All children take responsibility for checking the contents of their bags and are becoming increasingly independent and capable.</p>
<p>The new lunch provider changed the way we have lunch delivered and as a result we began to make our own lunches to take to the woods. Children are now involved in planning and preparing their lunches to take to the woods. At the beginning of the week they chop vegetables etc to make soup and also bake a muffin/biscuit/cake. Before leaving for the woods children choose a sandwich filling and make their own sandwiches to pack in their woods bags.</p>	<p>All children are learning skills for life through choosing and preparing their lunches.</p> <p>Children report that they enjoy making their own lunches</p> <p><i>"This is the best thing ever, can we make sandwiches every day?"</i></p> <p>Staff have noticed that there is less food waste since children began preparing their own sandwiches. A passer by remarked</p> <p><i>"I can't believe how well they are all eating! Look even the crusts - my children wouldn't eat that well"</i></p>
<p>Children and staff took part in the annual community litter pick event organised by the Community Council and Keep Scotland Beautiful. Children collected 6 bags of rubbish from the woods.</p>	<p>Children are becoming aware of their impact and the impact of others on their environment. Children notice litter in the woods and help pick it up understanding the impact it has on the wildlife there. Children said</p> <p><i>"You need to leave our woods alone you silly people"</i></p> <p><i>"Why do the people do this to our lovely woods and all the animals in it?"</i></p>
<p>CVN has enrolled in the Scottish Junior Forester Award and aims for every child to complete the award during 2023/2024.</p>	<p>Through participation in the SJFA children will pursue the following learning objectives</p> <ul style="list-style-type: none"> • I will keep myself and others safe • I will be able to identify different tree species • I will know about different types of woodland habitats • I will know what sustainable forestry is and have practical experience of planting trees
<p>We continued to develop a growing space within the walled garden however as the garden is developing for community use it simultaneously becomes less suitable/accessible for play. This has impacted our ability to spend sessions in the garden and tend to our vegetables. We are developing strategies such as taking smaller groups into the garden to "work" and having family gardening sessions.</p>	<p>Our growing space in the walled garden provides our children with opportunities to learn about the growing cycle beginning with choosing their seeds through to planting, transplanting and, ultimately, harvesting. Children learn about the slow pace of nature as well as the need to care and nurture their vegetables.</p>
<p>The current financial crisis means that it is highly unlikely that funding will be available for the building proposed in the original architect drawings in the near future. Alternative routes forward are now being examined. CVN secured additional funding to allow the current feasibility study and business plan to be updated in line with the current financial climate and suggested ways to move our project forward.</p> <p>Meetings have been held with a variety of professionals such as Community Enterprise, Inch Architecture, Stirling Voluntary Enterprise (SVE) and the Care Inspectorate.</p>	<p>Ongoing involvement with professional bodies is guiding the development of this project. Community Enterprise are supporting the development by investigating funding and feasibility, Inch are supporting through their knowledge of the building and planning process, SVE are supporting with business (and particularly third sector) knowledge, the Care Inspectorate are supporting with registration information.</p> <p>In particular the Care Inspectorate have suggested investigating the potential for CVN to register as an Outdoor Nursery as this removes the more stringent building requirements. CE are pursuing this line while CVN's board are discussing potential implications and timescales.</p>

Echoes Ecology have completed a Preliminary Ecological Appraisal of our proposed site. Echoes Ecology provided a list of all of the flora and fauna found around the site of our proposed nursery and children are now actively engaged in looking for sights and sounds of the variety of wildlife. Recently children have been using a birdsong app to help identify and record the different birds they can hear in the woods.	<p>The PEA recorded <i>"There was no field evidence of protected species found during the survey. ... There are no other recommended surveys."</i></p> <p>As a result of the survey children (and staff) are learning more about their environment and how to protect it. Children are actively engaged in listening for birdsong and in identifying the range of birds in the woods, matching the bird song to the bird. A child was keen to tell his mother on pick up <i>"I did hear lots of birds today, they were singing so loud!"</i></p>
Lynda has begun Forest Leader (level 8) training and will complete her award during session 2023/2024.	Investment in staff promotes self-esteem and builds confidence. Formal FL training increases team skills, improves team working and resilience and improves outcomes for children. The FL award is more closely aligned with CVN's ethos and, where possible, will be completed by the whole staff team.
Jane has been delivering training (Forest Kindergarten and Nurturing Nature) on behalf of Learning through Landscapes over the session. This will continue over session 2023/2024 but depends on how often LtL require additional staff. Jane has also completed Train the Trainer training with Scottish Forestry increasing CVN's credibility as a training provider.	Delivering external training increases CVN's credibility and reputation as a professional training provider and brings additional revenue to the service.
Next steps:	<p>Recent feedback resulting in an Open Meeting held by Cambusbarron Community Development Trust (23 May 2023) highlighted the need for more information to be available on the CVN CIC business model and on our project in general. CVN's board will pursue this creatively with the potential of a newsletter, further open days and wider publicity.</p> <p>We will continue with the significant work required to move our service to the woods. This is likely to involve meetings and discussions with professionals such as the architects and Care Inspectorate as well as with funding bodies. Visits to other nurseries will help inform plans for the building.</p> <p>We will continue to develop a flexible approach to service delivery in the woods in order to ensure that all children have regular opportunities to attend and have positive experiences.</p> <p>We will investigate training opportunities and study visits for staff to further increase the skillset and resilience in the staff team.</p> <p>We will develop our ability to deliver professional training opportunities thereby increasing our financial sustainability while also supporting other professionals to support their children to engage and benefit from outdoor learning in a natural environment.</p> <p>We will continue to work with professional organisations and partners to raise awareness of the issues surrounding financial sustainability for funded providers.</p>

Priority 3 : CVN will continue to develop their work within the community with a particular focus on building intergenerational relationships and in supporting families in need.

HGIOELCC:

2.5 Family Learning

2.7 Partnerships

Quality Framework:


1.1 Nurturing Care and Support

Health and Social Care Standards :

3.10 As a child or young person I feel valued, loved and secure.

Progress:

Impact

<p>We have continued to be active in our community this year. The food larder sharing out of date food donated by the local Co-op has gone from strength to strength and there is seldom food left at the end of the day.</p> <p>Simultaneously we have noticed a decrease in the amount of food being donated by the Co-op and we have therefore put plans to expand the service temporarily on hold.</p>	<p>Through our food share project children are developing an understanding of sustainable living, what food waste is and how to reduce it. They are learning different ways to preserve/ use food items (freezing, making soup, jam) and that food items can still be used when past their best before dates. The food share project is supporting families and wider community members during the economic crisis.</p>
<p>We hosted a very successful Christmas party with the Oasis group exchanging gifts, making Christmas crafts and eating ice cream and jelly.</p> <p>Unfortunately we have not been able to pursue more joint events with the Oasis group because of several episodes of ill health. We will continue to develop these events when appropriate.</p>	<p>Our friends from the Oasis group told us</p> <p><i>"Thank you for a brilliant party, children and staff are amazing"</i></p> <p><i>"had a lovely time with the children this afternoon. The ladies from CVN really went the extra mile for both the little children and the big children"</i></p> <p><i>"true Christmas spirit"</i></p>
<p>We obtained funding to run a First Aid course for parents and the wider community. The course was full with 12 adults signing up. Following on from this our children also expressed an interest in First Aid and what was in staff first aid kits. In consequence we organised for Mini First Aid Fife to come in to nursery and to run a First Aid training session for our children.</p>	<p>Course attendees gained skills and confidence to deal with a first aid emergency and potentially to save lives.</p> <p><i>"Impressive! Such important lessons-- super well done"</i></p> <p></p> <p>All children attending mini first aid are are similarly learning lifeskills. They learned about how to care for a minor wound and how to call for help if an adult takes ill. Following the training we purchased mini first aid kits containing wipes and plasters which children now carry in their woods bags. When children have a scratch or bump they are able to tend to appropriately themselves or help one of their friends.</p> <p><i>"Its ok Child, I can help you, I'll get a plaster"</i></p>
<p>Children and staff took part in the annual community litter pick event organised by the Community Council and Keep Scotland Beautiful. Children collected 6 bags of rubbish from the woods.</p>	<p>Children are becoming more aware of their social responsibility and the impact of human action on our world. Children notice litter in the woods and help pick it up understanding the negative impact it has on the wildlife there. Children said</p> <p><i>"You need to leave our woods alone you silly people"</i></p> <p><i>"Why do the people do this to our lovely woods and all the animals in it?"</i></p>
<p>We hosted a Soup Share event inviting all members of the local community to join us for a light lunch of home made soup, bread and cakes.</p> <p>The church provided a Warm Hub in response to the energy cost crisis and we therefore took the decision to pause the Soup Shares so as not to act in competition. Instead we attended the Warm Hub on occasion, taking our lunch over there and eating with the community/church members and also playing board games etc.</p> <p>We went out into the community sharing smiles and flowers wishing random people a "Happy Tuesday" (or Wednesday, or Thursday!).</p> <p>We made pancakes and shared them with visitors to the Community Centre, notably the Needle and Natter group.</p>	<p>Being active and visible in our community allows us to build strong intergenerational relationships which ultimately will support our children to feel a sense of belonging and security within their community.</p> <p>Our VSE team reported that</p> <p><i>"All children are learning Global Competency skills through strong intergenerational learning alongside the Oasis group, Camphill and all around their community. Initiatives such as doorstep deliveries of flowers to the community during Happy Tuesdays are teaching children compassion and how to make a difference in their world!"</i></p> <p>A Needle and Natter member told us</p> <p><i>"And delicious they were too! Thank you children for our surprise pancakes the knitters loved them!"</i></p>
<p>Next steps:</p>	<p>Food waste and sustainable approached to food, eating and meal times will be a focus area for session 2023/2024 as we develop lunch time experiences.</p> <p>We will continue to be active in our community through a variety of initiatives including Happy ***day, Random Acts of Kindness etc.</p>

Progress and Impact of Pupil Equity Fund:

N/A

Wider Achievements:

Lunches

We have been piloting an alternative lunch provision since Easter 2023. This has involved sourcing lunches from an external provider rather than from the local authority. In general this has been positively received and will be continued over session 2023/2024. The advantages to the external provider are :

- reduced food waste
- more cost effective
- more flexible
- simpler

The main disadvantage is that there is no choice for children.

The new provider has made us focus more on food and children's meal time experiences. We have been trialling children making their own packed lunches (soup and sandwiches) for taking to the woods. This has given children opportunities to develop new skills such as practical cookery and food hygiene and has resulted in children eating more of their lunches. Children say they love making their own lunches. The full pilot evaluation is available on our [website](#).

Staff have recognised that indoor lunchtime experiences are not always positive despite the new menu being simpler. Lunch is generally served in the "clinic" room on a canteen style table. The small room enhances noise levels and, as a result, mealtimes can be stressful for both children and staff. An action for session 2023/2024 is to review the lunch service, potentially trialling a rolling lunch served in the play room with the aim of making children's eating experiences calmer and more positive.

Volunteer Day

We invited parents and the wider community to join us and plant a willow dome in the Walled Garden at Gillies Hill Community Woodland.

Open Day

We held an open day in January which was well attended by our parents and families. Professionals such as Childsmile, Speech and Language and the Parent Support team also attended and were available to offer support and advice to parents as necessary.

Professional Learning

Professional learning has been identified as a means of increasing our business sustainability. Over the session Jane has been successfully delivering Forest Kindergarten and Nurturing Nature training on behalf of Learning through Landscapes with participants reporting

"I have to comment on Gordon and Jane. They are so knowledgeable, friendly, welcoming, supportive and genuinely nice people. When you have people that are so passionate about what they do it ignites and fire in you and you just want to get out there and do what you have read, learned and spoke about. Thanks to them for making the three days for training memorable and fun."

"Staff member has really enjoyed working with you and learning new skills and activities."

Jane delivered professional training to teachers and early years staff and this will continue into next session. She has also attended Forest Kindergarten Train the Trainer sessions and this enhances CVNs credibility as a training provider.

Rag Bag & Table Top give away

We had our annual rag bag collection within the local community and collected some 40 bags of clothing. We set up tables of preloved toys, clothes and books for visitors to the community centre to take away and use as Christmas gifts.

Gala Day

We attended Cambusbarron Gala Day providing a stall displaying some of our work in CVN and offering the public an opportunity to speak with the management team about our service as well as our plans to move our nursery into the woods.

Coronation Day

Our children planted a tree in the community orchard to commemorate the Coronation of King Charles III

Student Support

We supported 4 students over the year, one from college, 2 school students on workplace practice and a student compiling research for a doctoral project.

"Coming here is just my fantasy, it's just wonderful what you are doing and children are learning. Thank you for allowing me to come."

Comments from children, parents, staff and other stakeholders:

Children

"I just love you. I'm going to miss you but I'll come back and see you"

"I'll come back to give you cuddles"

"I just want to stay at nursery"

"Oh, the woods, they're amazing!"

"I like to jump in puddles"



Professionals :

"As a result of the settings strong outdoor and community learning ethos, children are risk aware, resilient and extremely independent."

"Families report that all children are building skills for 21st century through well planned play experiences in the walled garden, woods and the nursery garden."

"Warm reciprocal relationships are at the heart of service delivery and are clearly visible in all interactions between children and staff and children to children."

"This [nursery] is just lovely, one of the nicest I've been in and I've been in lots!"


"What a lovely class.  The children were brilliant and showed their first aid skills perfectly. It was a pleasure to teach them. 

Parents :

"she's very independent which is great!"

"You have done a superb job of managing all the kids various needs"

"Thank you all so much for giving your love and care to Child. She has had a great 2.5 years. Keep your greatness going"

"I love your ethos and small acts of kindness 

"Honestly I can't thank you enough for all you've done for Child, you are all amazing!"

"I've loved having [child] here and [child] has loved being here"

"Massive thanks to you all"


"We have loved playing with you this past year. Exciting woodland walks, fun, splashy, sun-soaked days, play-dough and cookies that you helped us make and loads of cuddles were our favourite things. Thank you for your patience, your care and dedication"


Community Members :

"you guys are just amazing,

"You have done a superb job of managing all the kids various needs"

"What happy children planting a tree to mark the coronation something they will never forget"

"Fabulous! Well done team Xx Keep Scotland Beautiful look at these young Warriors making a big change within our community  [re litter pick]"

"Impressive! Such important lessons-- super well done 

Students :

"Thank you so much for everything you've done for me, I've learned so much"

"Coming here is just my fantasy, it's just wonderful what you are doing and children are learning. Thank you for allowing me to come."

"I have such admiration, respect for all the hard work you all do. This short time of being in the nursery has given me a great insight in all what is involved. Hopefully you will have me back in the near future."

Capacity for Continuous Improvement

Quality Indicator HGIOELC QF	Key Strengths	Area for Improvement
<p>1.3 Leadership of Change</p> <p>3.3 Leadership and management of staff and resources</p>	<ul style="list-style-type: none"> The vision statement 'Deep roots for a strong community' is visible in ethos, interactions and shared values. The manager has a clear vision and aspirations for growing the business model to improve outcomes for children, families and community. Staff are extremely passionate and are highly skilled in improving life outcomes for children The nursery have a board of Directors which consists of four previous parents who are invested in the nursery's vision and aims. In addition three staff are also previous parents who have bought into the setting's culture. 	<ul style="list-style-type: none"> Leadership roles should continue to be developed to motivate and inspire the wider staff team and support continuous improvement and innovation. Senior leaders will continue to guide and manage the service effectively and sensitively as it transitions towards the woodland nursery.
<p>2.3 Learning, Teaching and Assessment</p> <p>1.3 Play and Learning</p>	<ul style="list-style-type: none"> Families report that all children are building skills for 21st century through well planned play experiences in the walled garden, woods and the nursery garden. The four capacities are very visible in action where all children are developing skills as Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens. Almost all staff are forest leader trained and use this training effectively. As a result children are gaining skills in literacy, numeracy and health and wellbeing. The Wellbeing buddies are promoted to ensure children are beginning to understand their rights. The team have made a good attempt at streamlining their planning cycle and have made visible their adult led and child led learning possibilities and application of new learning. 	<ul style="list-style-type: none"> Assessment approaches should be further developed to ensure interventions are timely and effective and children's progress over time is made visible. Further streamlining the planning cycle and utilising their tracking and monitoring Toolkit 4 would ensure that adult initiated experiences are planned for, evaluated, and the impact of children's improved outcomes is made visible. Practitioners would benefit from Quality Assurance feedback on journals in order to build confidence in securing children's progress. The setting has identified the need for training regarding rich observations and documentation of these in order to plan effectively

<p>3.1 Ensuring Wellbeing, equity and inclusion</p>	<ul style="list-style-type: none"> • The vision statement 'Deep roots for a strong community' is visible in ethos, interactions and shared values. The manager has a clear vision and aspirations for growing the business model to improve outcomes for children, families and community. • CVN are Stirling Council's last remaining voluntary sector offering funded provision. The nursery have a board of Directors which consists of four previous parents who are invested in the nursery's vision and aims. In addition three staff are also previous parents who have bought into the setting's culture. Staff are extremely passionate and are highly skilled in improving life outcomes for children • Children are given freedom to follow through their own lines of enquiry. Their voices are listened to and their opinions are respected and acted upon. As a result, all children are happy, confident, and highly engaged in play and learning whilst outdoors in the forest. • Staff know children well. They work closely with families to ensure all children have their needs met in order to develop, learn and thrive. Children with additional support needs are supported through the Staged Intervention process and Team Around the Child. • As a result of the settings strong outdoor and community learning ethos, children are risk aware, resilient and extremely independent. They make fresh soup and sandwiches for their forest day lunches, pack and transport their own bags with these, and individual first aid kits etc. • All children are learning Global Competency skills through strong intergenerational learning alongside the Oasis group, Camphill and all around their community. Initiatives such as doorstep deliveries of flowers to the community during Happy Tuesdays are teaching children compassion and how to make a difference in their world..."who am I giving my smile to today?" • Setting are aware of demographics and support children accordingly 	<ul style="list-style-type: none"> • Developing a nurturing indoor environment should continue to be a priority for the team, despite the challenges that their space constraints present. • Personal Plans should be further developed to ensure they are concise and are appropriately signposted. • Staged Intervention paperwork should be quality assured to ensure statutory duties are adhered to. • Pastoral notes guidance should be explored and implemented into 'case notes'.
<p>3.2 Securing Children's Progress</p>	<ul style="list-style-type: none"> • Children are making very good progress in most aspects of their learning and development. Their voices are listened to and their opinions are respected and acted upon. As a result, all children are happy, confident, and highly engaged in play and learning whilst outdoors in the forest. • Staff know children and their families very well allowing them to support not just children but also their families through actions such as writing to housing officer, signposting to support services and facilitating the daily food share service. • All children are learning Global Competency skills through strong intergenerational learning alongside the Oasis group, Camphill and all around their community. 	<ul style="list-style-type: none"> • As planning for learning develops ensure that parental communication also develops to ensure parents/carers are kept informed about their child's progress.
<p>3.2 Leadership of play & learning</p>		

Evaluation of Nursery's Capacity for Continuous Improvement:

CVN has used information from a variety of sources to ensure that decisions about improvements are based on robust evidence. Staff have also been using Stirling Council's Mapping Document to identify areas for improvement. Data shows that all children are making progress and that families agree that the service meets both their needs and those of their children. The recent VSE, feedback from families, staff and children and direct observations of practice provide a triangulation of evidence to inform this report and have been used to develop the improvement cycle.

CVN is committed to the development self-evaluation for improvement to improve outcomes for children and is confident that the evidence and information gathered shows that overall improvements have been made during session 2022/2023. These improvements and evaluation thereof inform the next self-evaluation and improvement cycle.

Key Priorities for Improvement Planning 2023/2024

- Priority 1:** All children have improved outcomes as a result of effective and collaborative self-evaluation and quality assurance processes
- Priority 2:** All children's learning and developmental needs will be understood and met by an effective staff team.
- Priority 3:** All families understand the importance of engaging in and supporting their child's learning at home and in the setting, as a result children secure success through effective partnership working.

As a funded provider of ELC and a Community Interest Company CVN must also focus on being financially sustainable (National Standard for ELC Criteria 7 - Business Sustainability). An additional priority has therefore been included which focusses on business development and income generation.

- Priority 4:** We have an ambitious and challenging vision of how we want to develop our service to improve experiences and outcomes for children, families and the local community and to improve business sustainability.