



# Cambusbarron Village Nursery Standards & Quality Report 2023/2024

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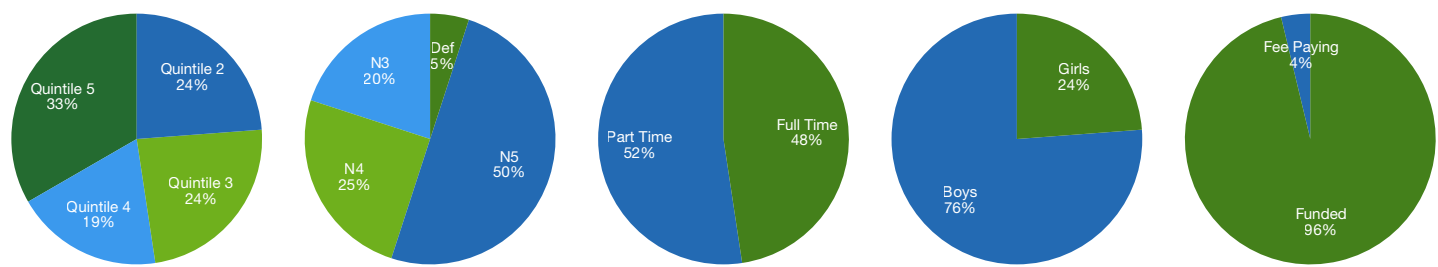
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Our Context

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 2023/2024

- CVN provided a service to 15 families with a role of 21 children. 10 children attend full time (5 sessions per week), the remaining 11 attending part time.
- 12 children attending were due to start school in August 2024 (Def = 1, N5 = 11) and 5 children due to start school in August 2025 (N4) and 4 children due to start school in August 2026 (N3).
- As at June 2024, 2 children attend part time on a fee paying basis (total of 3 sessions) and 19 children attend on a funded basis (total of 77 sessions). In consequence the majority 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 4 and 5.
- No children have Free Meal Entitlement (all nursery children are eligible for free lunch while the milk and health snack scheme contributes towards additional “snack” items)
- While there are currently no children attending as “eligible 2’s”, just under 20% of children were previously in that category.
- Just under 20% of children are on staged intervention.
- The average attendance over the session was 91%
- Data shows that all children are making progress in Literacy, Numeracy and Health & Wellbeing. Some children are receiving individual support and are making progress as a result<sup>1</sup>.
- 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 2 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. The nursery is currently in the process of transitioning to becoming a fully outdoor service operating from Gillis Hill Community Woodland and, as a result, over recent months, children have spent the majority of their nursery time in the woodland environment.

<sup>1</sup>Please note that, due to the small numbers involved, some information cannot be shown in order to maintain confidentiality. Small numbers also make it difficult to compare statistics from CVN to local, regional and national figures.

### Our People

**Staff** : CVN has 6 staff members and 1 regular volunteer.

- **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. Jane serves as chair of the Board of Directors for CVN.
- **Katie Low, ECE** (Full time), holds a Level 3 Modern Apprenticeship in Social Services (Children & Young People). Katie has completed Forest Kindergarten training and holds a certificate in Outdoor First Aid. Katie is CVN's Play Champion.
- **Jordan Sutherland, ECE** (Part time) 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. Jordan holds a certificate in Outdoor First Aid.
- **Lynda Simpson, ECE** (part time) is a qualified ECE holding an SVQ3 in Social Services (Children and Young People) and works part-time at CVN. Lynda is a Level 8 qualified Forest leader. Lynda is CVN's Communication Champion. Lynda holds a certificate in Outdoor First Aid.
- **Helen O'Toole, SWECE** (part time) is a support worker for CVN and holds an SVQ2 in Social Services (Children and Young People). Helen holds a paediatric first aid certificate.
- **Jennifer McLeod, SWECE** (part time) is a support worker for CVN. She is a registered nurse and holds a paediatric first aid certificate.
- **Niall Finlayson, Volunteer** (part time) works with CVN on a voluntary and ad hoc basis supporting the staff team when necessary.

### 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.

### Board of Directors

- Jane Bain : Chair
- Suzanne Wynne-Griffith : Finance
- Jennifer Haggerty : Director
- Lynda Simpson : Director
- Laura Robertson : Director
- Jennifer Robertson : Director

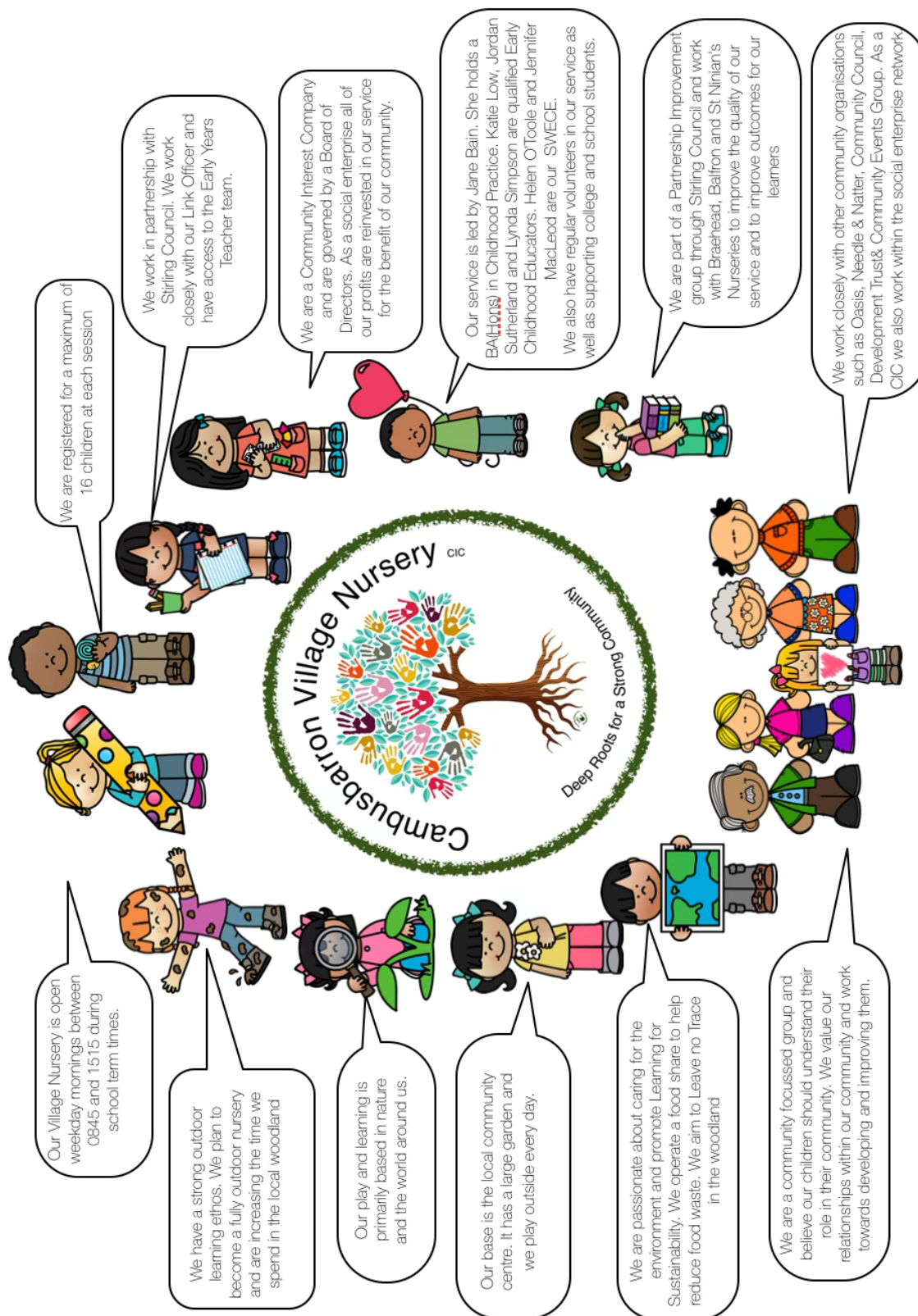
As a Community Interest Company CVN exists to benefit its community. It is governed by its [Articles of Association](#), in particular by article 7 which states "The Company is not established or conducted for private gain; any profits or assets are to be applied solely for the benefit of the community."

### 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



We are continuing to develop a "Nature Pedagogy" which aims to respect and support the rights of our children while recognising the needs of the planet. We understand the importance of nature connectedness and how positive adult nature connectedness predicts children's nature connectedness and all that that implies for their future physical and emotional health and wellbeing and for the planet. We recognise not only the environment as the third educator but nature as being the invisible curriculum. Our nature pedagogy means we use nature, where there is freedom and motivation to explore and experiment, as our learning space.

During Session 2023/2024 we have begun to develop our focus on how our nature pedagogy interacts and influences wellbeing, not only in our children but also our staff and wider community.



Sir David Attenborough 2021

Margaret McMillan

## The Flourish Project



## Review of Progress

CVN's Improvement Plan for 2023/2024 identified 4 key priorities. Progress over the session is as follows:

<b>Priority 1 : All children have improved outcomes as a result of effective and collaborative self-evaluation and quality assurance processes</b>	
<b>Quality Framework</b> 3.1 Quality Assurance and improvement are led well	<b>HGIOELCC</b> 1.1 Self-evaluation for self-improvement
<b>Progress</b>	<b>Impact</b>
During session 2023/2024 we continued to develop our quality assurance processes and identified a list of actions set with target dates throughout the year as well as the key person responsible to work towards. Priority areas include ensuring our service complies with regulations and guidance (for example ensuring personal plans are updated at least every 6 months and fire drills are carried out etc), reviewing and consulting with staff, moderation of learning journals etc. The calendar remains a work in progress and we will continue its development in session 2024/2025.	Our approach to quality assurance means that all staff work together to achieve a shared understanding of standards and expectations. Staff take opportunities to reflect and evaluate on progress and, as a result, draw conclusions about our service in order to inform next steps.
We continue to work on self-evaluation in order to identify key areas for improvement. Staff used Stirling Council's mapping document to evaluate areas of practice and to identify potential areas to be developed in the future.	All staff have an improved understanding of the links between frameworks and how they link to practice. This supports them to identify areas for improvement.
We have continued to hold weekly staff meetings while additional longer meetings were introduced and scheduled for the beginning of each term. Longer meetings allow more in-depth conversation and provide opportunities for staff to put forward ideas, discuss best practice guidance and shape future improvement priorities.	Meetings provide staff with opportunities to come together as a team to evaluate and reflect on practice. As a result, all of our staff team are actively engaged in evaluating their practice and the service and looking to find ways to improve.
We operate an open door policy and encourage feedback on our service at all times. We conducted formal and informal surveys and held open days and took part in community events to promote our service and seek feedback from a variety of sources in a variety of ways.	Parents, families and the wider community have opportunities to express their views on the life and work of the service. Parents, families and the wider community are invited to participate in a range of formal and informal activities and, as a result, are encouraged to have an understanding of the life and work of the service and feel part of it.
Our service has a very strong ethos and value system, rooted in the voluntary sector and in community service for community benefit.	As a parent led/run community based organisation parents and community members play a major role in the running of our service. As a result parents are encouraged to feel valued and that their views and opinions matter and make a difference. Our value system positively informs our practice and motivates us to extend and improve.
Our team has continued to develop leadership roles with Katie taking on the role of Play Champion while Jordan continued as Numeracy Champion and Lynda as Communication Champion. Unfortunately most of the network meetings for these roles have been cancelled and staff have not benefitted from sharing learning and practice as planned.	Leadership roles support a culture of professional development and support and motivate staff to provide high quality play and learning experiences for children. Leadership roles support staff to have confidence in their capacity to support children to reach their full potential.
An Education Scotland visit to CVN in June 2024 provided feedback and suggestions for improvement which have been incorporated into the 2024/2025 improvement plan.	Children benefit from a service that is continually looking to evaluate and improve.
Staff have taken part in opportunities for professional dialogue which has supported them to use Famly to effectively record and plan for learning. Whole team meetings and peer moderation have supported the development of a consistent approach to recording learning. A new peer review system is currently evolving and will continue to be developed through session 2024/2025.	The peer review system supports consistent approaches across the nursery and also ensures that all staff are aware of all children's next steps based on their individual learning needs and interests. As a result all staff are well placed to respond to children's learning needs appropriately.



<p>We have developed our use of Stirling Council's "Toolkit 4" to record children's progress over time. All staff now use a new internal spreadsheet to record children's progress in more detail and this feeds into Toolkit 4.</p>	<p>Stirling Council's "Toolkit 4" in conjunction with their Play and Learning Framework allows staff to track and monitor children's learning in Literacy, Numeracy and Health &amp; Wellbeing. Data gathered evidences that all children are making progress across literacy, numeracy and health and wellbeing. The new internal spreadsheet supports staff to record children's next steps (learning possibilities) and evidences progress over time.</p>
<p>The Validated Self Evaluation (VSE) quad group has continued to provide opportunities for local nurseries to work together to improve the quality of their respective services. This year Jane took the lead in conducting a VSE visit of Braehead Nursery Class.</p> <p>Unfortunately staffing issues have meant that many of quad meetings have been cancelled and plans for our respective champions to work together have been necessarily curtailed. We will continue to work to develop these relationships during session 2024/2025</p>	<p>Collaborative and partnership working fosters a strong ethos of improvement and provides peer support and challenge. Visiting other settings and sharing feedback allows us to look reflect on our own practice while examining others.</p> <p>VSE groupings provide opportunities to develop and share practice amongst the partners and to improve outcomes for children. A supportive and sharing ethos has continued to develop and has fostered genuine and sustaining friendships which support staff morale in times of challenge.</p>
<p><b>Potential Next steps:</b></p>	<ul style="list-style-type: none"> <li>• Address next steps identified during Education Scotland Inspection w/b 3rd June 2024</li> <li>• Continue to develop our quality assurance processes and calendar.</li> <li>• Liaise with Stirling Council to establish tracking and monitoring of the wider curriculum particularly including science (per Education Scotland Inspection)</li> <li>• Continue to build relationships within the VSE quad to support collegiate practice and learning in particular within the champion roles.</li> </ul>

**Priority 2 : All children's learning and developmental needs will be understood and met by an effective staff team**

<p><b>Quality Framework</b> 1.1 Nurturing care and support</p>	<p><b>HGIOELCC</b> 2.4 Personalised support 3.3 Ensuring wellbeing, equality and inclusion.</p>
<p><b>Progress</b></p> <p>In session 2023/2024 we experienced a changeover in staff, losing Jen, our Senior Early Childhood Educator. We began a recruitment process and invited parents to be part of our interview panel and decision making process.</p> <p>While we were very sorry to lose Jen we were delighted to welcome Katie to join our team. Katie lives locally and knows not only many of our children and families but also the local environment. When she joined us Katie was in the process of completing Forest Kindergarten training and has demonstrated her commitment and enthusiasm for CVN's outdoor pedagogy.</p>	<p><b>Impact</b></p> <p>Our robust recruitment procedures ensures that we fulfil our statutory obligations to keep children safe and ensure that our staff members are appropriately qualified for their role. Since Katie already knew many of our staff team she was able to build effective working relationships quickly.</p> <p>The change in staff has had a positive impact on the staff team dynamic. Our new team works effectively together and has high aspirations and expectations for all of our children and their families.</p> <p>Some of the team told us</p> <p><i>"CVN is just such a lovely place to work. Everyone looks out for each other and is so supportive"</i></p> <p><i>"these aren't like work colleagues, these are work family"</i></p> <p>Parents told us</p> <p><i>"you are all fab at your jobs"</i></p> <p><i>"also wanted to say thank you for all the help and support you and the staff within cvn have giving not just Child but my self, ... I will always be eternity [sic] grateful more than you for that, and everything you all done"</i></p> <p>A colleague told us</p> <p><i>"The staff are really creative, kind, fun and empowering."</i></p>

We refreshed our key groups to reflect the new team structure and some children were allocated different key workers.	The small team and effective team working supported children through the change in key groups. Children quickly adapted to the new key group structure. All staff however know every child well and are able to respond and react to children's individual learning styles and needs. Having familiar faces provides children with comfort, security and a sense of predictability and stability.
Our small and consistent staff team recognises the importance of warm, loving and responsive relationships with children.	Staff know children very well and are able to recognise and respond to children's individual interests and learning needs. As a result children experience a sense of connection and belonging and trust in the people who care for them.
We invested in an online, cloud based, nursery management system called Famly. Famly stores all children's information including relevant family, health and learning information. The new online system allows staff to access and record relevant information about children quickly and easily. It also supports easy communication with parents.	With additional and easy means of communication, staff have been able to build and sustain relationships with parents. As staff and parents can easily access and share children's information both are more appropriately placed to ensure they can meet children's needs in a timely and consistent manner.
Famly allows staff to record accidents and incidents, nappy changing, eating/meal times, when suncream has been applied etc. Parents are informed immediately (when phone notifications are enabled) of events concerning their child.	Digital accident/incident forms allow instant information sharing with parents (when parents have notifications enabled). As a result of effective sharing of information and consistent approaches children are supported to feel secure, safe, loved and protected from harm.
Medication forms are also shared via Famly reducing the need for paperwork and allowing rapid update and sharing of information.	Digital systems allow for easier access and facilitate remote staff access (particularly useful during woodland sessions).
We had difficulties getting some parents to return required (every 6 months) updates to Personal Plans. We trialed a google form based system asking parents to confirm information held was up to date. We will continue to develop this method of parental updates over session 2024/2025.	This was very well received with one parent telling us <i>"took me less than 5 minutes to complete. I completed it on my phone with ease. Feels more secure than paper too which I like."</i>
We have devised a means of uploading Stirling Council's Play and Learning Framework to Famly. This framework is used by early learning and childcare settings in Stirling to track children's progress. We have also uploaded the UNCRC (United Nations Convention on the Rights of the Child).	Famly supports staff to record learning and to identify and mitigate any gaps. As a result children's learning can be planned for tracked to ensure all children are making progress. Staff are able to use professional judgement to ensure that the right level of care and support has been made available for all children.
We are developing a peer review of learning journeys to ensure consistency of approach within the staff team.	Staff are becoming more confident in recording children's learning effectively. Learning journal entries are becoming more consistent.
Use of the Play and Learning Framework within Famly allows gaps in learning to be more easily identified.	Staff are able to identify gaps in the curriculum and where they need to improve/extend learning experiences to ensure children experience learning across the breadth of the curriculum.
Famly data is used to support staff understanding of accidents and incidents (data evidences that the majority of accidents and incidents occur inside the nursery playroom).	Analysing this type of data supports staff to identify causes and potential triggers for accidents and incidents and to develop strategies to reduce risk.
The Famly system allows children to take responsibility for signing themselves in and out of nursery.	Children have experience of digital technologies as well as becoming independent.
We reviewed our lunch time provision following last sessions pilot with a new lunch provider. Staff observe that some of our children regularly bring packed lunches rather than eat the meal provided and some of our children often refuse to eat the provided lunch. We sought feedback from parents about their children's lunch time experiences at home in order to better understand why children were refusing the lunch we provide. Feedback from parents showed that most of our children do not eat a "main" meal at lunch time and the most common lunch was a "picky plate" type meal.	Parental feedback supported staff to find solutions to lunch provision to try to ensure that children did not go hungry. Feedback information helped staff understand that, for some children, a sit down, plated meal using a knife and fork was unusual. This knowledge has helped staff to better support children through lunch times. In response to our parental survey plated meals are now served less frequently with a cup of soup and sandwich option available at other times. Access to high quality, nutritious food benefits all children's learning and development, particularly those who do not have access to such experiences at home.

<p>To support children's eating, we asked parents for recipes of some of their favourite things to eat at home. We collated these into a recipe book. Children contributed to the book and also designed the front cover.</p> <p>We sold the books to raise funds for nursery.</p> <p>We cooked some of the recipes in the book and served them for snack and lunch.</p>	<p>Children gained an awareness of recipes and how they contain lists of ingredients and a method for preparing these.</p> <p>Children gained a sense of self esteem contributing to discussions about their favourite things to eat and what they look and taste like.</p> <p>In a group of peers children were encouraged to try food items that were unfamiliar to them.</p>
<p>We continue to develop our lunch time experiences in the woods. Children prepare their own lunches from a choice of sandwich fillings and a piece of fruit. In colder weather soup is often prepared at the start of the week and taken along in a flask and drunk from a cup.</p> <p>Children are involved in preparing our weekly shopping list of sandwich fillings and fruit. We cater for a range of dietary needs and preferences.</p>	<p>Through taking responsibility for making their own lunches children develop life skills as well as a positive relationship to food. Children gain independence skills as well as becoming responsible for their belongings. They develop an understanding of food hygiene, safety and preparation techniques.</p> <p>Children told us</p> <p><i>"I like cheese sandwiches best"</i></p> <p><i>"I'm good at cutting the sandwich"</i></p>
<p>A community member made some toy Wellbeing Buddies for our children. These supported staff to build on our use and on children's understanding of the Buddies. Children are using Wellbeing Buddy books to record their learning. Children have opportunities for leadership roles through Wellbeing Buddy lanyards and displaying the attributes of the Buddies.</p>	<p>The maker of our Wellbeing Buddy toys told us</p> <p><i>"My pleasure! The children's faces this morning were a picture!"</i></p> <p>Children are learning about their rights through the wellbeing buddies. As leaders they are developing positive self esteem and take pride in themselves and in their achievements in their roles.</p> <p><i>"I'm like Safe Stella because I was careful doing the cutting"</i></p>
<p>All staff attended additional Makaton training in conjunction with parents. Staff worked with all children to increase their communication using Makaton.</p>	<p>All children develop skills which support their communication and facilitate peer to peer interactions. Children benefit from a range of communication strategies which support them to develop social skills and form relationships.</p> <p>All staff are using enhanced communication methods (eg Makaton, Intensive Interactions) to support children's communication needs.</p> <p>Makaton sessions with parents provided a consistent approach to supporting children's communication between nursery and home.</p>
<p>We have continued to work with external professional partners over session 2023/2024 to support children's individual learning needs. Professional visits were infrequent because of absence, vacancies and secondments within the external agencies however CVN staff continued to work within their previous guidance to support children.</p> <p>Despite these challenges CVN staff ensured that parents received regular updates and information about strategies through formal and informal meetings and discussions.</p> <p>Equity funding has been used to provide additional staffing to ensure appropriate support, particularly when in the woodland environment.</p>	<p>Reduced visits and communication from external agencies meant that their support was limited and interventions for children requiring it not as timely as we would have wished.</p> <p>A parent told us</p> <p><i>"Thanks for all the support given to Child and engaging with all the other services."</i></p> <p><i>"Not aimed at nursery staff but do feel if we had closer / more regular / consistent person from speech therapy and ASN involved earlier Child may have been a bit more confident in [their] communication abilities and play with peers before now."</i></p> <p>Staff used professional knowledge to continue to support children's additional support needs. Additional staffing enabled children to have occasional 1:1 support which helped to keep them safe.</p>
<p>All staff have demonstrated their commitment to their roles and, in conjunction with management, proactively identified learning needs and interests.</p> <p>During session 2023/2024 all staff completed annual child protection training, Crisis Intervention and Prevention (CPI) Training and following in-service day training CVN was awarded with the Keeping the Promise award.</p>	<p>An on going commitment to staff training and development means that staff are more confident in delivering high quality play and learning experiences for children.</p> <p>Whole team CPI training has resulted in a staff team who are more confident in using strategies to de-escalate and respond to children's challenging behaviours.</p> <p>Keeping the Promise training has raised all staff awareness of The Promise and supports them to better understand all children's needs regardless of whether they are or are not care-experienced.</p>

<p>The staff team as a whole is continuing to develop a broad range of skills and knowledge to support children's learning and development. When available, staff members attended events and meetings such as Play Champion, Communication Champion, RAINBOW, Improvement Partnership and Safeguarding Networks.</p> <p>Staff shortages in other settings have meant that many of the planned meetings for the champion roles have been cancelled this session. While this has been frustrating we are working closely within our VSE quad to develop a more robust network to support our champions in their leadership roles.</p> <p>Meantime our staff have continued to support each other to develop their leadership roles.</p>	<p>An on going commitment to staff training and development means that staff are more confident in delivering high quality play and learning experiences for children.</p> <p>Networking with other settings builds relationships which support staff development and collaborative approaches.</p>
<p>We recognise that some of our parents are not in a position to be able to provide the necessary equipment to support their children to engage appropriately in the outdoor environment. We provide resources and equipment such as puddle suits and rucksacks for children to use to ensure all can access woodland sessions equitably.</p>	<p>Since we can provide children with resources such as puddlesuits 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>Children take responsibility for packing their own bags before they go to the woods.</p>	<p>As a result all children are becoming increasingly independent and capable.</p>
<p>Following on from the success of last year's first aid training we arranged for Mini First Aid to visit again this year and deliver a refresher first aid course to our children.</p>	<p>Most of our children attended the training session learning how to keep themselves safe and to help themselves or others if they are involved in a medical emergency.</p> <p>A grandparent told us</p> <p><i>"Great idea organising this for children. Never too young to learn first aid"</i></p>
<p>We have further adapted and developed our woodland play session delivery to ensure it meets the needs of all our children. To ensure all children are able to access woodland play sessions they are now delivered four times weekly. The increase in woodland sessions also supports the longer term aim of our service to become a fully outdoor service.</p> <p>Additional staffing (and volunteers) were provided to support the delivery of sessions.</p>	<p>Children attending CVN now spend some 90% of their time outdoors and, during 2023/2024 an average of 60% of sessions were 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.</p> <p>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> <p>Additional staffing provides the necessary support to all children to allow them to engage equitably in the woodland environment.</p>
<p>We developed our use of digital technology. Children regularly use apps such as Merlin to identify bird song, maps to track their routes in the woods, google lens to identify plants, flowers and trees in the woods. More recently a parent gifted CVN some old Garmin devices and children now take it in turns to wear them. These allow children to see how far they have walked, how fast they have walked/run and how long they took to get from one place to another. Children are supported to graph their garmin "results" and see who is fastest, who walked the furthest. Children were able to see their journeys on a map, comparing the shapes their routes made and noting and comparing landmarks en route.</p> <p>The maps in the Garmin app allowed staff to build on children's knowledge and understanding of maps.</p>	<p>Children become aware of how digital technology can help them find answers to their questions. Children develop an understanding that digital devices and resources can support their learning and are not just for entertainment.</p> <p>Children are becoming nature literate. They are hearing and being able to identify different birdsong, being able to recognise trees and plants and identifying similarities and differences.</p> <p><i>"This is wood sorrel because it is like a heart"</i></p> <p><i>"the purple one is a foxglove"</i></p> <p><i>"I think that one is a blue tit"</i></p> <p>Data acquired from the Garmin app shows that children walk an average of 3km at an average speed of 1.09kph and with a max speed of 34.32kph. This is initial data which will grow over time to build a more accurate picture of children's activities.</p> <p>Through the use of such digital technology children are exposed to mathematical concepts such as geography, shape, pattern, speed and distance.</p>

Our new Family sign in/out system exposes children to yet another use of digital technology.	The family sign in and out system allows children to see who is collecting them (chosen at sign in time) and, for some children, provides reassurance that someone will be coming back to collect them. In all cases children learn to identify with their key groups and build relationships within them.
We transferred our existing landline phone number to a voice over internet protocol system. We purchased a mobile wifi (MiFi) system to support internet access in the woodland environment. These systems are being trialled to ensure they work effectively and efficiently when we have moved permanently to the outdoor environment.	Despite some teething issues with the new phone system it now works effectively and allows staff to make and receive calls to our landline number remotely. The mobile internet system allows staff to have access and update online information in the woodland environment.
<b>Next steps:</b>	<ul style="list-style-type: none"> <li>• Develop use of SIMOA and wellbeing buddies and Flourish Model.</li> <li>• Continue to develop the use of the play and learning framework to support and record children's learning.</li> <li>• Continue to monitor lunch time experiences over session 2024/2025 to make sure our children have access to the healthy food they need to sustain them during nursery sessions.</li> </ul>

**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.**

<b>Quality Framework</b> 1.4 Family engagement	<b>HGIOELCC</b> 2.5 Family Learning 2.7 Partnerships
<b>Progress:</b>	<b>Impact</b>
Staff continue 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.	Staff know children and families very well and as a result families are supported and children's individual needs, personalities and interests are recognised and understood. Effective relationships and staff knowledge of individual families and their needs have allowed additional support to be provided when required, for example, accommodating work schedules or school pick up times. A parent told us <i>"We really appreciate how much thought and effort everyone at CVN puts into looking after [child]"</i>
Our new Family system supports effective communication and sharing of information.	As a result of effective communication and sharing of information families feel more involved in the service. Feedback from parents however was that a few would appreciate the opportunity to connect with each other. One told us <i>"Supporting parents coming together or communicating as a group chat would be good. Building more of a family community around the nursery would support nursery too".</i> As a result we set up a family Whatsapp chat and enabled parents to connect with each other via Family. We will continue to monitor use of Family and Whatsapp to support parents to connect over session 2024/2025
We asked parents for their views on our service and how we could improve. We acted immediately where possible but otherwise their feedback informs our improvement plan for 2024/2025.	Parental feedback evidences that all parents agree that that they have confidence that the service and staff are working hard to current best practice guidance. Parental feedback influences what we do and almost all parents agree that they are consulted regularly in how to develop the service. During session 2023/2024 parents suggested we increase communication about daily events. Our use of Family is supporting this as we now can share eating, toileting etc as well as sending photos of children at play. A parent suggested we develop a system to support them to manage pick up time for school on nursery woods days so we arranged to meet with them at a different location giving them more time to get to school.



When we began to recruit for a new early childhood educator we invited parents to be part of the recruitment process. One of our parents volunteered to serve on the interview panel and also in the subsequent decision making group.	This collaborative approach allows parents to feel part of the setting and to know that their opinions matter. Including parents in the process also demonstrates to interview candidates that, at CVN, parents voices matter.
Children and staff took part in the annual community litter pick event organised by the Community Council and Keep Scotland Beautiful. We purchased child sized litter pickers and supported children to collect rubbish in the woods.	Children are becoming aware of their impact and the impact of others on their environment. Outwith the annual litter pick children regularly notice litter in the woods and help pick it up. They have an increased understanding of the impact it has on the wildlife there. Children said <i>"We need to get the glass up cos it might cut the animals and they will bleed"</i>
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.	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.
We were invited to the Church hall to join the Oasis group for their Christmas Party. We applied for funding to support this event and were able to make Christmas gifts for children to give to the adults. In return children received hand knitted toys and lunch bags.	Our friends from the Oasis group told us <i>"What a joy to share our Christmas party with you all"</i> Our parents told us <i>"Thank you for organising a brilliant Christmas party for all ages to enjoy together"</i> <i>"Child had a fab time! Thank you so much to all involved"</i> 
We invited a theatre company to visit nursery and tell the story of Stick Man to the children. The story was accompanied by actions, props and music.	Children experience story telling in a different way when it is performed by different people. Such theatrical storytelling events expose children to imagination and creativity in a familiar environment. Children are encouraged to be expressive and engage building self esteem and confidence.
We secured funding to take our children on a bus to see Eric the Elf at the MacRobert theatre in Stirling. Children had front row seats for the performance and enjoyed a special goodie bag at the theatre.	Children enjoyed the new experience of travelling on a bus and learned how to keep safe while travelling. They experienced story telling in a different environment and context and also showed patience and concentration as they sat watching the performance
We designed a CVN calendar which we sent out to a variety of CVN stakeholders as well as making available for the community to buy.	As well as raising a small amount of funds (covering costs) the calendar promotes CVN's activities to the wider community and evidences who we are and what we do.
Following on from last year's first aid training for our children we secured funding to provide a refresher course this session. All children carry their own first aid kits to the woods and are able to administer basic first aid when necessary.	All children attending mini first aid are learning important lifeskills. Children have the knowledge of how to care for a minor wound and how to call for help if an adult takes ill. When children have a scratch or bump they are able to tend to appropriately themselves or help one of their friends. As we regularly use walkie talkies within the woods children have also learned how to use them to "call" a member of staff in an emergency.
We took part in National Tree Planting Week and also Tree Planting events organised by CCDT to help replant areas of our woodland which had been affected by a Statutory Plant Health Notice (SPHN) in 2021.	Planting trees introduces children to nature in a slow manner. Children learn that trees grow slowly and that there is a seasonality to nature. Being part of a larger community event helps children to achieve something larger than could be done individually and helps them see the benefits of collaborative working and being part of a community. Children have an increased relationship within the woodland as they have identified trees in the woodland which they can return to visit over time watching the trees grow as they also grow. A community member thanked our children for <i>"creating our future"</i> 

We celebrated International Women's Day in March	Through events like women's day children become aware of women's roles and abilities and will be encouraged to develop empathy and respect for others and to challenge gender stereotypes.
We celebrated World Book Day in March reading a story in the woods	Although we regularly read stories with children we chose to celebrate World Book Day in the woods providing children with understanding that books are important regardless of place. Children are encouraged to see pleasure in stories and in books and to see value in becoming readers in the future.
We celebrated Chinese New Year by making a junk model New Year Dragon and parading through the village and in to the woods.	Children learn about different cultures and traditions while being creative and adventurous. As children paraded through the woodland in the dragon costume they were working as a team, thinking of the head and tail of the dragon and practising how to move as one.
We were delighted to be chosen to be the recipient of our friend Ginnie (AKA the Sock Lady)'s efforts this year. Ginnie is a prolific sock knitter and vendor. All the proceeds from the sales of her socks this year will come to CVN.	As a result CVN will be able to purchase additional cosy clothing to keep our children warm over the winter months.
We continued to share smiles and flowers within our community wishing random people a "Happy Tuesday" (or Wednesday, or Thursday!).	Being active and visible in our community allows us to build strong intergenerational relationships which support our children to feel a sense of belonging and security within their community. CVN's community partnerships support children to become responsible and active citizens within the local community. A recipient of a Happy Tuesday gift told us <i>"Lovely surprise to get flowers and see all their happy faces out on their walk today! Thank you X"</i>
<b>Next steps:</b>	<ul style="list-style-type: none"> <li>• We are aware that our location in the woods may feel less accessible physically and emotionally to parents, particularly with drop off and pick up in the community centre. Staff are discussing strategies and events as well as speaking with parents to gauge how best to ensure parents feel welcome in the woods.</li> <li>• We are conscious that when we are in the woods we may not be as visible within our community. We are considering ways in which we can maintain our strong community ethos when we are not located in the centre of the village.</li> <li>• We will continue to work with the Oasis group to share experiences with their membership.</li> </ul>

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

**Quality Framework** 3.3 Leadership and management of staff and resources.

**HGIOELCC** 1.3 Leadership of change

**Progress:**

Our revised Business Plan was published by Community Enterprise in September 2023 and set out a phased approach to developing our service vision. The Business Plan identified, as an interim measure, for CVN to become a fully outdoor service as the Care Inspectorate requirements for a fully outdoor service are considered to be more financially achievable. During session 2023/2024 CVN has been making progress towards this goal.

**Impact**

The phased approach will allow CVN to make progress and move away from the current location in the community centre to the woodland. As a fully outdoor setting children will spend almost all of their time outdoors. An outdoor setting however requires an indoor space/shelter to provide respite from extremes of weather. This indoor space will enhance children's experiences giving them somewhere warm and cosy to get dry, warm up or rest during sessions. As a result children will be better supported to benefit from the learning opportunities provided by the woodland environment.



<p>Staff visited outdoor settings across the country to learn from their experiences and share practice.</p> <p>Visits prompted a rethink about the best location for the outdoor nursery site and, with agreement from the Cambusbarron Community Development Trust, a change was made. The site moved from the west side of the Walled Garden to the east side.</p>	<p>Visits to other outdoor setting across the country help staff to make connections, develop relationships, share practice and learn from the experience of other outdoor providers.</p> <p>As a result of visiting other outdoor providers staff have a better understanding of the requirements of outdoor settings and are able to contribute to discussions and decision making on developing the outdoor service.</p> <p>The visits showed the impact of long term children's play on an area and influenced the change in location for our site.</p> <p>The site on the east side of the Walled Garden is more protected and more private. It provides more scope for play and is less cultivated. As a result it more facilitates messy and investigative children's play with less visible impact for CCDT and the general community.</p>
<p>Over session 2023/2024 we have been working on our project with our team of architects and in May 2024 they submitted an application to Stirling Council's planning department on our behalf. We expected a planning decision by the end of July 2024 however Stirling Council's planning department have now indicated that there will be a delay until mid August.</p>	<p>If our application is unsuccessful we will work again with architects to rectify the objections and resubmit. If successful we will present the proposal at the CCDT AGM and request formal support from members.</p>
<p>Echoes Ecology updated their Preliminary Ecological Appraisal to include our new 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.</p> <p>Recently children have been using a birdsong app to help identify and record the different birds they can hear in the woods.</p>	<p>The PEA recorded</p> <p><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 becoming nature literate as they actively engage in listening for birdsong and in identifying the range of birds in the woods, matching the bird song to the bird. One child was able to correctly identify a blue tit</p> <p><i>"I think that one is a blue tit"</i></p>
<p>CVN's board of directors successfully applied for funding to support the development of the required shelter. This is not sufficient to complete the build and further discussions with other potential sources of funding are underway.</p> <p>We have also received funding to fit a solar panel power system on our new shelter.</p>	<p>Funding achieved thus far supports the service to provide some degree of certainty to families using the service. Although it will not be possible to register as an outdoor setting for the start of the 2024/2025 term CVN intends for daily sessions to be held in the woodland. This supports children and their families through the transition phase providing them with additional outdoor sessions while retaining the secure base at the community centre until full funding is available, the outdoor shelter is built and Care Inspectorate registration is completed.</p>
<p>Lynda has completed her Forest Leader (level 8) qualification.</p> <p>Katie has now completed her Forest Kindergarten training and, along with Jordan, has registered to begin Forest Leader training in the autumn.</p> <p>Both Katie and Jordan completed their Outdoor First Aid training in February 2024.</p> <p>Jane, Lynda, Katie and Helen completed Campfire and Outdoor Food Hygiene training in May 2024.</p>	<p>CVN staff show a commitment to the service vision and are undertaking training relevant to their roles with a significant focus on the different needs of an outdoor service.</p> <p>Investment in staff promotes self-esteem and builds confidence and ensures that children's play and learning is planned for and supported by a consistent, motivated and professional staff team.</p> <p>Relevant and appropriate training ensures staff are confident and knowledgeable and able to safely and appropriately deliver high quality play and learning experiences for children.</p>

<p>CVN has continued to publicise our plans to move to the woods as an outdoor nursery.</p> <p>In August 2023 Jane spoke at the CCDT AGM and explained the plans to members.</p> <p>In September 2023 CVN detailed our plans at our own AGM.</p> <p>In January 2024 CVN took part in CCDT's Information session to promote their plans for the nursery in the woods.</p> <p>CVN held an open day in March 2024 inviting current and prospective parents and families as well as the general community to come and see and hear about our plans.</p> <p>Information on our planning application is posted on the gates of the nearby walled garden in the woodland.</p> <p>In June 2024 we had an information board and staff at the village Gala Day.</p> <p>More widely information about our plans is regularly updated on our website and social media platforms.</p> <p>A copy of our planning application is available online and on notices at our site.</p>	<p>CVN's plans are well publicised within the community. CVN's Board and staff have been able to confirm and explain plans as well as using feedback to inform plans.</p> <p>A parent told us</p> <p><i>"I am concerned at how the kids will cope in the winter being out all day in the cold"</i></p> <p>In response we were able to explain that children will be better supported when we move to the woods as our new shelter will provide an indoor space with a wood burning stove. As result, instead of remaining cold and/or wet until we get back to the community centre, children will have space in the woods to get warm and dry.</p> <p>During the session members of our community have told us</p> <p><i>"we are so excited for CVN's move to the woods"</i></p> <p><i>"the benefits of consistent outdoor play on the kids mental health and wellbeing and resilience is very clear to see"</i></p> <p><i>"very exciting to see things are progressing!"</i></p> <p>A child told us</p> <p><i>"I love the water and den making"</i></p>
<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>All of our children have had the opportunity to work towards their Scottish Junior Forester Award. Over the session children have learned to identify and manage risk (eg where is it safe for us to play, what plants are dangerous or might hurt us), tree and plant ID (eg wood sorrel, tree names, wild flowers), woodland habitats (making a bug hotel), woodland management (tree planting), tool use (how to use tools safely and responsibly), building an item from wood (dens, bug hotels). Over the course of the year all children completed at least some of the SJFA tasks and most were awarded a completion certificate in June 2024.</p>	<p>Through this award children gain a sense of achievement and recognition while gaining an insight into the skills needed for a career in forestry as well as developing practical skills in woodland management and an understanding of how to keep themselves and others safe. Our children told us</p> <p><i>"this is wood sorrel. It tastes like apple"</i></p> <p><i>"that's hogweed, you can't touch it cos it will burn you all over"</i></p> <p><i>"you need to wear a helmet so it doesn't bash your head"</i></p> <p>A member of our community said</p> <p><i>"What a wonderful program for little ones"</i></p> <p>Scottish Forestry commented on our award</p> <p><i>"Brilliant, Well done everyone 🙌"</i></p>
<p>Jane has continued to deliver Forest Kindergarten training on behalf of Learning through Landscapes over the session.</p>	<p>Delivering external training increases CVN's credibility and reputation as a professional training provider and brings additional revenue to the service.</p> <p>A course attendee gave the following feedback</p> <p><i>"I would like to say a massive thank you to Steve and Jane. They were both extremely friendly and approachable people who made this course a fun way of learning. It was very interactive and I feel confident now beginning my forest kindergarten journey."</i></p>
<p>We purchased a mobile wifi (MiFi) system to support internet access in the woodland environment.</p>	<p>Staff have easier access to information via the internet in the woodland environment and are able to look up and check information with children.</p>
<p>We have been active in promoting our business model and ensuring that our status as a Community Interest Company working within the voluntary sector is made evident.</p>	<p>Our ethos as a CIC is of community support, partnership and collaboration, working together for the benefit of our children, their families and our community.</p>

## Next steps:

- We will continue to look for funding to build our shelter in the woods
- We will liaise with the Care Inspectorate, Stirling Council and other stakeholders to develop our plans to become an outdoor setting
- We will work with parents and families to ensure they remain connected to our service and feel welcome and included in the outdoor setting.
- Katie and Jordan will undertake FL training in session 2024/2025.
- 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.
- We will continue to work with professional organisations and partners to raise awareness of the issues surrounding financial sustainability for funded providers.
- We will work with stakeholders such as Childsmile and the library to achieve continuity in provision for our children when we are in the woods.

## Progress and Impact of Pupil Equity Fund:

N/A

## Wider Achievements:

### Tender Process

We submitted a Tender application to Stirling Council to deliver Early Learning and Childcare (ELC) on their behalf to eligible children. The tender process requires us to submit information to Stirling Council to show CVN meets the [National Standard for Early Learning and Childcare](#). Evidence was submitted in the middle of May and we were advised to expect a decision on our application by the end of June 2024.

### Transitions

Staff have engaged with relevant primary schools to support school transition. Staff supported children and their families through enhanced transition to school. Effective communication and appropriate sharing of information with parents and professionals supported all children through the process of transitioning to primary 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. A parent told us

*"Child is looking forward to the next big adventure with primary school - thank you for helping [them] prepare for this"*

Enhanced transitional arrangements included several sessions with big buddies sharing visits to the woods with us as well as additional lunch visits. These provided additional support to all children transitioning to the local primary school. CVN transitioned to more than one primary school. Distance means that it is more difficult for remaining primary schools to arrange visits in the same way and a parent noted that

*"its a shame Child doesn't get the same visits that [some of the others do]. It just makes [them] more anxious"*

Staff have also engaged with new families to support transition into nursery. 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. Parents were sent links to videos of staff reading stories so that new children had opportunities to get to "know" staff before starting nursery.

### BrightHR

We commenced a contract with Peninsula Group Ltd to be responsible for all of our Human Resource needs. Peninsula operate an online system, BrightHR, which allows management and staff to record relevant staff information and also provides access to standard training. Peninsula also offer staff add ons such as access to in person counselling if required.

Our contract with Peninsula is a financial investment which has also required significant time investment as we migrated our systems over to theirs. As a result of working with a specialist HR company CVN can ensure that our HR processes and procedures remain up to date and comply with current legislation. CVN also has access to 24/7 specialist HR advice if required. Staff have access to additional wellbeing resources such as online training and in person counselling sessions.

Peninsula are refreshing all staff contracts along with staff handbooks and relevant policy documents. These will be issued to staff for the beginning of session 2024/2025.

### Sustainable Rates for PVI

We have continued to be vocal in campaigning for equity for children attending Private, Voluntary and Independent (PVI) sector nurseries. This year our campaign saw CVN mentioned in the Scottish Parliament in a debate highlighting the low rates of pay PVI settings are able to pay when compared to their colleagues in local authority settings.

Following the debate a community group told us

*"Finally a voice! Hopefully this is taken on board for all PVI well done CVN for pushing this 🙌"*

We are pleased to be a Real Living Wage Employer but remain frustrated that the salaries of professional experienced staff are linked with the RLW. We will continue to work with membership bodies such as Early Years Scotland, National Day Nurseries Association, Scottish Outdoor Learning Association and Scottish Private Nursery Association to raise awareness and effect change in the current rates setting process to achieve equity for our children.

### Rag Bag

We had our annual rag bag collection within the local community and collected 168kg of clothing. This was converted to almost £70 in funds for nursery.

### Student Support

We supported 4 students over the year, one from college, 1 school student on workplace practice and 2 students completing their Forest Leader qualifications. They told us

*"It's brilliant to see how children's confidence and skills grow in this positive culture and beautiful woodland."*

*"Jane's emphasis on building resilience, confidence and community was very inspiring and it was clear to me how much to kids got from it. ... It's great to see them still applying their passion for the benefit of our society going forward. If only there were more provision that could offer the same."*

### Comments from children, parents, staff and other stakeholders:

#### Children

*"I will miss everyone but I can come and visit you too"*

*"I'll come back to give you cuddles"*



*"Everything in this nursery is my favourite"*

*"My favourite place to go is the woods"*

*"I'm 4 ¾ and I like to go to the forest"*

*"I like climbing up here and going to the woods because I like doing that and I like playing hide and seek"*

#### Professionals :

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

*"I valued and learned from the relationship-based responsive approach I observed at CVN, with adults responding to children's interests in the moment."*

*"The slow pedagogy of spending unhurried time in a familiar space that both stayed the same and changed over time seemed an important contribution to all children's autonomy and confidence in the space and their freedom to play in ways that supported their interests and learning."*

*"Thank you for being an inspiration. You guys are what the world needs"*

*"you are doing an amazing job and the staff team, children and families need you and have benefitted from your support and leadership to date."*

#### Parents :

*"It's the only nursery I'd send my kids to"*

*"Thank you all so much for all the love, care and fun times at CVN over the last two years!"*

*"Child loves coming to nursery and playing with his friends and going to the woods"*

*"we hugely appreciate all you have done. What a wonderful team giving kids such a fantastic start and adventures each day"*

*"Child has enjoyed many, many adventures with CVN especially climbing trees in the woods but also helping make snack, reading books and playing games together"*

#### Community Members :

*"well done to you all and all power to you and what you do",*

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

#### Students :

*"It's great to see [CVN] still applying their passion for the benefit of our society going forward. If only there were more provision that could offer the same."*

*"I was very enthused and impressed by Jane's passion for connecting the children in her care to their local landscape... Jane's emphasis on building resilience, confidence and community was very inspiring and it was clear to me how much to kids got from it."*

*"It's brilliant to see how children's confidence and skills grow in this positive culture and beautiful woodland."*

## Capacity for Continuous Improvement

(as reported by Education Scotland at their recent inspection)

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"> <li>Nursery manager has good leadership skills which results in drive, passion, strong motivation and outdoor vision for the service.</li> <li>Deep roots for a strong community mission statement is relevant considering the context and nursery curriculum.</li> <li>The vision supports inclusion and bringing values to life through nurturing relationships.</li> <li>Practitioners work well with the manager and as a team. Practitioners share that the Manager provides high value to the setting and children, families and community.</li> <li>The manager has additional qualifications that extend her and the Team's knowledge and understanding of nature pedagogy. Children have opportunities for real life learning.</li> <li>Leadership roles are presently being embedded. Practitioners are keen to continue to build knowledge and skills surrounding these.</li> </ul>	<ul style="list-style-type: none"> <li>Manager should begin monitoring impact of leadership roles on children's learning.</li> <li>Strengthen Nursery Improvement Partnerships to build robust quality assurance practices and monitor Improvement Plan.</li> <li>Support and monitor staff development impact on children's learning and leadership roles.</li> <li>Business plan should not be at the expense of other areas of improvement such as children's progression in learning.</li> <li>Impact meetings monitor progress of improvement plan</li> </ul>
<p>2.3 Learning, Teaching and Assessment</p> <p>1.3 Play and Learning</p>	<ul style="list-style-type: none"> <li>Nurturing and positive relationships are evident between children and practitioners. Practitioners know children very well.</li> <li>Most children are patient and caring to each other.</li> <li>Almost all children are engaging well in their play and learning. Practitioners extend children's learning through appropriate questioning and interactions.</li> <li>Planning is responsive, routines are flexible and meet children's needs. Practitioners notice children's interests and are skilled in responding to these.</li> <li>Beginning to use digital technologies to learn through and with technologies</li> </ul>	<ul style="list-style-type: none"> <li>Ensure tasks do not detract from children's needs being met, particularly in the garden.</li> <li>Embed floor books more into practice, especially for outdoor vision.</li> <li>Look at all E's and O's across the curriculum, to ensure breadth of curriculum offer.</li> <li>Intentional learning possibilities – offer more adult led planning to extend children's learning.</li> </ul>
<p>3.1 Ensuring Wellbeing, equity and inclusion</p> <p>1.1 Nurturing Care and Support</p>	<ul style="list-style-type: none"> <li>Wellbeing is promoted well through the setting's values and ethos. Children's emotional and physical wellbeing is positive and skilled.</li> <li>Most children are challenged in their learning surrounding their wellbeing and are developing an understanding of their own wellbeing through the Buddy characters.</li> <li>Children's leadership roles are developing.</li> <li>Most children are positive role models which helps to develop positive relationships with each other.</li> <li>Children are developing independence skills as they make their own packed lunches. They know their responsibility for their own bag, including their personal first aid kit.</li> <li>Lunchtimes are unhurried.</li> <li>The setting has an important place in the community. Children are developing as valued community members. Children are active, responsible citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Digital technology on wellbeing: talking and recording learning in the moment through i-pads etc.</li> <li>Restorative approaches further embedded.</li> <li>Implement rolling snacks.</li> </ul>

3.2 Securing Children's Progress	<ul style="list-style-type: none"><li>• Most children are good communicators and enjoy talking. Some are using Makaton, with others identifying environmental print. Representations and ideas are visible in drawings.</li><li>• Number keeper role is understood and children learn to count in rote, using 1-1 correspondence. Children understand measurement – sticks to check depth</li><li>• Natural materials are used to support numeracy outdoors.</li><li>• Most children are making very good progress in H&amp;W. The opportunities they are exposed to through woodland play are very good as they climb trees, jump puddles and explore their natural environment. As a result they are extremely physically competent children and have very well developed H&amp;W skills.</li><li>• Children have a strong sense of self, are confident and respectful of their environment.</li><li>• They are embarking on their LfS journey and Junior forest award. They are highly observant and share messages about environmental sustainability.</li><li>• All weather clothing provided, ensuring all children have access to the outdoors.</li></ul>	<ul style="list-style-type: none"><li>• Literacy - Benefit from experiences that enhance emergent mark making skills.</li><li>• Children require additional intentional learning opportunities to support progress over time.</li><li>• Data – develop progress over time in all curriculum areas.</li></ul>
3.2 Leadership of play & learning		

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 Education Scotland Inspection, previous VSE visit as well as 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 2023/2024. These improvements and evaluation thereof inform the next self-evaluation and improvement cycle.

Key Priorities for Improvement Planning 2024/2025

Priority	Quality Indicator HGIOELC QF	Action
1	1.3 Leadership of Change  3.3 Leadership and management of staff and resources	We will work with all of our stakeholders to ensure a successful transition to becoming an outdoor setting.
2	2.4 Personalised Support, 3.1 Ensuring wellbeing, equality and inclusion 1.1 Nurturing Care and Support	We will build respectful relationships within our setting where there is a strong sense of community, shared values and expectations.
3	2.3 Learning, Teaching & Assessment 3.2 Securing Children's Progress, 3.3 Developing creativity and skills for life 1.3 Play & Learning	Play and Learning will ensure all children secure progress over time