



**Falkirk Council**  
*Children's Services*

## **Standards & Quality Report 2022-2023**



**Tiptoes Nursery Ltd**


# Standards & Quality Report 2022-2023

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022-2023. Ordinarily the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Over the course of the year, staff at all levels participated in various in-house and local training events to extend their professional learning and development to support both: the identified priorities of the improvement plan from 2022-2023.

Throughout this report, we have provided a helpful summary for parents/carers and other stakeholders, of successes and achievements across Tiptoes Academic year from August 2022 up until August 2023, and our new identified Priorities for 2023-2024.



Contextual factors			
<p>Tiptoes Nursery is a prosperous nursery, based in the heart of Stenhousemuir providing Early Learning and Childcare for children between the ages from 3 months to five years. We offer flexible hours from 7.30am till 6pm over 51 weeks of the year, providing both term time and full year placements. We also work in partnership with Falkirk Council to provide Council funded sessions for children aged 3-5 years through allocation. Our families are primarily based locally in Kinnaird, Larbert and Stenhousemuir. We are registered to cater for 66 children at any one time and currently have 98 children on roll.</p>			
Community Demographic: People			Geographical and economic influences: Place
<b>Our staff</b> <ul style="list-style-type: none"> <li>Registered Nursery Manager: Megan Farrell</li> <li>Registered Deputy Manager: Michelle Hammer</li> <li>SEYP: 4</li> <li>EYP'S: 14</li> <li>MA'S: 2</li> </ul> <p>3 staff who currently hold their BA. Staff working towards a higher qualification: 4</p>	<b>Our children and families</b> <ul style="list-style-type: none"> <li>Registered for 66 children at any one time with 98 children on roll.</li> <li>38 children on the roll are in the 3-5 room.</li> <li>48 Boys &amp; 52 Girls on roll</li> <li>Children with ASN: 2</li> <li>Children with EAL: 3</li> <li>Deferred children: 1</li> <li>No. of children involved with Care Group: 0</li> <li>SIMD:</li> </ul>	<b>Partners</b> <ul style="list-style-type: none"> <li>Collaborative work as part of Larbert cluster</li> <li>Cluster support EY Central Team</li> <li>Educational Psychologist</li> <li>Local Food Bank</li> <li>Pedagogues</li> <li>Parents</li> <li>New Carron Court Nursing Home</li> <li>SALT</li> <li>Health Visitors</li> <li>Social Work</li> </ul>	<b>Amenities</b> <ul style="list-style-type: none"> <li>Wooded area. (Edge of Larbert High School)</li> <li>Play Park (5 min walk)</li> <li>Local Library (5 min walk)</li> <li>Local shops and café (5 min walk)</li> <li>Forest Area (15 min walk)</li> <li>Nursery Allotments (15 min walk)</li> <li>Charity Shops (10 min walk)</li> <li>Food Bank (5 min walk)</li> <li>Clothing Bank (5 min walk)</li> </ul>
Attendance		National & Local Expectations	Parental Engagement (in learning)
<ul style="list-style-type: none"> <li>We offer flexible session times and offer availability for ad-hoc sessions which allows existing parents to feel supported daily.</li> <li>Overall attendance rate of 85% from August 2022 to present.</li> <li>Management and senior staff liaise with colleagues in health and social work about children's attendance if there is involvement from their service.</li> </ul>			<ul style="list-style-type: none"> <li>Parents are very supportive of the nursery and engage well in children's Learning Journals.</li> <li>100% of Parents completed WMTM paperwork.</li> <li>We use Microsoft forms to gather parents' feedback on our service and ways that we can improve.</li> <li>Created a new Instagram account to involve parents and potential new families of our improvements.</li> <li>100% of Parents attend Personal Plan and tracking of learning visits.</li> <li>The nursery offers Stay &amp; Play sessions all year round for all families to engage in children's learning.</li> <li>Parents attend themed family outdoor walks to support their child's learning.</li> </ul>
Attainment	Achievement		Priorities for 23/24
<ul style="list-style-type: none"> <li>Tracking information shows that 75% of children are making good progression through completed Next Steps</li> <li>Tracking data shows gaps in staff's understanding of intentional planning.</li> <li>Leuven Scales is used to monitor each child's learning and engagement daily and recorded in planning records across the setting.</li> <li>Children's progression is tracked using Learning Journals and 76% of children are making good progress in Health and Wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>We continue to promote leadership at all levels through a variety of leadership opportunities. (New Champions, BA's, and Level 4 students)</li> <li>All staff contribute to the Local community and encourage families to do so too through home links.</li> <li>After an unannounced Care Inspectorate Inspection visit in June 2023, we were graded Good for the 4 Quality Indicators that were inspected.</li> </ul>		<p><b>Priority 1-</b> Planning for a child centre Pedagogy.</p> <p><b>Priority 2 –</b> Promoting Leadership at all Levels, through a variety of leadership opportunities.</p>



**At Tiptoes Nursery, we have high expectations for all our children to succeed. Tiptoes is a place to create, enjoy, explore, and learn. Our aim is to provide child centred quality education in an environment that will support your child's needs and development. We continually endeavour to give children their freedom by igniting their natural curiosity and imagination. When giving this opportunity, children can think for themselves, make their own choices, and direct their own play.**

**Tiptoes is designed to let each child explore and grow at their own pace; therefore, we strive to create homely indoors and adventurous outdoors to provide the perfect environment for all your child's needs.**

**Our Visions, Values and Aims and Curriculum Rationale are currently under review as we recently appointed a new management team, both Nursery Manager and Deputy Manager. The management team have liaised with families, staff, and children to adapt and update these using Microsoft forms, meet the team evenings with families, staff meetings, and children's voices.**

**Our current visions, values and aims represented Tiptoes ethos, and over the past year the leadership of the setting has changed, meaning our visions for the setting have been revised for nursery growth.**

**We are registered to provide care for 66 children at any one time and have 98 children on roll. We are open from 7.30am, until 6pm five days a week for 51 weeks of the year, with a week's closure during Christmas and New Year. We offer both full day sessions and half day sessions and are flexible with our current families if they require a last-minute session or any ad-hoc days.**



## **Visions**

- To develop a variety of children's life skills through the provision of deep and meaningful learning experiences across all curricular areas.
- Children to be actively involved in the life of the nursery, creating a child centred setting.
- To create a confident team of qualified and motivated staff that want to obtain the highest quality care for our children and families.
- Learning experiences are focused on children's interests and development needs and are identified using effective planning and observation processes.

## **Values**

- Involve parents in the life of the setting to enhance life experiences for children.
- To recognise and value children as individuals and adapt experiences, interactions and opportunities that meets their individual needs.
- Value children as capable and competent learners and ensure children are given opportunities to develop their independence, confidence, and skills.
- To provide children with nutritious meals and snacks and being responsive to those with allergies or religious beliefs.

- **Aims**

- To provide environments which are welcoming, fun, safe and stimulating where children can learn and reach their full potential.
- To promote opportunities which supports children to develop their social skills and to build positive relationships with others.
- Be responsive to the needs of the children and their families during transitions to ensure they are as smooth and relaxed as possible.
- To develop children's curiosity and imagination using natural resources and outdoor learning.
- Staff are kept up to date with best practice guidance through training opportunities.



## Our Curriculum Rationale

We believe that children learn most effectively when they are engrossed in stimulating and natural world around them.

Our play pedagogical approaches to learning offers our children a variety of child led experiences. Our children's interests are their learning extended with appropriate differentiation and challenge. Our play and learning experiences build upon our children's prior knowledge and our children are our partners in planning and shaping their learning.

Our current Curriculum Rationale is under review, as with a new management team, the staff team now have new goals and visions for Tiptoes.



## Review of progress for 2022-2023

### Priority 1: **Developing Partnerships.**

NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.  
NIF Driver: Parental Engagement

FC Service and School Improvement  
Priority  
**NO**

HGIOELC-

1.2, 1.1, 1.3, 2.1, 2.5, 2.6, 2.7,3.1

Has this work been supported by PEF?  
**NO**

Progress and impact (based on outcomes for learners) How well are you doing?  
How do you know?

Since evaluating our partnerships across the setting, Tiptoes have worked alongside various partners and families to ensure the children's rights and needs are at the centre of everything that we do. After parent feedback during partner information evenings, the team developed new strategies to encourage parents to attend Stay & Play sessions, Family barbeques, family walks, fayres and much more. This has resulted in a successful rise of engagement from our families and has allowed both staff and parents to build strong relationships.



Evaluation of parental engagement has risen by 80% over the course of the year which has allowed the staff to work closer with families to ensure individual needs are being met. Parents found our Stay & Play sessions useful, and new Personal Plans meeting beneficial, to help understand their child's learning and current development.

Parents provided both positive and constructive feedback to the team about their thoughts and feelings of being inclusive to the setting, their knowledge and understanding of their children's needs, and personal interests.



*“Yes, love how much they have been inclusive with the two mummies.”*

*“Yes, all staff members are very approachable. I feel confident my child is safe in this setting.”*

Family feedback is evidenced in our self- evaluation folder, emails and on social media posts.



To establish a clear understanding of high-quality care, placing the children's rights and needs

throughout the setting, staff created auditing tools with the support of Falkirk Council to ensure nursery environments are meeting the National Standards. During quarterly Quality Assurance, it is evident that staff do still require support around maintaining resources in areas and understanding continuous provision.

Tiptoes have been working with Falkirk Council as they received support with the change in management, and their improvement journey.

Developing relationships with external professionals has enhanced staff's understanding of individualised support for children and families. Falkirk Council supported the setting to complete ASN Training, and this has been successfully implemented across the setting through adapting environments, working in partnership with the Educational Psychologist, SALT, Health Visitors, attending TAC meetings, and implementing additional support plans for individual needs. Staff evidence children's support and learning on wall displays, online learning journals, floor books, personal plans, and social media.

Senior staff will continue to work alongside partner nurseries and the Larbert Cluster, to further extend their awareness of transitions and documentation of learning.

**Next Steps: What are you going to do now?**

New management will continue to encourage strong partnerships with local businesses, families, and Falkirk Council using the following strategies.

- Donating to the Local Food Bank and Charities
- Continuing to offer flexible Stay & Play sessions to families, and quarterly reviews for personal plan updates.
- Uploading Improvements and information to social media e.g Facebook Notice board and our new nursery Instagram
- Using Microsoft forms to include our families and children's voice and receive their feedback.
- Ensure staff are liaising with other professionals through consistent.



## Review of progress for 2022-2023

### Priority 2: Numeracy and Communication (3-5 Playroom)

NIF Priority: Improvement in attainment, particularly in literacy and numeracy.  
NIF Driver: Assessment of children's progress.

FC Service and School Improvement Priority?

**NO**

HGIOELC-  
1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3

Has this work been supported by PEF?

**NO**

Progress and impact (based on outcomes for learners) How well are you doing?  
How do you know?

In 2022, all staff completed Realising the Ambition training to enhance their knowledge and understanding of child centred learning. Staff can now adapt their environments to support the current curriculum, especially around numeracy and communication across our 3-5 playroom. All staff have attended self-evaluation meetings and are able to confidently explain why we use self-evaluation to reflect and evaluate. This has resulted in regular continuous provisions being completed to ensure our environments and knowledge are always enhanced.

To implement numeracy in daily routines within the 3-5 room we developed our mealtimes area, adding opportunities for counting, identifying numbers, measurements, weighing and mathematical conversations. Once the area was developed parents were invited into the setting to evaluate our changes. Parents highlighted that the changes would be easy to implement at home and found the session useful. The children are now able to independently set up the area, using mathematical ideas, and can support their peers to do the same. We communicated these changes through inviting our parents in for a Meet the Team evening and to learn all about our Mealtimes.

Parents said;

*"The Menu tasting evening was a fab experience for everyone last night! Lorna's dishes were delicious, and the staff were all great at interacting with us too!"*

*"I loved being given the opportunity to try the meals my daughter gets at nursery; the staff team were amazing, and it was a learning experience for us to see how the team teach our daughter."*



Most staff within the playroom received Makaton training from the NHS to support ways of communicating with children and parents, and support from Falkirk Council has developed the staff's knowledge of the use of visual aids. The impact of this has been monitored through observations and links to home initiatives. Additional support needs plans and self-regulation plans highlight the need for these initiatives and

are reviewed with parents monthly. The impact of these have been evaluated against The Curriculum for Excellence, showing progression in the children's learning and overall development.

All children have been given the opportunity to reflect on their learning, developing their language and communication further. This has been achieved through making personal plans available for children to reflect on at any time, and online learning journals used as a learning experience throughout the day. The children have been asking to use these resources and use them as a tool for planning future learning. Positive comments of reflection occur when using these resources; *"I was doing Makaton with my hands" ... "that's me building a fire engine"*. These are documented on wall displays and online observations.

Next Steps: What are you going to do now?

We will continue to develop and evaluate our indoor and outdoor environment, with support from the children, ensuring it meets the needs and interests of all. This will be achieved through quarterly environment audits and continuous provisions.

We will also visit partner nurseries in the Larbert Cluster giving all staff the opportunity to continuously self-evaluate and enhance the quality of the environment and care given. Our Falkirk Council pedagogue will support with this on a regular basis.

A new training platform, Noodle Now, will be used by all staff members, allowing staff to be fully confident with all aspects of their practice. Training will be assigned to each individual and monitored on a monthly training calendar.

Leuven's Scales will be used during observations as a way of monitoring all children's engagement and understanding.

### Review of progress for 2022-2023

Priority 3: **Community Links** (2-3 Apple Tree Room)

NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.  
NIF Driver: Assessment of Children's Progress

FC Service and School Improvement Priority

**NO**

HGIOELC-  
1.1, 1.2, 2.2, 2.3, 2.5, 2.7, 3.2, 3.3

Has this work been supported by PEF?  
**NO**

Progress and impact (based on outcomes for learners) How well are you doing?  
How do you know?

Children learn not only in the family and in their nursery setting, but also from engaging with their local neighbourhood. They will learn from the wider community when they are a part of it, and Tiptoes plays an essential role right at the heart of Stenhousemuir.



The staff within the Apples have been working alongside our families, children, and our local community to create positive community links, and relationships with other establishments. The team have strengthened partnerships with other professionals and made weekly contact/visits with the below links.

-Local Food Bank, Clothing Bank, Strathcarron Hospice Charities, the local High School by caring for our nursery allotment based within the school grounds, NHS, our local Police department, New Carron Care home and many others. Staff have

been able to evidence different visits and communication on their online learning journals, social media posts, floor books/wall displays, discussing People who Help us, communicating with our families during family walks and actively involving some of our neighbours on their ventures.

This has impacted all children, as they interacted with more of their local community and peers outdoors, encouraging the children to become more confident, working on their social skills, whilst also sharing their own views, choices, and ideas through play. As a result of this, children were able to spark conversation based on their outings and become more vocal about initiating daily trips to our local community. Staff used social media and accessible displays within the setting to communicate with families, and encourage families to donate as well as the nursery, at every opportunity they could. Tiptoes were recognised by the local Food Bank for their continuous support throughout the year, and the CEO of the company reached out to personally thank the team and children for their donations, and even gave back to the nursery as a thank you. Staff recorded positive feedback in the settings Self Evaluation.

**Next Steps:** What are you going to do now?

Staff will continue to support and better our local community with our current links.

Staff will also be supported to forge links with local organisations such as sports organisations, small local traders, and local businesses. This will also help to enhance children's learning, whilst also making the nursery more well-known.

Staff have started a 'Community Links' Floor book, to document their meaningful outings and will continue to develop this as we go on.

## Review of progress for 2022-2023

### Priority 4: **Creativity (Baby room, Cherry Tree Room)**

NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.  
NIF Driver: Setting Improvement

FC Service and School Improvement  
Priority  
**NO**

HGIOELC-

Has this work been supported by PEF?  
**NO**

1.1, 1.2, 1.5, 2.2,2.3,3.3

Progress and impact (based on outcomes for learners) How well are you doing?  
How do you know?

Through daily monitoring, manager walk rounds and resource audits, we have been able to identify that a wide range of resources were needing replaced, bought, and updated. Auditing resources available to both the staff and children has allowed the staff team to be able to reflect on their learning and the experiences staff provide.

Once staff had appropriate resources, we found that most of the children in the Cherry Tree Room, love getting involved in all aspects of creative play, especially messy/sensory. Staff and management have been able to identify individual staff training needs, and support these by providing online and interactive training to explore. Staff are now good at planning a range of activities and experiences which cover all aspects of creative and messy play.

There has been a significant positive impact on children's interest in developing their curiosity and encouraging engagement in different experiences.

All children are now taking part in engaging play-based learning experiences which is allowing children to express themselves many ways and has helped staff develop their approach to teaching and learning.

These changes can be seen by looking at floor books, discovery books, online learning journals, documented planning and wall displays. Most staff take their roles and responsibilities into their areas and expand the children's learning, which has allowed the new management team to reflect on children's previous learning and development of curiosity, enquiry skills and creativity to enrich children's experiences.





Through monitoring of experiences, most staff are now confidently planning creative learning opportunities which are of a high-quality standard and reflective of the interests of the children.

Continuous provision has allowed the staff team to reflect on their areas, ensuring these are resourced

well and being audited quarterly through Quality Assurance.

Most children are showing a higher level of engagement as the experiences are encouraging and developing their curiosity, creativity, and inquiry skills. All children are now taking part in engaging play-based learning experiences which are a balance of child led and adult initiated.

Next Steps: What are you going to do now?

Continue to support the staff team with new and improved experiences, and ensuring the team have access to a variety of in person and online training to continue to develop their knowledge and understanding around creative and meaningful play.

Continuous provision has been implemented into each area across the playroom, which will support the staff team to reflect on their areas, ensuring these are well resourced and being audited quarterly through their new Quality Assurance Calendar.

Now that we have implemented resource and peer on peer monitoring for experiences, these will continue to be audited by colleagues and management to ensure we keep the creativity levels to a high standard.

### Key priorities for School Improvement Planning 2023-2024

- Planning for a child centred Pedagogy
- Promoting Leadership at all Levels, through a variety of leadership opportunities



## What is our capacity for continuous improvement?

Tiptoes will continue to strive to improve by receiving staff, families, and children's voice through a variety of questionnaires, team meetings and parental engagement opportunities.

The staff team use HGIOELC to reflect on their practice, and reference this throughout the setting.

The new management team support the nursery through their new Improvement plan, and actions plans to improve the overall experience here at Tiptoes and develop their own personal learning.

All staff receive 1:1's and supervisions, and an open-door policy is promoted to ensure collaborative working with all.

Senior staff are all working towards a further qualification to boost career progression and to better their understanding and knowledge. Management offer staff study evenings to support this learning.

The setting uses Care Inspectorate QI's to self-evaluate along with a detailed Quality Assurance Calendar.

Staff training is monitored and recorded using personal CPD files and stored with a training calendar.

Management offers designated leadership roles to all staff at all levels to promote responsibility.

Staff complete peer-on-peer observations and monitoring to reflect and evaluate practice.



<b>Summary of Self-Evaluation – Reference QIs</b>
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<b>Primary / Secondary Self-Evaluation of the Core HGIOS?4</b>	
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	Self-Evaluation Grading
1.3 Leadership of change	
2.3 Learning, Teaching & Assessment	
3.1 Ensuring Equality, Inclusion & Wellbeing	
3.2 Raising Attainment & Achievement	

<b>ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes</b>			
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	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	4	Quality of Care & Support	4
2.3 Learning, Teaching & Assessment	4	Quality of Environment	4
3.1 Ensuring Wellbeing, Equality & Inclusion	4	Quality of Staffing	4
3.2 Securing Children's Progress	4	Quality of Management & Leadership	4