



Standards and Quality Report Doonvale Private Nursery School 2025-2026



Our Vision

Our vision at Doonvale is to provide high quality early education that lays the foundation for lifelong learning. We ensure all of our children are happy, safe and secure in a fun, stimulating and inclusive learning environment. We foster a welcoming ethos where our families are respected, supported and valued. In partnership with parents, we encourage participation and enjoyment in their child's learning journey. Doonvale places a strong focus on creativity and outdoor play where our children engage in high quality experiences, thriving within a rich and natural setting. Children remain at the heart of nursery life.

Our Values

Our Doonvale values are:

Nurture

Integrity

Achievement

Our Aims

Our Doonvale aims are to:

- To foster a love of learning.
- To nurture happiness and wellbeing.
- To promote courage, resilience and integrity.
- To embrace diversity, individuality and inclusion.
- To develop a love of nature and be guardians of it.
 - To strive for success and achievement.

Our vision, values and aims were created in collaboration with our children, parents and staff, May 2026

Context of the school / early years centre

The nursery opened on April 1st, 2003, and is situated on attractive farmland within the Doonholm Estate on the outskirts of Alloway.

The nursery is based in beautifully renovated farm buildings, consisting of three large, bright spacious playrooms catering for under 2s, 2-3 year olds and 3-5 year olds. The nursery is registered with the Care Inspectorate to provide a care service for a maximum of 57 children aged between 6 weeks to 5 years. During the session 2025-2026, we provided early learning and childcare funded places for 44 children (26 ante pre children and 18 pre-school).

Doonvale Nursery is fortunate to have such outstanding outdoor space. There are two large, covered play barns with an additional grassy area, an Art Studio and a small garden adjacent to the Buttery which are all accessed daily. Our children enjoy many excursions on the private estate, including nature walks, the Daily Mile, woodland adventure play and visits to the stables. We have a charming apple orchard that is fondly known by our children as 'The Secret Garden'. Here the children have the opportunity to explore, investigate and learn in a natural environment.

Children and parents are actively involved in the life of the nursery. They are invited to join our focus groups/committees, and we regularly seek parental feedback through monthly evaluations. At Doonvale, we believe in championing the voices of our children and we consistently support and encourage them to become leaders in their own learning.



Staffing

Doonvale Nursery has a caring, dedicated and highly skilled team of professionals. The Nursery Owner and Nursery Manager work closely together to ensure the service provides the highest standard of care and learning for all children at Doonvale. Each playroom has a dedicated Senior Practitioner who confidently leads their team of qualified practitioners to provide proficient experiences and outcomes for our children.

In addition to this within our Doonvale Team we have a resident cook, a part time music teacher, a housekeeper and a peripatetic teacher provided by SAC.

Staff training is actively encouraged by management to empower practitioners throughout the nursery, increasing staff confidence, forward thinking and motivation. For example, our staff have undertaken a variety of training this year such as Pedagogical Leadership, Paediatric First Aid, Communication Friendly Environments and Alice Sharpe, Creative Sparks. The knowledge and skills acquired through training help us to provide the best possible environment for our children to play, learn and develop important life skills.

The nursery has a designated Child Protection Co-ordinator who ensures all staff have annual training in CP and acts as a first point of contact on issues of Child Protection. There is an ASN Co-ordinator who liaises closely with the SAC Inclusion Officer to meet the needs of our most vulnerable children.

Community Data

Doonvale Nursery is situated in the Carrick (north) district and serves mainly Alloway, Doonfoot, Prestwick and outlying villages. The nursery is non-denominational and co-educational.

The nursery plays an important part in supporting the local community, this year we collaborated with Bernardos to fundraise for Ayrshire families. The majority of our children are from families where both parents are in employment; therefore, the children spend considerable time in nursery. We know our children and families very well and staff are sensitive and responsive to individual family circumstances and needs. All staff are aware that the care and nurture of our children is of paramount importance and has a direct impact on the quality of learning.

SIMD

Our children come from deciles 1 through to 10 within the Scottish Index of Multiple Deprivation, with majority from deciles 7 to 10.

High Quality Play and Learning

We are pleased to convey that all our children are achieving and in some areas excelling in their learning. All children benefit from the quality experiences and interactions enabled by our dedicated and nurturing staff.

Staged Intervention procedures are in place to ensure the needs of individual children are identified, assessed and planned for. Our staged intervention process is flexible and allows for movement between the stages depending on individual children's progress.

The table below shows the percentage of pre-school children achieving 8 or more milestones in each curricular area. There were 18 children within the 2025 preschool cohort with each individual representing 6%. The data reveals that 14 out of 18 children did achieve 8 or more in Communication and Language, and 17 out of 18 children did achieve 8 or more in Maths & Numeracy.

Curricular Areas	2022-2023	2023 - 2024	2024 -2025	2025 - 2026
Health & Wellbeing	83%	95%	95%	100%
Communication & Language	78%	100%	95%	78%
Maths & Numeracy	89%	100%	100%	94%

This table displays the percentage of pre-school children achieving our Broad General Milestones thus encompassing all curricular areas within the Early Years Curriculum.

Curricular Areas	2025 - 2026
Science	97%
Technologies	83%
Expressive Arts	95%
Social Sciences	100%
Religious and Moral Education	100%

We are delighted with our children's achievements within their developmental milestones as the data shows that we are maintaining a high percentage of attainment in all curricular areas.



Wider Achievements

Barnardo

Every year we work hard to foster positive links within our community and this year our Parent Charity Committee steered an extremely successful partnership with Barnardo's Children Charity. This worthwhile charity supports children and their families who are less fortunate within North and South Ayrshire. Our children, families and staff were keen to donate both at Christmas and Easter.

At Christmas, we accumulated an outstanding 302 gifts and 92 boxes of cereal which were all delivered to children in time for Christmas Day. An exceptional £2,052.50 was raised during a Sponsored Teddy Trek which was gifted alongside 123 Easter Eggs that were all gratefully received by the charity.

This was a valuable learning experience for our children as they embraced values such as kindness, compassion and empathy.

The donations raised have already made a real difference to the children, young people, and families we support. Some of the funds have been used to provide food shops for families to help ensure children have meals at home, purchase suitable footwear for young people who either didn't have appropriate shoes or had no shoes of their own, and fund activities that allow young people to get out, have new experiences, and meet others in similar situations.

Thank you again for all of your donations and support. You are all amazing, and your generosity is having a direct and positive impact on the lives of the children and families we work with.

Morgan Brown,
Barnardo's Project Worker

Nativity and Graduation Shows

Each year our pre-schoolers proudly perform an evening Christmas Nativity and Summer Graduation performance to their families.

Throughout the productions the children acquire greater confidence in musicality, articulation and timing. It is a wonderful display of children's development of flexible thinking, planning, sequencing and working together with their peers.

We embrace this opportunity to promote and expand our children's expressive skillsets within both drama and the arts and are delighted to convey that all of our pre-school children have achieved the Expressive Arts milestone 'I enjoy performing to an audience.'

Pre-School Graduation Garden Party

Nothing made us prouder this year than observing our pre-school children host their very own Graduation Garden Party. It is a Doonvale tradition where the children plan and organise fun activities. They were eager for their parents and grandparents to climb aboard the Pirate Ship in the Secret Garden, read stories in the teepee tents and get muddy making pies in the outdoor kitchen. This opportunity enables the children to build upon their confidence and take ownership of their learning and environment. The afternoon was praised highly by our families as a lovely way to end their nursery journey. We look forward to our forthcoming Garden Parties.

Sports Day

During the sunny month of May, our ante-pre and pre-school children enthusiastically participated in our annual Sports Day. Much to the delight of their parents, the children ran, jumped, hopped, balanced and bounced their way through a series of races held in our outdoor barns. The children adeptly demonstrated a range of skills far beyond their gross motor capabilities, such as communication, leadership, teamwork and resilience. Everyone was happy to receive a well-deserved ice lolly in the sunshine at the end (parents and staff included!).

Music Festival

We were delighted to attend the 100th Ayrshire Musice Festival this year accompanied by our most wonderful Music Teacher.

We were the only admission within the Nursery category and the children were delighted to receive their unique 100th Anniversay medal – a precious keepsake.

The children performed three songs within the Ayr Town Hall to a most receptive audience and were highly commended by the adjudicator.

“Well done for marching in time with the music. What amazing energy. Thank you for giving us such a happy performance.” Graham Dickie MBE.



What key outcomes have we achieved?

School Priority 1: To improve the health and wellbeing of our children	
NIF Priority: Improvement in Children's Health & Wellbeing	Links to HGIOS 4 / HGIOELC 2.5, 2.7, 3.1
Progress and Impact	
Care Inspectorate Feedback (May 2024) <i>"Children experienced high quality responsive, nurturing care and support. It was evident through observations that the principles of nurture were embedded in practice and at the heart of the service. This was supported by staff who interacted with children in a warm, sensitive and meaningful way."</i>	
To embrace our local environment and local community.	
All staff and children eagerly embraced the opportunities to discover and become familiar with the local community. Walks in the local area, observing the surroundings and identifying the local landmarks all developed the children's sense of belonging enabling an environment where the children can thrive.	
As they explored areas such as the surrounding parks, the Alloway tunnel, Burns Cottage, the library and the local shops many learning opportunities were quickly presented.	
The children developed knowledge of how to take care of the environment and be respectful within their local community. They had opportunities to learn about different cultural celebrations and become aware of a variety of professions and roles promoting positive interactions and social skills.	
Our Social Studies evaluation reveals that 100% of our Pre-school children have achieved the following statements 'I can talk about sustainable ways to travel.' and 'I can express my feelings appropriately.'	
The apple harvest from our Apple Orchard proved to be most fruitful and exciting for the children. Enthusiastically they picked, washed, counted and bagged apples for sale. The parents were most generous and with the monies raised the children purchased new gardening gloves and seeds for the Secret Garden. The process from gathering to selling empowers the children with a confidence and understanding of fundamental life skills such as communication, problem-solving and entrepreneurship.	
The children were particularly keen to deliver apples to the community and were eager to gift bags to their fellow peers at Alloway Primary School Nursery. This involved collecting, washing and bagging the apples working as a team. During this process the children were taking ownership and developing a sense of responsibility, as well as learning care giver and nurture qualities.	
Our data uplift reveals that 100% of our preschool children have achieved 8 or more Health and Wellbeing milestones, and all have attained the following Social Science Developmental Milestones.	

'I can talk about the different people, jobs and services in my local community and know that they help us.

'I can investigate and explore nature and explain why it is important to care for the environment.'

'I can talk about sustainable ways to travel.' 'I can express my feelings appropriately.'

Care Inspectorate Feedback (May 2024)

"Children enjoyed being in the natural environment as they had opportunities to explore and learn about nature. They planted flowers and vegetables, played in the den and role played in the mud kitchen. This meant that children had a range of opportunities to play and learn in a natural environment."

Quality Indicator – Leadership of continuous improvement

Parents strongly agreed that Doonvale provides highly skilled and competent staff that have a positive impact upon children's Health, Wellbeing and Learning.

"Staff are always very welcoming and happy when coming into and leaving Nursery."

"The curricular learning experiences are wonderful! All of our children have developed so much at Doonvale."

Next Steps: To develop a sense of belonging and connection by becoming familiar with and engaging with local community groups.

School Priority 2: To continue to improve attainment in Numeracy and Literacy**NIF Priority: Assessment of Children's Progress****Links to HGIOS 4 / HGIOELC
2.2, 2.3, 2.4, 3.2****Progress and Impact**

Care Inspectorate Feedback (May 2024)

"The service had created a rich learning environment for children and had developed a strong emphasis to promote 'a love of learning'."

LITERACY**Helicopter Stories**

We endeavour to continually promote equity and excellence through a range of educational approaches. This year we have placed a literacy focus upon Helicopter Stories using the 'Princesses, Dragons and Helicopter Stories' book.

This has been embraced by the promotion of small group times using only pen, paper and masking tape. Within this safe space the children have become actors, the audience and the storytellers, unlocking their imagination and turning their thoughts and creativity into stories.

Throughout the year the children have relayed some magical and unique stories of which they have proudly enacted. Some stories have been recorded onto the Interactive Computer Table for the children to listen to at their leisure. The children have excelled with their dramatic play and collaborative storytelling skills building upon their confidence and their social and emotional development.

Our literacy data reveals that the pre-school children are maintaining a high standard within the Literacy and English and Expressive Arts milestones. The following milestones are 100% achieved:

I regularly choose to 'read' a book.

I can follow a simple instruction.

I can identify rhyming words.

I can retell a familiar story.

I enjoy performing to an audience.

I can join in with dances and singing games with
Increasing confidence.

Senior Practitioner comment:

"Our helicopter story times are greatly significant in improving children's literacy awareness as well as increasing their confidence and focus. As a team we can expertly adapt our activities to the age and stage of each individual child ensuring a deep and meaningful learning experience."

Quality Indicator – Children play and learn

Parents agree that Doonvale provides opportunities for the children to be challenged, creative and engaged in their play and learning.

"A variety of different experiences all catered to the children."

"My girl asks to go to nursery every day, and I am not surprised when I see the amazing things they get up to!"

"She loves attending, she is improving, and we are happy."

Looking forward we will continue to embrace this Approach ensuring that our children are achieving and maintaining this invaluable literacy knowledge and understanding.

NUMERACY

Math Home Link Bags

The positive impact and significance of parental involvement upon children's education is invaluable, and after careful consideration the Granary Team proposed to establish a robust Numeracy Homelink sharing mathematical practices.

At the Open Evening, the parents were introduced to the concept of the Homelink and how this mathematical approach will support both the children's learning and development. It was explained that this partnership will not only enhance children's mathematical concepts but many other areas such as their literacy, creativity, problem solving and focus and concentration skills.

The children became familiar with the bags during small group times within nursery before enjoying the experience at home.

Ten Homelink Bags, one for every Math and Numeracy Developmental Milestone were created. Each bag consists of carefully selected age and stage appropriate resources relating to the developmental milestone and a Parental Feedback Book.

Example:

Developmental Milestone - I can touch and count items up to 5.

Contents: Numeracy flower game
Number flashcards
Lollipop sticks
Catch and Count game

Parental comments from the Feedback Book:

" My daughter thoroughly enjoyed working through this bag. I was really impressed with her number recognition on the flashcards."

"My girl really enjoyed the 'Catch & Count' game. We played it many times over the week!"

Our milestone data reveals that our children are consistently achieving with 94% of children attaining 8 or more mathematical milestones. The above milestone 'I can touch and count items up to 5.' has 100% accomplishment.

Looking forward we will continue to reinforce and embed positive mathematical links between nursery and home.

Quality Indicator – Learning, Teaching and Assessment

All parents strongly agreed that their children are motivated and engaged in their learning with their views and individual styles being valued and supported.

" We love Doonvale and most importantly our kids do! We are loving the girls they are becoming, and we feel the nursery has played a huge part in that."

“ We are really grateful for how well our son is supported in the Buttery. Thanks!”

“My son loves Nursery and develops every day.”

ECERS

Through the use of ECERS, the staff team self-evaluated both the Math and Literacy provision within the environment of the 3-5yr playroom;

Within Literacy they assessed ‘Encouraging children to communicate’. The scorings indicate that the Staff Team are confident in both delivery and provision of literacy materials and experiences when promoting children’s communication, balancing age and ability.

On assessment the Granary scored a 7 rating (excellent) on the ECERS scale for ‘Block Play’ within the Maths provision. No further action was deemed necessary and we will continue to maintain this standard.

Next Steps:

Looking forward we will continue to use ECERS to evaluate our Numeracy and Literacy environment alongside maintaining our high attainment in both areas.



School Priority 3 Placing the human rights of every child and young person at the centre of education

NIF Priority: - Assessment of Children’s Progress

**Links to HGIOELC
2.3, 3.3**

Progress and Impact

Care Inspectorate Feedback (May 2024)

“There was a strong focus on children’s rights. This was embedded in practice and staff consistently asked children for permission to help and support them, whilst respecting their choices and preferences. Small reminders were displayed throughout the service stating articles from UNCRC. Staff spoke about the importance of supporting and promoting children’s rights. Their rights were integrated into their planning for children’s learning. This sent a strong message to children that they matter.”

UNCRC Article 31 – The right to relax, play and take part in cultural and creative activities.

Due to unprecedented circumstances, we were unable to continue with our impressive plan to design and implement a shelter for the Secret Garden. Our large outdoor playbarn suffered extensive storm damage taking priority. We had no option but to postpone this Secret Garden project, and we plan to revisit it in the future.

We are proud to affirm that we successfully expanded upon the children's art provision. We have a newly constructed Outdoor Art Studio where the children have a unique designated space to be creative and free with their expressive art using open ended resources and natural materials.

They have the freedom to choose what resources to play with and explore within a relaxed environment without interruption.

The children are developing their creativity and curiosity as they share their ideas and feelings in art, media, music, dance and role play. The children often request if they can paint to music!

All pre-school children have achieved the following milestones.

Expressive Arts - I have explored the work of different artists and designers.

Health and Wellbeing – I can contribute my views and tell people what I like and dislike.

Parental Comment, May 2025

"My son really likes the new Art Studio. He talks about the paintings and fun that he has and wants to go there every day. He is a creative little boy, and the studio really allows him to express himself."

Going forward we will continue to develop our Art Studio provision broadening the children's experiences for open ended play.

Next Steps To secure children's understanding of their rights and embed a confidence to talk about their rights.

Evaluation Summary

School Self Evaluation

Quality Indicator: 1.3 Leadership of Change

Developing a shared vision, values and aims relevant to the ELC setting and its community

At Doonvale, we have a clear and ambitious vision and core values which are embraced by children, parents and staff alike. We invited our stakeholders to collaborate in the creation of our values. Our goal is to promote and sustain a shared vision for Doonvale which reflects the aspirations of our children, families and the wider community. We strongly believe that our values are upheld in our everyday practice.

We strive to consistently achieve high standards in learning, and we have worked hard to ensure high quality learning experiences take place both indoors and in the outdoor natural environment.

Strategic planning for continuous improvement

Senior Practitioners are visible and highly effective leaders. The Nursery Manager works closely with them to ensure quality and consistency across each of the three playrooms.

Personal Development Reviews for staff are carried out regularly. These highlight the contribution practitioners bring and allow staff the opportunity to improve self-awareness, as well as reflect upon individual achievements and areas for development.

All staff are encouraged and supported to develop their leadership skills by being responsible for an area of improvement within the Nursery. This collaborative venture defines roles and fosters a sense of ownership as practitioners make informed decisions thus enabling the nursery to adapt to change.

Care Inspectorate Feedback May 2024

“ Staff spoke about how they wanted to continuously improve the service and how their contribution, for example, taking on leadership roles helped improve the service. This resulted in positive outcomes for children.”

Implementing improvement and change

The Nursery Manager has embedded and consolidated several initiatives across the nursery including monthly parent and staff evaluations, and a Mentoring programme for new team members.

There is a rigorous self-evaluation process in place, involving management, staff, parents and children. We ensure that our auditing of the parental evaluations is shared with our families each month and believe that this promotes a culture of inclusivity and continuous improvement at Doonvale.

In order to set our priorities for our Improvement Plan, we take information from our developmental milestones, data, inspection reports, children’s survey, parental audits, staff voices and feedback from local authority partners.

As a Nursery we recognise the attributes of looking inwards, outwards and being receptive to change.

Care Inspectorate Feedback (May 2024)

“The management team led the service well. There was a strong commitment to embed nurture principles into daily practice and promote children's rights. Children and families were valued and at the heart of the service resulting in a positive ethos of inclusion.”

We would evaluate QI 1.3 Leadership of Change as very good.



School Self Evaluation

Quality Indicator: 2.3 Learning and Teaching

Learning and engagement

Care Inspectorate Feedback (May 2024)

“Children were actively engaged in their play and learning. They were leading their own play and making choices about how they wanted to spend their time. Children moved freely around the playrooms, and outdoor areas, taking ownership of their learning and following their interests and preferences. This enabled children to direct their own play.”

Staff provide a nurturing, supportive environment in which all children feel valued, safe and secure. Children are happy to come to nursery, have fun and engage fully in a variety of stimulating play-based experiences. Children are encouraged to engage in a balance of child-initiated play and well-planned adult-led experiences both indoor and out.

Staff have extremely close and positive relationships with the children and a good understanding of individual needs. As a result, our children are confident and motivated learners as evident in their daily interactions. They are more than willing to talk about their learning and achievements with staff and peers.

We strive to create close relationships with all our families and promote this through our open-door policy, effective communication and an honest and transparent approach.

Quality of interactions

The staff are consistently becoming more skilled and confident in using their understanding, professional knowledge and training in order to deliver improved outcomes for our children.

Staff are sensitive and responsive to the needs of each individual child. We have a very good understanding of child development and early learning pedagogy. We listen effectively to our children and respond to their views and interests. We have high expectations of both behaviour and attainment.

Care Inspectorate Feedback (May 2024)

“Staff positioned themselves well to support children's play throughout the playrooms, and they responded to their thoughts and ideas. They extended children's learning through skilful interactions and open-ended questions. As a result, children were problem solving and thinking about solutions.”

Effective use of assessment

Staff know our children and families very well. High quality natural observations take place throughout the day. This helps staff to make accurate judgements regarding children's progress.

Staff have a good working knowledge of the developmental milestones for pre-school children. We have established our own set of milestones for our ante pre-school children (3 year olds). This has enabled staff to better assess the development and progress of our ante

pre-school children and staff can build upon this knowledge to support their learning journey in their pre-school year.

This year we have introduced and developed our own Broad General Education Developmental Milestones where we evaluate the breadth of all curricular areas. We are able to determine children's progress and attainment over the academic year and use this data to support and scaffold children's learning and use it to inform our planning for the year ahead.

Parents receive regular, up-to-date information on their children's progress and achievements. We facilitate this by ensuring robust handovers, updating next steps, consultation evenings, detailed newsletters, our Family App and our Nursery Open Evening.

Planning, tracking and monitoring

Care Inspectorate Feedback (May 2024)

"Staff tracked children's progress and learning over time. There was breadth, balance and rich opportunities and experience for children to play and learn. Staff planned for children's learning and integrated this to include and reflect their interests and their spontaneous ideas. This meant that children were progressing well."

We have rigorous procedures for planning, tracking and monitoring and are responsive to the needs and interests of our children.

All children have their own individual personal plan and profile. Staff make very good use of learning profiles to support children to take ownership, participate and reflect on their learning. Both children and parents make valuable contributions to these profiles. Children can talk confidently about their own learning experiences evidenced in these profiles and enjoy sharing them with their peers and members of staff.

The Nursery Manager reviews children's holistic progress regularly to ensure they receive the appropriate support or challenge where required. This task is invaluable when monitoring children's individual progress.

Staged Intervention paperwork is in place for our ASN children. We work closely with the appropriate agencies to ensure the best possible outcomes for these children. Individual plans have clear targets and outcomes and are reviewed regularly with parents.

We would evaluate QI 2.3 Learning and Teaching as very good.

School Self Evaluation

Quality Indicator: 3.1 Ensuring wellbeing, equity and inclusion

Wellbeing

At Doonvale, there is a strong sense of family where everyone has a shared understanding of the nursery's ethos regarding the quality of care provided. We are proactive in promoting positive behaviour through the provision of caring, nurturing relationships. This approach leads to our children being confident, happy individuals who are keen to learn.

We are committed to recognising, respecting and promoting children's rights. We engage children in discussion and raise awareness of their own rights in fun and interactive ways.

Care Inspectorate Feedback (May 2024)

"There was a strong focus on children's rights. This was embedded in practice and staff consistently asked children for permission to help and support them, whilst respecting their choices and preferences. Small reminders were displayed throughout the service stating articles from the United Nations Convention on the Rights of the Child. Staff spoke about the importance of supporting and promoting children's rights. Their rights were integrated into their planning for children's learning. This sent a strong message to children that they matter."

Staff use the GIRFEC Wellbeing Triangle and Shanarri Indicators to help identify and support individual children.

We actively promote positive behaviour throughout the nursery. Our 3-5 year old children are responsible for creating their own 'Golden Rules' to help establish clear expectations of the rules and boundaries within nursery. These Golden Rules also encompass such traits as kindness, empathy and consideration of others.

Fulfilment of statutory duties

Staff are aware of their statutory duties as laid out in the Scottish Social Services Council Codes of Practice.

The nursery is registered with the ICO, follows all GDPR regulations and has a Care Inspectorate Certificate of Registration and Employers Liability Insurance. All staff are registered with the SSSC and are members of the Protecting Vulnerable Group scheme.

A personal plan is put in place for each child within 28 days and is reviewed every 6 months. Our staff receive annual Child Protection Training and know the appropriate action to take if concerned about a child's safety or wellbeing. All staff are aware of the designated Child Protection officer.

Chronologies are regularly reviewed and shared with parents and appropriate agencies.

Inclusion and equality

We have an environment where everyone feels welcome and valued. Practitioners make certain that all children have the opportunities and support to reach their full potential.

Care Inspectorate Feedback (May 2024)

"The management team led the service well. There was a strong commitment to embed nurture principles into daily practice and promote children's rights. Children and families were valued and at the heart of the service resulting in a positive ethos of inclusion."

The Nursery has continued to work closely with other agencies to ensure the best possible outcomes for our ASN children. We have worked collaboratively throughout the year to facilitate regular TWTF meetings with professionals such as Speech and Language Therapist, Physio, Occupational Therapist, Educational Psychologist, Consultant Paediatrician, Health Visitors and School Staff.

Our parents have been fully involved in all aspects of their child's care throughout the year. This has had a most positive impact on the children's ability to learn and has significantly reduced barriers to learning. This has ensured that our children's individual needs are met and where necessary the appropriate school transition is delivered.

We would evaluate QI 3.1 Ensuring Wellbeing, Equity and Inclusion as very good.



School Self Evaluation

Quality Indicator: 3.2 Raising attainment and achievement

Progress in communication, early language, mathematics, health and wellbeing

Staff have a very good understanding of how children develop early language skills and mathematical thinking. Staff ensure that opportunities to effectively support this development are embedded within the daily nursery routine.

Our young children are developing good vocabulary and are encouraged to talk through Book bug sessions, small group times and song/story time. Our older children are competently achieving their Communication and Language Milestones: 'I can retell a familiar story.' (100%) and 'I can identify rhyming words.' (100%)

In maths, children are confidently using numbers and the language of measurement during play. This is evident in our quantitative data, with all pre-school children achieving the following milestones.

- 'I can touch and count items up to 5'
- 'I can use fingers and objects to make quantities to 5'
- 'I can compare and describe different lengths, heights and weights'
- 'I can use 2D shapes and 3D objects to build and create'
- 'I can copy a simple pattern.'
- 'I can use positional language.'
- 'I can match and sort objects.'

Our continual focus on health and wellbeing has had a very positive impact on our children's learning and development, particularly in the outdoors. As a result, all our pre-school children can competently run, jump and balance, and risk assess and keep safe.

Children's progress over time

Throughout the nursery, our children are settled, happy motivated learners who are developing in confidence and resilience. All staff have a sound understanding of child development. They have established warm and secure relationships with the children and their families. Staff work very closely and effectively with parents and other professionals to provide the best possible outcome for each individual child.

Overall quality of children's achievement

We have high expectations of achievement which are shared by parents, staff and children.

We also celebrate children's individual achievements out with nursery. Parents recognise the importance of sharing such successes and this is evidenced very clearly in the children's profiles.

Staff make effective use of positive feedback and praise to promote self-worth and encourage co-operation and independence.

Children are encouraged to be responsible; for example, setting the Golden Rules, taking on the role of playroom monitors and undertaking risk assessments. Their ideas and opinions are valued, enabling them to make sensible choices and become leaders in their own learning.

Ensuring equity for all children

At Doonvale we have a welcoming and inclusive ethos based on mutual trust, integrity and respect.

We are proactive in identifying and minimising potential barriers to learning for our children.

We use data effectively, for example developmental milestones and information from the SIMD, to monitor progress and identify areas for improvement.

We would evaluate 3.2 Raising Attainment and Achievement as very good.

What are the key priorities for improvement in 2026-2027

Priority 1 – To create a Curriculum Rationale.

Priority 2 – To improve Literacy phonological attainment.

Priority 3 – To embed Children's Rights and develop creativity and confidence within the Arts.

What is the capacity for improvement?

Care Inspectorate Feedback (May 2024)

"The management team and staff were committed to providing a high-quality service for children and families. All staff had a kind, caring and nurturing approach. Their skilled interactions and understanding of children's individual needs was evident during the inspection. They were committed to supporting families and had embedded a calm, warm and nurturing environment that welcomed children and ensured their wellbeing needs were met. This meant that children felt valued, safe and secure in the care of a committed team."

Doonvale nursery is committed to delivering high quality care and learning experiences. We have a secure Senior Management Team, and a dedicated staff complement who work collaboratively to ensure that we can provide a safe, inspirational and stimulating learning environment.

We consistently evaluate our practice, identify areas for development and as a team embrace any changes required to improve outcomes for our children. All staff are encouraged and provided with training to develop their skillset promoting areas such as literacy, outdoor learning and stepping into leadership. We strive to embrace a culture of continuous improvement to meet the needs of our children ensuring they have the best possible start in life. We are looking forward to the year ahead with our children in a fun, vibrant and secure place for learning and development.

Based upon our consistent striving for excellence our capacity for improvement is very good.

