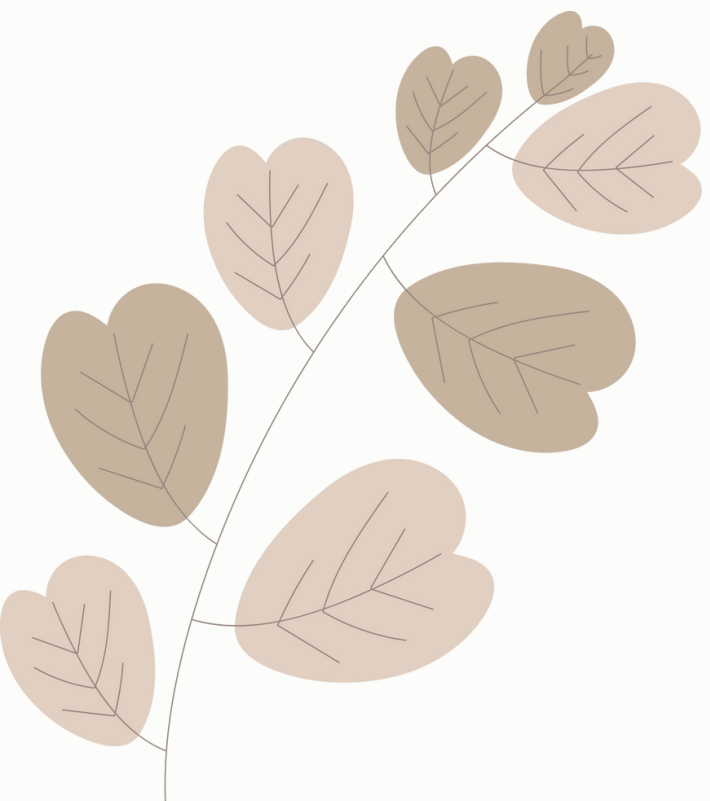


MARINA VIEW NURSERY IMPROVEMENT PLAN 2025-2026

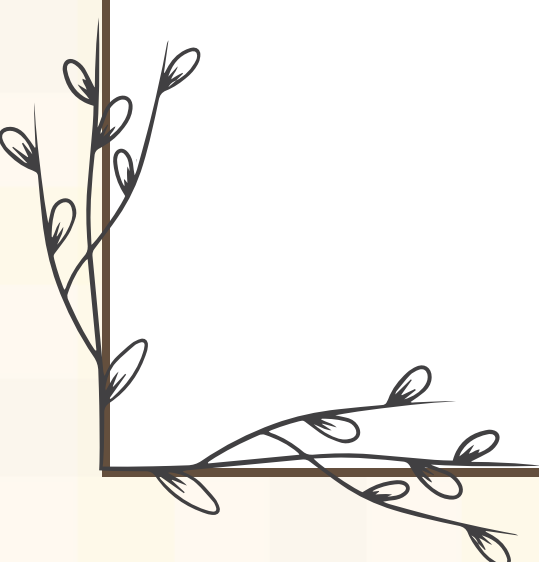




Vision

We strive to provide a high-quality service where children experience a caring, **nurturing** environment that **inspires** them to learn through their natural curiosity.

Our aim is to continue to support and encourage children to **discover** their full potential in an inclusive, encouraging environment ensuring children's views are respected.

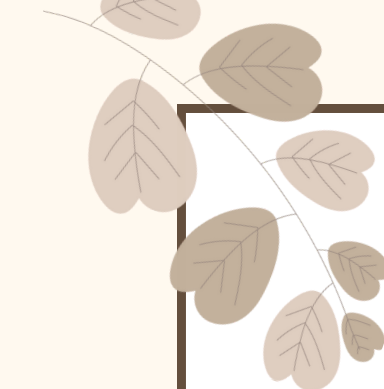


Values



Nurture
Valued
Connection
Positive
Community
Confident Individuals

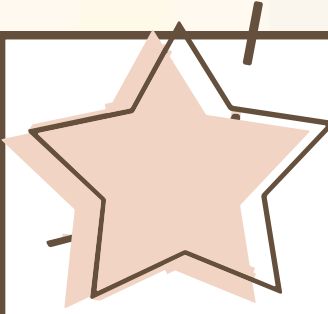
Values were created in consultation with staff. Issued to parents for feedback. Children also had opportunity to comment on values



Our Aim

Our aim is to support and encourage children to reach their full potential in an inclusive, respectful, and nurturing environment. We are committed to providing a high-quality service where children feel cared for and are inspired to learn through their natural curiosity.





South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

National Improvement Framework Priorities

- Placing the human rights of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained positive school leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

What is our capacity for continuous improvement 2025-2026



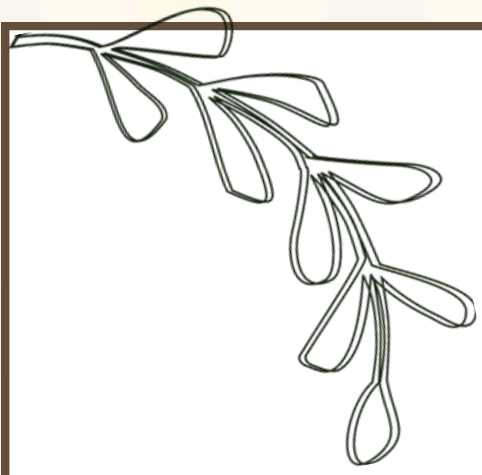
The staff team at Marina View Nursery have experienced a year of significant change, including the introduction of a new management team, staffing transitions, and updates to administrative and planning processes. While these changes have presented some challenges, the team have remained dedicated and resilient, consistently prioritising the wellbeing and development of the children throughout the transition period. We have welcomed a new senior member of staff, along with four new Early Years Practitioners. These additions have further strengthened our team, which is now well-established and committed to delivering high-quality care and learning experiences.

The staff have developed strong, nurturing relationships with the children, fostering a supportive and inclusive environment where each child feels safe, valued, and encouraged to thrive.

We are strongly committed to continuous improvement and the ongoing development of staff practice to enhance outcomes for all children. Through reflective practice, targeted professional learning, and a shared commitment to high-quality early years provision, we aim to ensure every child receives the support and opportunities they need to reach their full potential.

A structured induction process has been implemented to ensure new staff are well-supported as they settle into their roles. In addition, mentoring from experienced team members provides ongoing guidance and helps to embed the values, routines, and high standards expected within the setting. This approach supports consistency in practice and promotes a culture of collaboration and continuous improvement.

In the new term, our re-invented Beach Explorers will be running weekly with our newly qualified Beach School practitioner. This will involve all 3 playrooms.



Priority 1

To build upon and improve attainment in literacy

NIF Priority: Improvement in achievement, particularly literacy

NIF Driver: Curriculum and assessment

Links to Quality Improvement Framework:

Leadership – Quality assurance and improvement are led well

Children play & Learn – Play and learning experiences are well planned and responsive, supporting literacy rich environments

Engagement with families – Families are valued as partners in children's literacy learning

Staff team – Practitioner's demonstrate strong professional knowledge and collaborate to improve literacy outcomes

Children are supported to achieve – Practitioners observe, assess, and extend learning in literacy to secure progress for every child

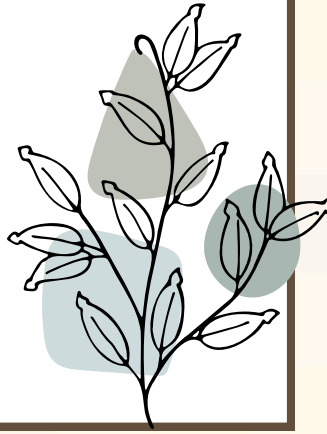
Links to Quality Improvement Framework Key Questions:

1.2 How well do we support children's play and learning?

2.1 How well do we support and promote children's wellbeing and rights?

3.1 How well do we lead and improve our setting?

3.2 How well do we develop our staff team?



Priority 1

What outcomes do we want to achieve?

- *Develop practitioners' knowledge and skills in listening and talking (literacy) leading to positive interactions and outcomes for the children
- *Increase family engagement

How will we achieve this?

- *Provide targeted CPD in early literacy and numeracy pedagogy
 - *Monitor staff training matrix
 - *SAC Phonological awareness pack
 - *SALT communication friendly training
 - *Literacy Champion
 - *Literacy audits
- *Regular opportunities to share learning opportunities via the Learning Journal app/Home link bags
- *Staff attending SA training courses

Priority 1

How Will We Measure Impact On Children and Young People?

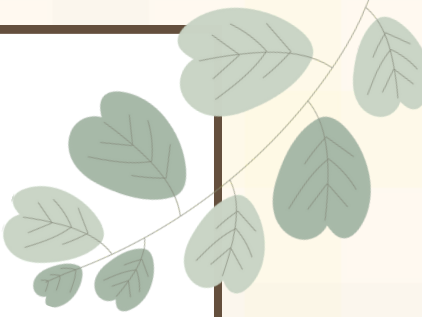
Increase achievement of 8 or more language and communication developmental milestones from 66% to 70%

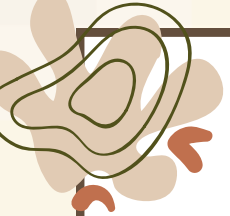
Increase achievement of developmental milestone \can identify words that start with the same sound from 52% to 68%

Increase achievement of developmental milestone \can identify rhyming words from 57% to 78%

Staff reporting an increased confidence in implementing literacy learning

Families participate in learning activities, contribute to journals, and report increased confidence in supporting learning at home





Priority 2

To improve children's understanding of health and wellbeing

NIF Priority: Closing the attainment gap

NIF Driver: ELC Improvement

Links to Quality Improvement Framework:

Leadership – Improvement in wellbeing practice is driven by shared vision and reflection

Children play & Learn – Experiences nurture curiosity, independence, and social-emotional skills

Engagement with families – Families are active partners in promoting children's wellbeing

Staff team – Practitioner's model and promote positive wellbeing across the setting

Children are supported to achieve – Focus on wellbeing, emotional regulation, and resilience

Links to Quality Improvement Framework Key Questions:

1.1 How well do we support and promote children's wellbeing and rights?

1.2 How well do we support children's play and learning?

3.1 How well do we lead and improve our setting?

3.2 How well do we develop our staff team?





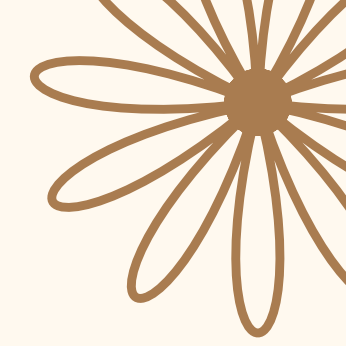
Priority 2



What outcomes do we want to achieve?

- *To support and nurture children and staff's wellbeing
 - *To promote children's engagement in learning
- *For children to confidently talk about what they are learning
 - *To improve outcomes in health and wellbeing

How will we achieve this?

- *Health and Wellbeing Champion
 - *Nurture training
 - *Involve children in setting their own development goals and tracking their progress.
 - *Implement areas where children can display their own work
 - *Introduce QR codes for children to talk about their learning
 - *Display and refer to what is being learned and how success is measured, using child-friendly language. {Learning Wall}
 - *Provide scaffolding for children to discuss what they are learning
 - *Environment audit
 - *Celebrate positive behaviour and wellbeing achievements {e.g. WOW moments, wall, kindness awards, wider achievements wall}
- 

Priority 2

How Will We Measure Impact On Children and Young People?

Regular learning walks to observe emotional wellbeing strategies in action

Staff feedback and confidence surveys after training

Children's voice captured through drawings, conversations, or video

Parent feedback through questionnaires or informal chats

Incident logs monitored for changes in behaviour or emotional regulation needs

90% of children will achieve the milestone – I can talk about my learning,

Children confidently express feelings: staff can identify and support emotional needs

Children independently access spaces to self-regulate

Priority 3

Enhancing experiences, quality of interactions and observations throughout our environment

NIF Priority: Enhancing experiences, quality of interactions and observations throughout our environment

NIF Driver: ELC Improvement

Links to Quality Improvement Framework:

Leadership – Quality assurance and improvement processes strengthen pedagogy and environments

Children play & Learn – High-quality play experiences that challenge, inspire, and extend learning

Environment for play and learning: Spaces are enabling, inclusive, and responsive to children's needs

Staff team – Professional reflection and collaboration enhance quality of interactions

Children are supported to achieve – Practitioners skillfully observe, assess, and plan for next steps

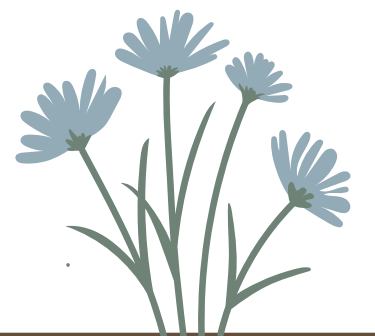
Links to Quality Improvement Framework Key Questions:

1.2 How well do we support children's play and learning?

2.2 How well does our environment support play and learning?

3.1 How well do we lead and improve our setting?

3.2 How well do we develop our staff team?



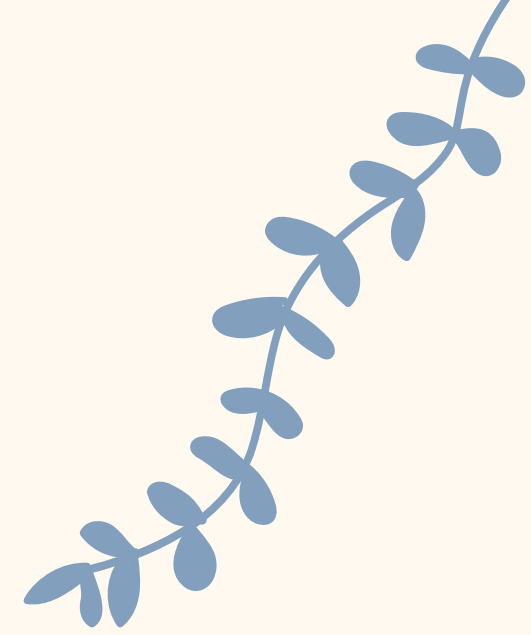
Priority 3

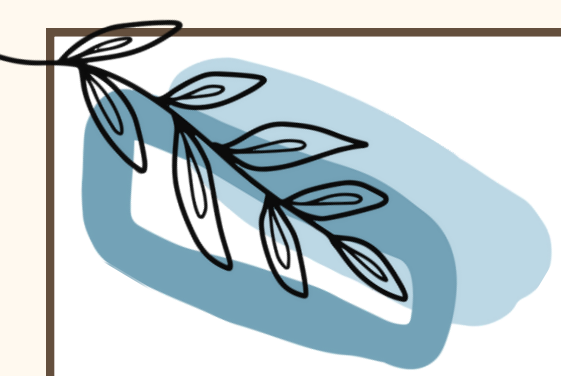
What outcomes do we want to achieve?

- * Improve quality of interactions through professional development and reflective practice
 - * Strengthen observation quality and ensure they inform planning effectively
- * Create an enabling environment that supports exploration, risk-taking, and independence

How will we achieve this?

- * Provide training on sustained shared thinking and effective questioning
 - * Conduct environment audit
 - * Reorganise areas for better access and challenge
 - * Add more natural resources
 - * Review learning journals for quality and consistency
- * Embed responsive planning based on children's interests
- * Review planning to ensure balance of adult- and child-led activities
 - * Enhance provocations and loose parts play
- * Regular team discussions on observations and planning
 - * Supervision to include reflection on interaction quality





Priority 3

How Will We Measure Impact On Children and Young People?

Children independently engage in rich, meaningful play, increased engagement and curiosity

Increased quality and consistency of practitioner-child interactions.

Observations are insightful, linked to learning outcomes, and used to extend children's learning

children confidently access and use resources; environments support a wide range of play and learning

Continuous improvement evident in team practice; self-evaluation informs further action

Playroom observations will highlight children being supported and challenged in their play and learning

