



Kilbarchan Community Nursery

STANDARDS AND QUALITY REPORT

June 2026

This report will inform you of our progress and achievements in the last session and let you know about our plans for 2026-2027. I hope that you find it helpful and informative.

Victoria Orr

Head of Nursery

OUR CENTRE

Our nursery is a welcoming early learning and childcare setting based in Renfrewshire, registered to accommodate up to 56 children within the building, with a maximum of 30 school children attending at any one time. We offer a breakfast club and after school care service for children who attend Kilbarchan Primary School. We provide high-quality care and education for children and families within our local community.

Our vision is to create a nurturing, inclusive, and stimulating environment where every child feels safe, valued, and inspired to learn. Our values are rooted in respect, kindness, curiosity, and partnership with families.

We are committed to delivering high-quality early learning experiences in line local and national early years guidance.

Kilbarchan Community Nursery is registered as a Scottish Charitable Incorporated Organisation (SCIO) and the service is governed by a Board of elected trustees from parents and carers of children enrolled. The trustees employ a qualified staff team to deliver early learning and childcare and out of school care on a daily basis.

OUR VISION, VALUES AND AIMS

- Provide a flexible, high quality early learning and childcare service to meet the needs of children and their families.
- Create a secure, stimulating, happy and healthy environment, which encourages individuals to reach their full potential.
- Promote children's independence, social skills and learning for life through free play and directed activities.
- Provide a broad and balanced curriculum, which takes account of local and national guidelines and is responsive to children's needs, development, and interests.
- Develop positive partnerships with families and the surrounding community to support children's development and learning.
- Recognise the value of families' input and encourage them to share in their children's learning.
- Promote a welcoming and positive ethos of equality, fairness, and inclusion, which respects and values all children and adults.

SUCSESSES AND ACHIEVEMENTS

- ★ We have had changes and additions to our staff team this session which was a very exciting time for us. Two of our Early Years Practitioners left to go off and pursue new things. Amy Grimason was promoted to Keyworker of the blue group, and we welcomed Sophie Paterson as an Early Years Support Practitioner. We currently have an After School Club Lead Practitioner Post which we are currently in the process of filling. We are delighted to welcome these changes to our team. We are extremely proud of our staff team and do not anticipate any recruitment opportunities in the near future.
- ★ All our practitioners are dedicated to their continuous professional development, and some are engaging with further qualifications. Rebecca Hamilton has completed her 1st year of BA Childhood Practice. Stepanie Meikle has completed her first year in PDA Childhood Practice and Siobhan Kincaid is about to complete her SVQ level 3. We are incredibly proud of our team for working hard to continuously build upon their knowledge and skills.
- ★ Practitioners engaged in training opportunities such as The Promise Training, Book Creator, Talk for Writing and Bookbug Leadership Training to further enhance their skills.

- ★ Renfrewshire's Early progression toolkit was used throughout the session to track progress of our pre-school children meeting milestones in maths, literacy and health and wellbeing. This allowed practitioners to identify gaps in our provision and ensure the timely intervention of targeted support or challenge. The introduction of the pre-early level toolkit allowed practitioners to track the milestones of our children with additional support needs allowing us to gather more robust data.
- ★ Staff development focused on observing and recording children's progress. Feedback from staff was extremely positive with almost all staff saying they found it useful. Chloe has worked extremely hard with staff in terms of our planning cycle. We still have work to do next session; however, the impact has shown an increased level of consistent and coherent documentation through our use of Book creator.
- ★ Engagement with our Locality Inclusion Support Network continues to have been an invaluable resource in supporting practitioners to effectively support children with additional support needs. Victoria (Manager) chaired the group this year alongside another group member which was an excellent experience.
- ★ The eco-schools committee lead by Elaine and Rebecca successfully achieved the 8th Green Flag award for the service as a result of our on-going work on environmental issues. We are extremely proud of this.
- ★ All children are now enrolled in Dolly Parton Imagination Library programme supporting literacy engagement and outcomes.
- ★ Fundraising events raised just over £6500 to support the nursery purchase resources. This session, our families chose SUDEP as an external charity to fundraise for after a child who attends the settings big sister was diagnosed with Epilepsy in August 2025.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR CENTRE/NURSERY?

Leadership of Change

Over the past year, we have continued to strengthen our approach to self-evaluation and improvement. Using guidance from How Good Is Our Early Learning and Childcare, we have engaged staff, children, and families in identifying key priorities.

A significant strength of our setting is our commitment to professional learning. Staff are actively undertaking further qualifications to enhance their knowledge and practice. This ongoing development has led to improved confidence in delivering high-quality, child-centred experiences.

We have fostered a culture of reflective practice, where practitioners regularly evaluate their environment and interactions. As a result, we have seen more responsive planning and richer learning opportunities for children.

Learning, Teaching and Assessment

Our curriculum is firmly rooted in play-based, child-led learning in line with Curriculum for Excellence.

Children are actively engaged in meaningful learning experiences that reflect their interests and developmental stages. Practitioners use observations and interactions to inform planning, ensuring that learning is relevant and appropriately challenging.

A key strength within our setting is our commitment to promoting literacy. All children participate in Dolly Parton's Imagination Library, fostering a love of reading and supporting early language development. As a result, children demonstrate enthusiasm for stories, improved vocabulary, and increased engagement in literacy-rich experiences.

Assessment is ongoing and responsive. Learning is documented through observations and shared with families, supporting a clear understanding of each child's progress.

Ensuring Wellbeing, Equality and Inclusion

We place children's wellbeing at the centre of all we do, guided by the principles of Getting It Right for Every Child.

Our nurturing ethos ensures that children feel safe, respected, and included. Strong relationships between staff and children support emotional security and confidence.

Feedback from parents highlights that our setting is widely regarded as *excellent, supportive, nurturing, and approachable*. This reflects our commitment to building trusting partnerships with families.

We promote equality and inclusion through inclusive practices, ensuring that all children have access to high-quality experiences regardless of their background or needs.

Securing Children's Progress

Children across our setting are making positive progress in their learning and development. Through effective observation and assessment, practitioners are able to identify next steps and support children in achieving their potential.

Children demonstrate:

- Growing confidence in communication and language
- Increasing independence in play and daily routines
- Positive relationships with peers and adults

Our strong focus on literacy, supported through initiatives such as Dolly Parton's Imagination Library, has contributed to noticeable progress in early reading behaviours and engagement with books. We are delighted to have 100% of our children signed up to Dolly Parton's Imagination library. Back in January, we celebrated Dolly's 80th Birthday where we shared opportunities to read together and engage in song and dance. We wore our Dolly masks and cowboy hats with pride!

Parental Engagement and Partnerships

We value parents and carers as key partners in their children's learning.

We actively seek feedback through questionnaires and informal communication. Recent feedback shows that almost all service users rate our nursery as *excellent*, particularly highlighting our supportive and nurturing environment.

We maintain strong communication with families, ensuring they are informed and involved in their child's learning journey.

Our participation in community events, including achieving **2nd place in the local Lilies Day float**, has strengthened our connection with the wider community and provided children with meaningful cultural experiences.

We use the **Famly app** to strengthen partnerships with parents and carers. The app allows us to share regular updates about children's learning and development, celebrate achievements, and keep families informed of the latest nursery news, events, and activities. We also encourage parents and carers to contribute observations, photos, and comments, helping us work together to support each child's learning journey.

Professional Learning and Staff Development

Our staff team is committed to continuous professional development. Many practitioners are currently undertaking further qualifications to enhance their skills and knowledge.

This investment in staff development has led to:

- Improved quality of interactions with children
- Increased confidence in delivering the curriculum
- Stronger understanding of child development and pedagogy

Practitioners regularly engage in reflective discussions, contributing to ongoing improvement across the setting.

Quality Assurance and Self-Evaluation

We have robust systems in place for monitoring and evaluating the quality of our provision. Our approaches include:

- Regular observations of practice
- Staff discussions and reflective meetings
- Feedback from children and families

This ongoing self-evaluation ensures that improvements are identified and implemented effectively.

KEY STRENGTHS

- A highly nurturing and inclusive environment where children feel safe and valued
- Strong positive feedback from parents, with almost all rating the service as excellent
- Commitment to staff professional learning and development
- Effective promotion of early literacy through participation in Dolly Parton's Imagination Library
- Strong community engagement, including success in local events such as Lillas Day
- Child-centred approaches to learning, teaching, and assessment
- Supporting staff as a team and individually as required, throughout the year to ensure their wellbeing needs are being met.
- Motivated staff who are ambitious are encouraged and supported to access and further training opportunities and qualifications.

OUR NEXT STEPS – PRIORITIES FOR 2026-27

We have made good progress during session 2025-26 and we will use the improvement priorities listed below to build on this progress moving forward.

- **Enhancing the Learning Environment – Priority 1**

Following a staff team review of our current learning environment, alongside discussions, visits to other settings and comparisons of before-and-after images of our setting, all practitioners agreed that our environment would benefit from significant redevelopment. The team recognised the positive impact that a more natural, calming, and home-from-home environment can have on children's wellbeing, engagement, and learning.

Although our data shows that 88% of children are consistently demonstrating the Health and Wellbeing measure within Renfrewshire Council's Progression Toolkit, staff observations indicate that many children can still become overwhelmed by the level of visual stimulation within the environment.

- **Continuing to develop a more consistent approach to our planning cycle – Priority 2**

While progress has been made, consistency in implementation is not yet fully embedded across the setting. Currently, 3 out of 6 staff members (50%) still require significant support when identifying children's interests and using these to inform planning, as well as in the recording and evaluation of planning outcomes. This highlights variability in practitioner confidence and understanding of the full planning cycle, including observation, analysis, planning, and next steps. To ensure a consistent, high-quality planning cycle is fully embedded across the setting, in line with national guidance, where all practitioners confidently use observations, children's interests, and assessment evidence to plan, track, and evaluate learning effectively.

- **Supporting children to develop self-regulation skills – Priority 3**

We aim to embed targeted strategies that promote emotional regulation, empathy, and social resilience. These include the creation of calm spaces, the use of consistent emotional vocabulary, and the modelling of healthy emotional responses.

These strategies will be reflected in individualised personal plans, aligned with the Care Inspectorate's Personal Plans Guide, ensuring that each child's needs, strengths, and developmental goals are clearly documented, regularly reviewed, and co-created with families.

Full details of the improvement priorities and actions are detailed on the establishment

improvement plan which can be accessed via www.kilbarchancn.com

**Establishment Name – Kilbarchan Community
Nursery SCIO**

Address – Meadside Avenue, Kilbarchan

Phone – 01505 704839

Fax

Website – www.kilbarchancn.com

Twitter/Facebook

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the establishment. You can do this by speaking to staff, participating in parent/carer meetings, responding to questionnaires/surveys and by completing evaluations at events.

