Renfrewshire Council

Little Pandas Nursery
Erskine

STANDARDS AND QUALITY REPORT 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.

Head of Nursery
Jennifer McNaughton

OUR NURSERY

Little Panda's Nursery was established in April 2014 and is in Erskine, close to the riverfront and surrounded by green spaces that provide a calm and stimulating environment for children. The nursery is easily accessible by foot, car, and public transport, ensuring it is convenient for families across the local community.

Our setting provides a modern, safe, and nurturing environment for children aged six weeks to five years. Playrooms are bright, spacious, and thoughtfully designed, offering high-quality, age-appropriate resources that support children's learning and development. These environments promote curiosity, creativity, and active engagement, enabling children to develop essential skills for life and learning.

Outdoor learning is an integral part of our provision and is viewed as a natural extension of indoor experiences. Children have daily access to department-specific garden areas, where they are supported to explore, investigate, take risks within a safe environment, and lead their own play. The wider local environment, including nearby green spaces and the riverfront, further enriches children's learning by providing real-life contexts for exploration and discovery. Regular outings within the local community strengthen children's sense of belonging, build confidence, and support awareness of the world around them. In addition, our partnership with Pandamonium Play Centre provides extended opportunities for play beyond nursery hours, supporting children's social, emotional, and physical wellbeing through active and imaginative experiences.

This year, we have undergone a significant extension within our 3–5 department, providing a purpose-built learning environment with direct access to outdoor areas. This development has enhanced the quality of provision and created capacity for an additional 46 children, increasing our overall registration to 164. The new environment strengthens opportunities for children to make independent choices, follow their interests, and engage in sustained play indoors and outdoors, supporting high levels of wellbeing, involvement, and achievement.

We operate 50 weeks of the year, Monday to Friday, from 7:30am to 6:00pm, providing flexible, high-quality early learning and childcare. Our provision is structured to meet the needs of all age groups, with four playrooms for children under two years, one large playroom for children aged two to three, and four playrooms for children aged three to five. This ensures environments are appropriately designed to support children's developmental stages.

In partnership with Renfrewshire Council, we deliver 1,140 hours of funded early learning and childcare for all eligible three- and four-year-olds, as well as eligible two-year-olds. This promotes equity of access and ensures all children benefit from high-quality early learning experiences.

Our team consists of over 30 staff members, many of whom are from the local area. The team includes experienced practitioners and apprentices who are committed to delivering high standards of care and education. We place a strong emphasis on continuous professional learning and reflective practice, ensuring staff remain skilled, knowledgeable, and responsive to children's individual needs. This supports a nurturing, inclusive environment where all children are supported to thrive.

OUR VISION, VALUES AND AIMS

Our vision, values and aims are reviewed annually at the start of each academic year in August, with the involvement of staff, parents and children, ensuring shared ownership and continuous improvement.

Our Vision

At Little Panda's Nursery, our vision is to provide a nurturing, inclusive and stimulating environment where every child is respected as a unique individual and supported to thrive. We are committed to upholding children's rights, ensuring their voices are heard, and working in partnership with families and external agencies to support wellbeing and holistic development.

Our Values

Respect and Inclusion – Every child is valued, included and supported to participate fully in nursery life, with their voice actively influencing daily experiences.

Child-Centred Practice – Children lead their learning through play, exploration and their individual interests.

Partnership Working – We work collaboratively with families and external agencies to support children's needs effectively.

Continuous Improvement – Staff engage in ongoing professional learning and reflective practice to enhance outcomes for children.

Our Aims

We aim to provide high-quality early learning and childcare that supports children's wellbeing and development in line with GIRFEC and national frameworks. We create safe, nurturing environments where children learn through play, build positive relationships, and develop confidence, independence and communication skills. We work in partnership with families and agencies to ensure children receive appropriate support and are enabled to reach their full potential.

We are committed to ensuring that every child is at the **centre of our practice**, where they are **safe**, **supported** and **nurtured** to **learn** and **thrive**.

SUCCESS AND ACHIEVEMENT!

Our Care Inspectorate inspection (December 2025) evaluated the service as **Very Good in Leadership and Children are Supported to Achieve, and Good in Children Play and Learn**, demonstrating strong outcomes for children across key areas.

Leadership was identified as a significant strength, with inspectors outlining that management demonstrated a clear vision and strong commitment to providing a nurturing, inclusive and child-centred environment**,** where values of respect and inclusion are embedded in daily practice. Robust quality assurance systems and a shared approach to self-evaluation are in place, effectively supporting ongoing improvement.

Children experience warm, nurturing care from staff who know them well and respond effectively to their individual needs**.** Personal planning processes are thorough and up to date, ensuring children's health, wellbeing and development are consistently supported.

Strong partnerships with families are evident. Parents report high levels of satisfaction, highlighting the nursery's welcoming ethos, effective communication and the range of opportunities to be involved in their child's learning, including stay and play sessions and regular updates through the family app.

Overall, the inspection recognises that children benefit from positive relationships, high-quality care and a breadth of learning opportunities, with clear evidence of effective leadership and a commitment to continuous improvement.

This strong evaluation was further supported by significant developments within the setting, particularly in relation to the expansion of the nursery environment.

In October 2025, prior to our Care Inspectorate inspection, we successfully **increased our registration** from 114 to 164 children a day following the completion of a **significant purpose-built extension**. This development has enhanced the overall learning environment and increased capacity to deliver high-quality early learning and childcare.

The extension has enabled free-flow access between indoor and outdoor environments for children aged 3–5, supporting increased choice, independence and autonomy in their play and learning. This approach reflects best practice in early years, promoting children's physical wellbeing, curiosity and engagement.

The improved environment provides increased space, high-quality resources and more flexible learning opportunities, allowing practitioners to respond more effectively to children's individual interests and developmental needs. As a result, children benefit from

a more stimulating and responsive environment, supporting positive outcomes in line with national expectations for high-quality ELC.

In addition, within our **existing 3–5 department**, children have benefited from further improvements to their daily experiences through the enhanced use of space. A **café-style dining area** has been introduced to support free-flow lunches, promoting independence, choice and positive social interactions without disruption to children's familiar environment.

A **library space** has also been developed for the whole nursery, providing a calm and relaxed environment that supports children's wellbeing and fosters a love of reading, while creating opportunities for quiet, meaningful interactions and early literacy development.

As a result, children across the nursery are confident, engaged and benefit from a thoughtfully designed environment that supports independence, wellbeing and meaningful learning opportunities

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR NURSERY?

Improvement Plan Area 1: Enhance cross-curricular opportunities for learning, with a focus on developing mathematical skills linked to money and time to build early social studies and economic awareness.

Outcomes in these areas have shown positive progress, with children demonstrating consistency in money increasing from **54% in 2024/25 to 58% this year**. Understanding of time has also significantly improved from **50% to 92%**, reflecting the positive impact of targeted learning opportunities and approaches used.

However, overall numeracy has dropped from **80% in 2024/25 to 76% this year**. A notable change can also be seen in attainment across genders. Last year outcomes were broadly similar, with **males achieving 82%** and **females 78%**. This year, however, there has been a significant shift, with **82% of females achieving compared to 68% of males**. This represents a reversal of the previous pattern and highlights an emerging gender gap within numeracy attainment.

This suggests that while targeted approaches to developing money and time concepts have been successful, further review is needed to understand the decline in overall numeracy and emerging differences in attainment. Consideration should be given to how mathematical learning opportunities can be further embedded through engaging and meaningful experiences that respond to the needs, interests, and learning styles of children as individuals, supporting positive outcomes for all learners.

Improvement Plan Area 2: Introduce additional literacy-rich experiences to support children's awareness of syllables and rhyming patterns, supporting early phonological development through playful and engaging activities.

Outcomes within these targeted areas have shown positive progress. Children demonstrating consistency in identifying **syllables** increased from **15% in 2024/25 to 37% this year**, showing improvement in this area. In relation to **rhyming**, children making progress increased from **15% to 32%**, suggesting that targeted literacy experiences and playful approaches are beginning to positively support children's phonological awareness.

However, overall literacy has decreased slightly from **86% in 2024/25 to 84% this year**. A notable shift can also be seen across genders. In 2024/25, **88% of males** achieved expected outcomes compared to **84% of females**. This year, attainment for males has reduced to **77%**, while females have increased to **92%**. This represents a significant change in attainment patterns and highlights an emerging gender gap within literacy outcomes.

This suggests that while targeted approaches to developing syllable awareness and early rhyming skills are having a positive impact, further review is needed to understand the decline in overall literacy and differences in attainment. Consideration should be given to ensuring literacy experiences continue to reflect the needs, interests, and learning styles of children as individuals, providing engaging and meaningful opportunities that support positive outcomes for all learners.

Improvement Plan Area 3: Enhance children's emotional literacy and empathy through expressive arts.

Outcomes within this area demonstrate strong progress. In 2024/25, **61%** of children consistently demonstrated the ability to **recognise the emotions of others and show empathy**, increasing significantly to **92% this year**. This suggests that targeted experiences and opportunities to explore emotions through expressive arts have positively supported children's emotional understanding and ability to recognise and respond to the feelings of others.

Overall outcomes within this area have decreased slightly from **95% in 2024/25 to 92% this year**. While overall attainment remains high, differences across genders have emerged. Last year, both **males and females achieved 95%**, whereas this year **86% of males** achieved compared to **98% of females**. This highlights an emerging difference in outcomes and suggests a need to further review how emotional literacy experiences are planned to ensure they meet the needs and interests of children as individuals.

This suggests that approaches used to strengthen emotional literacy and empathy have been highly successful, particularly in supporting children's recognition and understanding of emotions. Further consideration should be given to how opportunities are differentiated and embedded across the nursery to ensure all children continue to engage with and

develop emotional awareness, self-expression, and empathy in ways that are meaningful and relevant to them.

Improvement Plan Area 4: Strengthen children's health and wellbeing through enhanced transition experiences across the nursery and into school.

Within this improvement area, we strengthened our focus on supporting children's health and wellbeing during transitions into nursery, between rooms, and when preparing for school. In line with the progression toolkit, emphasis was placed on nurturing relationships, emotional security, and responsive approaches to ensure children feel safe, confident, and supported through periods of change.

As a team, transition documentation was reviewed and refined, linking it to *The Colour Monster* to provide a more meaningful approach to understanding and responding to children's emotions. This supported greater consistency across the team and strengthened practitioners' understanding of individual children. This development was informed by staff feedback and implemented across the nursery.

To further support transitions, room move social stories were created for families to use at home, and school transition books were developed in partnership with local schools to help children become familiar with their new environments. Primary 1 meet ups within the play centre have now continued for a second year, strengthening relationships, supporting continuity, and helping children and families feel more prepared and confident.

This suggests that a consistent and nurturing approach to transitions has positively supported children's emotional wellbeing and sense of belonging, helping children and families experience change in a familiar and reassuring way.

KEY STRENGTHS

Strong Leadership and Continuous Improvement

Leadership across the nursery is a key strength, with a clear vision centred on providing a **nurturing, inclusive and child-centred environment**. This is supported by well-established quality assurance and self-evaluation processes, enabling staff to reflect on practice, identify areas for development and drive continuous improvement.

There is a strong culture of collaboration, with staff confident in sharing ideas and contributing to the ongoing development of the setting. This ensures that improvements are meaningful, sustainable and focused on positive outcomes for children.

Experienced and Skilled Staff Team

We have a **stable and experienced staff team** who build strong, trusting relationships with children and families. This continuity supports children to feel secure, confident and well supported in their environment.

We continue to invest in **professional learning**, with staff progressing through Level 3 and Level 4 qualifications. All playroom seniors are working towards, or hold, a **Level 4 qualification**, reflecting our commitment to maintaining a highly skilled workforce. This ongoing development strengthens practitioners' knowledge of child development and enhances the quality of interactions and learning experiences.

Our ethos promotes a culture of **continuous learning and professional reflection**, with consistently high attendance at monthly staff training sessions.

Our ethos is firmly **child-centred**, and this is consistently reflected in practice across the nursery. Staff demonstrate a proactive approach to supporting children's individual needs through the ongoing development of **social stories and individual risk assessments**, ensuring that care and learning experiences are inclusive, responsive and tailored to each child. This approach supports children to feel safe, understood and included, enabling them to fully participate in their learning environment and make positive progress.

Staff commitment is a key strength, with long-standing members of the team, including a staff member celebrating **10 years of service**, reflecting strong retention and dedication.

Nurturing Care and Strong Knowledge of Children

Children benefit from **warm, responsive and nurturing care**, with staff demonstrating a strong understanding of individual needs.

Effective personal planning processes ensure that children's health, wellbeing and development are consistently supported. Staff use this knowledge to provide care and learning experiences that are tailored to each child.

As a result, children are happy, settled and developing positive relationships within the setting.

Positive Partnerships with Families

Partnership working with families is a key strength of the nursery. We promote open communication and actively involve parents in their child's learning and development.

We maintain a **high level of communication through the Famly app**, providing regular, meaningful updates on children's experiences, progress and next steps in learning. This

supports effective two-way communication, allowing parents to engage with and contribute to their child's learning journey.

Opportunities such as **monthly stay and play sessions, including weekend sessions to support working families, nursery events and ongoing digital communication** further strengthen engagement and collaboration. As a result, parents feel informed, involved and confident in the care provided.

OUR NEXT STEPS – PRIORITIES FOR 2026 - 2027

Priority 1 – Under 3's

Child Development will be a key priority for 2026/27, with a focus on upskilling staff in children's different stages of development to support learning outcomes and enhance playroom experiences. We will strengthen experiences for children under 3 through high-quality interactions and learning on the floor, while continuing to develop staff confidence and consistency in completing children's trackers to accurately reflect progress, next steps, and support early identification of need.

Priority 1 – 3 – 5 years

Based on analysis of this year's data, an emerging pattern can be seen across literacy, numeracy, and health and wellbeing, with a more notable difference in attainment between males and females compared to previous years. In **literacy**, male attainment reduced from **88% to 77%**, while female attainment increased from **84% to 92%**. Within **numeracy**, males achieved **68%** compared to **82% of females**, reversing the previous year's pattern where outcomes were more closely aligned (**82% males and 78% females**). A similar pattern can also be seen within **health and wellbeing**, where **86% of males** achieved compared to **98% of females**, despite both groups previously achieving **95%**. This suggests that while overall outcomes remain positive, a consistent pattern is emerging across key areas of learning that highlights the need to further review how experiences are planned and delivered. Greater consideration should be given to ensuring learning opportunities reflect children's individual needs, interests, and preferred ways of learning to support engagement and improve outcomes for all children.

Priority 2 – 3 – 5 years

Communication and language will be a key priority for 2025/26, with a focus on developing children's ability to listen, respond, and recall information appropriately across different contexts. Ante-pre-school data shows that **32%** of children are currently at the early stages, while **50%** are demonstrating consistency within this area. Further development of these

skills will support children's understanding, communication, and engagement in learning, providing a stronger foundation for progress across the curriculum.

Priority 3 –3 – 5 years

Early numeracy will be a key priority for 2025/26, with a focus on developing children's ability to recognise quantities without counting (subitising). Ante-pre-school data shows that **34%** of children are currently at the early stages, with a further **34%** making progress within this area. Strengthening this skill will support children's early number sense and mathematical understanding, providing a stronger foundation for counting, number recognition, and wider numeracy development.

Little Pandas Nursery

53 Kilpatrick Drive, ERSKINE, PA8-7AF

0141 812 4002

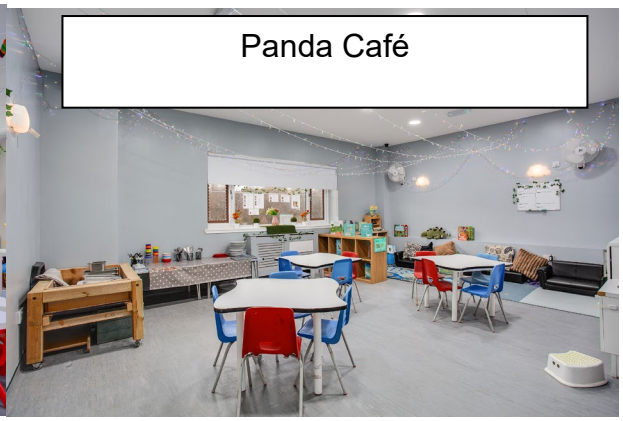
littlepandasnursery@hotmail.co.uk

https://www.littlepandasnursery.co.uk/

We Value Your Feedback

At Little Panda's Nursery, we deeply value the insights and experiences of our families. Your feedback is instrumental in guiding our continuous improvement efforts, ensuring that our nursery consistently meets the needs and expectations of our community.

We invite you to share your thoughts and suggestions, as your contributions play a crucial role in enhancing our services and fostering an environment where every child can thrive. Together, we can build upon our successes and address areas for growth, creating the best possible experience for you and your child.

New Playroom 3 – 5 Extension

Panda Café