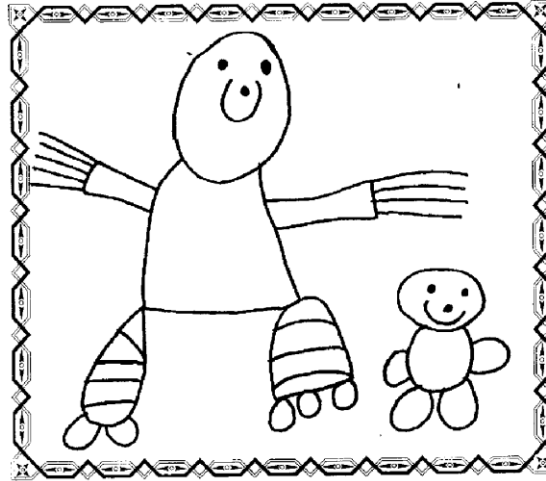


Tremorfa Nursery School



Governors Annual Report to Parents 2024-25

*“Life affords no greater responsibility or pleasure
than the raising of the next generation”*

A note from the Chair of the Governing Body

It gives me great pleasure to present to you our annual report for 2024-25.

It's hard to believe it's already been a year since we moved to our new temporary home, and it has been lovely to see our staff, parents and carers, and wider school community coming together to transform our new space and ensure our children are able to have the same magical experiences as before. Every time I visit, I am always amazed to see how confident the children are and how much they enjoy learning in nursery.

Forest school, beach school and our wonderful allotment ensure our children have access to exciting opportunities where they can explore the outdoors and enjoy rich learning experiences. I would like to take this opportunity to thank Sam and all the nursery staff for their hard work and dedication in developing our curriculum offer and creating such a wonderful learning environment for our children.

I am so proud to be the Chair of Governors at Tremorfa Nursery, and I am lucky to be supported by a great team of governors. Together we will continue to work hard to ensure your children have the best experience possible during their time here in nursery.

Whether your child is new to nursery, or has been here a while, we are excited to have you with us, and I would like to thank you for your ongoing support and contribution to our thriving school community.

Hannah Chivers
Chair of Governors



Who we are

Nursery Team

Samantha Jones	Headteacher
Polly Moakes	ALNCo/Senior Teacher (on maternity leave)
Sally Angell-Fox	ALNCo/Senior Teacher
Daisy Worrell	Senior Teacher
Ellen Maddocks	Teacher
Beth Williams	Teacher
Clare Runza	Teacher
Gaynor Light	Teaching assistant
Megan Burns	Teaching assistant
Simone Burman	Teaching assistant
Connor Simmons	Teaching assistant (ALN support)
Mei-Fong Choi	Teaching assistant (ALN support)
Jackie Eggington	Teaching assistant/community engagement
Kelly Scaccia	Teaching assistant
Vicky Conway	Teaching assistant
Trudy Furzey	Senior playworker
Kelly Power	Assistant playworker
Karen House	Assistant playworker
Annie Morgan	School clerk
Lucia Donnelly	Admin assistant
Jason Whittle	Estates manager

Governing Body

Hannah Chivers	Chair Local authority governor Safeguarding link governor
Sarah Fitzgibbon	Vice Chair Community Governor ALN link governor
Samantha Jones	Headteacher
Annie Morgan	Clerk to the Governing Body
Clare Runza	Teacher governor
Megan Burns	Non-teaching governor
Sophie Moignard	Local authority governor Community link governor
Joanna May	Community governor
Amy Greenwood	Community governor
Nicola Ward	Parent governor
Elle White	Parent governor
Vacant	Parent governor
Vacant	Parent governor

Vacant	Local authority governor
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Parent governors serve a period of two years while all other governors serve a four-year period.

Although the Governing Body makes key decisions, like agreeing the school's budget and appointing staff, the day-to-day management of the school is the responsibility of the Headteacher.

The Chair of Governors, Hannah Chivers, and the clerk, Annie Morgan, can be contacted via Tremorfa Nursery School, Willows Avenue, Cardiff CF24 2YE. Telephone 029 2046 4581.



What we do

Tremorfa Nursery School is a place of joy, wonder and endless possibilities.

Our vision for Tremorfa Nursery School is to develop the school as a resource for the whole community, where young children and their families are valued and respected.

We strive continually to develop and extend our provision by bringing together nursery education, childcare (through Flying Start and our wraparound provision), training opportunities, outreach support and other services to best support our community.

We operate in a culture of reflective practice and action research, continually seeking ways of developing the school to provide the highest quality provision for our young children and their families.

Through authentic, meaningful and practical play activities, in a rich stimulating environment, both indoors and outdoors, children are encouraged to think for themselves, solve problems and become active independent learners. All children are given opportunities to access learning which is aligned to their individual stage of development.



We celebrate the diversity of our community, carefully considering and respecting the cultures and backgrounds of our children and their families, their individual needs and gender.

Parents/carers are the first and most important educators of their children. We aim to develop positive relationships with families, taking into account their needs as we support each child in their first steps beyond the home. We work hard to listen to our parents/carers and our children and empower them to take an active part in the learning process. Parents/carers are encouraged to participate in the life of the nursery, through engaging with their children's learning and through activities to promote their own continued self-development.

Our children are given the opportunity to hear and begin to speak Welsh, and to develop an awareness of where they live, Welsh customs and culture.

We aim to develop an integrated approach, making links with the wider community, forging genuine relationships with other professionals and outside agencies.

We work closely with neighbouring schools to make the transition from nursery to primary school a happy and positive experience. Our goal is for our children to leave nursery as independent and interdependent learners who are confident, secure individuals, able to demonstrate care and respect for others and form positive relationships with other children and adults.



Our values

At Tremorfa Nursery School, we have worked in collaboration with children, staff, parents/carers and the local community to develop a set of core values that underpin our school ethos.

Our values are reviewed regularly, and we might make small changes to the wording, from time to time, according to our professional development. These 9 values are of equal importance to us.

We value:

- Respectful, reciprocal relationships with parents/carers, families and the wider community.
- Professional love and respect for children and their childhood.
- Connection to nature in all its aspects.
- The holistic learning climate; physical and emotional.
- Commitment to learning about the unique and diverse perspectives of all individuals within our school community.
- Creativity - children should be encouraged to express themselves in many different forms.
- Experiential, hands on learning that is equitable and inclusive for all children.
- Truly listening to children, their questions and wonderings and adults who become co-researchers alongside them.
- Uninterrupted time to wallow in play.



Dates to remember - school year 2025-26

Session times:

Children attend nursery either in the morning or in the afternoon

Morning nursery: 9:00 am - 11:30am

Afternoon nursery: 12:45pm - 3:15pm

Inset Days:

The school is closed for **six** days this academic year for staff training.

The dates for inset days for 2025-2026 are:

- 01/09/2025
- 15/09/2025
- 10/11/2025
- 16/01/2026
- 13/04/2026
- 20/07/2026

Term Dates:

Autumn term 2025

Starts: Monday 1 September 2025

Half term: Monday 27 October 2025 to Friday 31 October 2025

Ends: Friday 19 December 2025

Spring term 2026

Starts: Monday 5 January 2026

Half term: Monday 16 February 2026 to Friday 20 February 2026

Ends: Friday 27 March 2026

Summer term 2026

Starts: Monday 13 April 2026

Half term: Monday 25 May 2026 to Friday 29 May 2026

Ends: Monday 20 July 2026

School policies and strategies

All our policies are kept under regular review and updated or amended as necessary. All school policies are available for inspection on request. Meetings are held regularly at Governing Body and school level to ensure that action is taken to implement and review the strategies we use with children and families.

Our curriculum

At Tremorfa Nursery School, we know that high-quality early education is essential to children's development. We aspire to create in children positive dispositions towards learning which, if nurtured, will last a lifetime and provide the firm foundation which all our children need to support them in realising the **Four Purposes of Curriculum for Wales**.

Our curriculum is designed to support our children in being and becoming:

- Ambitious, capable learners
- Healthy, confident individuals
- Ethical, informed citizens and
- Enterprising, creative contributors

These Four Purposes are underpinned by the Integral Skills which are promoted through a wide range of authentic learning experiences that we offer, helping our children to be and become:

- Creative and innovative
- Planners and organisers
- Critical thinkers and problem solvers
- Personally effective

We observe our children exhibiting these behaviours daily.

They really are capable and competent learners!

Our curriculum recognises and celebrates the individuality of each child and what they bring to the learning experience. We believe that this early period of learning should be unhurried, allowing time, space and freedom for the developing child to consolidate their learning with opportunities to return, revisit, and refine their emerging knowledge and skills. This cyclical approach is essential for progression through the learning journey.

We have embedded the Curriculum for Wales fully across our nursery provision and reflection and professional dialogue happens regularly with adaptations made when needed. Our full curriculum is available to view on our website.

Play-based learning

Play is fundamental to our approach here at Tremorfa Nursery School. Play-based learning refers to a holistic approach to learning and development. Through play-based learning, our children learn valuable skills that support their social, physical and cognitive development. By engaging with others, our children learn to make sense of the world around them.

The purpose of play-based learning is that it motivates, stimulates and supports our children in their development of skills, concepts, language acquisition and communication skills.

In addition to consolidating learning, it also provides opportunities for our children to develop positive attitudes, demonstrate awareness/use of recent learning, skills and competencies.



Cynefin

Cynefin is a Welsh term defined by Curriculum for Wales as *'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.'*

Cynefin is not just about the area in which we live. It is often used to describe the relationship between people and the natural world, and how our connection to our surroundings can shape our sense of identity and well-being.

At Tremorfa Nursery School, Cynefin forms a significant part of our curriculum. As a school we feel this is so important as it allows us to personalise the curriculum for our children so that they can build meaningful connections with their local environment.

We provide a wealth of opportunities for our children to explore the natural world, which will nurture a sense of place and well-being. These include:

- **Beach School**, where children can explore the beautiful and historic beach environment in and around Cardiff and Barry area.
- **Forest School**, where children can explore the woodland environment, search for bugs, frogs etc, work with natural materials, toast marshmallows and much, much more!
- The **allotment**, where children can experience growing and harvesting food through the seasons.



Children with Additional Learning Needs (ALN)

The school's Additional Learning Needs Co-ordinators (ALNCos) are Polly Moakes and Sally Angell-Fox (Polly is currently on maternity leave). We employ teaching assistants to work with children on a 1:1 or small group basis as and when appropriate to meet the needs of children who have Individual Development Plans. Our link governor for ALN is Sarah Fitzgibbon.

Some children may have additional needs that, if not recognised and supported, may affect their progress and emotional well-being. Through careful observation and assessment, we aim to identify needs and intervene sensitively and responsively to provide appropriate support. We have close links with the Child Health and Disability Team in Cardiff Council as well as specialist health professionals and health visitors. As an inclusive school, we work hard with our partners to ensure access and equality for the children and families at the school.

In some cases, we may refer children to the educational psychologist who will visit during the term to offer advice, carry out an observation or assessment and speak to staff and parents. Parents/carers are kept fully informed and are always welcome to discuss any matter affecting their child.

Children with additional learning needs are supported in a variety of ways. Some have small group intervention and others will have individual bespoke support through individual plans and specialist input. Parents/carers are actively involved in the process. They are also kept informed of the outcomes of these plans which are reviewed and updated at least once a term. Parents/carers are invited to review meetings.

At all times the wishes of parents/carers are paramount.

Child involvement and emotional well-being

We use a range of tools to look at how involved children are with their learning and understand their levels of emotional well-being.

Well-being

Positive well-being is when your child...

- feels at ease
- acts spontaneously
- is 'open to the world'
- expresses 'inner rest'
- shows vitality and self confidence
- is 'in touch' with their feelings and emotions (i.e. doesn't 'bottle things up') and enjoys life.

In order for children to have high levels of well-being, basic human needs must be satisfied. These are:

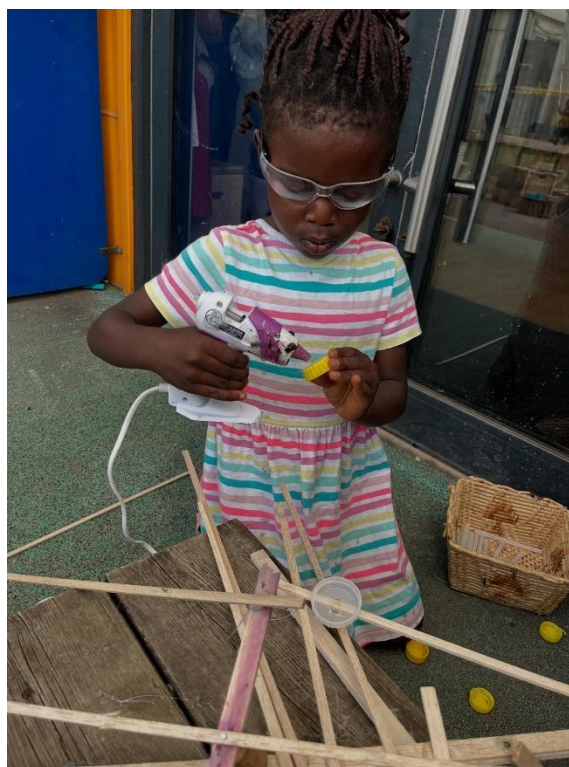
- Physical and biological needs - nutrition, sleep, shelter, exercise
- Safety and consistency - safety, clarity, clear limits and consistency
- Belonging and love - family, affection, relationships
- Esteem - feeling good about themselves and have a positive view of how other people think of them, feeling valued
- Personal growth – understanding who they are and feeling fulfilment in their lives

Involvement

Involvement is when your child is...

- concentrating and focussed
- interested, motivated, fascinated
- mentally active
- enjoying the satisfaction of 'finding out'
- operating at the very limit of their capabilities

If involvement levels are high research tells us that a deep level learning is taking place.



We keep a close eye on the children's levels of well-being and involvement. If levels are high, we can be assured that all is well and your child is flourishing, however if levels are low over a longer period of time, we may need to intervene. There are all sorts of reasons why a child may experience low well-being and we will work closely with you to make things better for your child.

Learning is about far more than knowing shapes, colours and numbers. It is about confidence, taking risks, solving problems, working together, persevering, making decisions, thinking things through, listening to each other, sharing and expressing opinions, feeling good about ourselves and, most importantly, having fun!



Summary of our achievements during 2024-25

We are committed to ensuring what we offer in our school is always able to meet the changing needs of our learners and our community. We do this by identifying key priorities each year in our School Improvement Plan.

Below is a summary of our achievements during 2024-25:

Progress against priorities

- **Curriculum integration:** Successfully embedded the concept of Cynefin into the nursery curriculum by planning activities that connect children to their local environment and Welsh heritage.
- **Outdoor learning:** Increased opportunities for outdoor exploration through regular nature walks, gardening projects, and seasonal activities that encourage curiosity and respect for the natural world.
- **Local and Welsh context:** Incorporated local landmarks, Welsh language, and cultural traditions into learning experiences, helping children develop a strong sense of identity and belonging.
- **Well-being focus:** Activities were designed to promote emotional wellbeing, mindfulness, and resilience by fostering calm, reflective experiences in nature.
- **Family engagement:** Engaged families in Cynefin-related projects, such as community allotment sessions, strengthening home-school connections.

Impact on children

- Children demonstrated an improved understanding of their local environment and cultural heritage.
- Observations and assessments show increased confidence, curiosity, and emotional regulation during outdoor and nature-based activities.
- Positive feedback from parents and carers regarding children's enthusiasm for nature and local traditions.

Areas for development

- Expand partnerships with local community groups and Welsh heritage organisations to enrich experiences.
- Develop more bilingual resources to further embed Welsh language in nature-based learning.
- Continue professional development for staff on Cynefin principles and outdoor pedagogy.

Next Steps

- **Collaborate with local organisations** to provide more play-based opportunities in the local area.
- **Introduce digital storytelling** projects where children document their nature experiences and share them with families.
- **Explore funding opportunities** for outdoor learning resources and trips across Wales.

Our priorities for 2025-26

Our School Improvement Plan for 2025-26 contains two key priorities which will help ensure your child has access to the best possible learning experiences during their time here. You can view our full School Improvement Plan on our website.

1. Engaging experiences and enabling environments

We will continue to develop our indoor and outdoor environments to ensure they provide children with rich learning experiences which are engaging, inclusive and response to their needs.

We will do this by:

- **Creating a shared vision** so everyone in the nursery team knows what high-quality environments and learning experiences look like.
- **Planning and delivering activities** that are fun, suitable for children's age and stage, and based on their interests and the four purposes.
- **Making learning spaces better** by ensuring they are easy to access, high quality, and sustainable.
- **Helping staff learn** how to create great environments and experiences through training.
- **Working with families and the community** to help design and improve the nursery environment.
- **Checking what's working** by looking at how changes affect children's learning and wellbeing.

2. Enabling adults

We will make sure that all adults understand and see themselves as enabling adults, ensuring their contribution to children's learning and development is intentional, reflective, and consistent across the school.

We will do this by:

- **Helping adults** support children's learning better by using the principles from the Effective Early Learning programme and Froebel's ideas about how adults should enable and guide learning.
- **Improving children's emotional wellbeing and learning** by making sure adults interact with them in a caring, respectful way, based on Froebel's approach to relationships and valuing the child.
- **Making sure everyone works in the same way** to support our shared vision across all parts of the nursery school, including wraparound care, Flying Start, and support services.
- **Ensuring all staff receive thorough training** through the EEL programme so they understand how children's engagement and involvement lead to deeper learning.

Thank you for taking the time to read this report. If you have any questions, please feel free to speak to Sam or any member of the team.



Stay connected

- Visit our website for more information: www.tremorfanursery.co.uk
- Follow us on Instagram: **@tremorfanurseryschool**
- Follow us on Facebook: **Tremorfa Nursery School**