

Menstrie Nursery – Wee Scones Café

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Background/ Rationale – 20% of school learners at Menstrie Nursery are working below early level for literacy and numeracy. The idea of Wee Scones Café was introduced to develop learning within a real life context and to inspire learning within literacy and numeracy.

Aim: By June 2020, 90% of all learners will be making evident progress in their learning within early level literacy and numeracy.

Innovation to date

‘Wee Scones Café’ is a café run by learners within our setting. The learners research, plan and run their own community café. They have the opportunity to visit the local café and shops to research roles within the community and purchase food for their café. They prepare menus, make decorations and prepare food. They serve and run their own café.



Summary of Learning

The key learning points within our project are to develop the use of spoken language, mark making, emergent writing and numeracy within a real life context.

After running the café for a short period, educators observed minimal impact on learners development. Therefore they extended the period of time a group of learners would be involved in the running of the café for a longer period of time. Educators are now recording the impact of this change in children’s development.

Key Achievements to date

- Our learners are more engaged in their learning and now have ownership of the ‘Wee Scones Café.’
- Educators have an improved understanding of learners’ individual needs.
- We have had an increase in parental engagement and parental feedback has been positive.
- Learners’ have an increased confidence in using spoken language in social situations.
- Development of the learning environment to allow for more consistent experiences and bigger impact upon learning, which results in more accurate data collection.

Supporting Evidence

- From a sample, half of learners have shown progression of two stages within the numeracy trajectories which we used.
- Learners have shown a real increase in confidence in using spoken language. Most of the learners are now sharing thoughts and ideas more freely within the wider nursery environment.
- *“I was really worried about ‘A’ starting school but after doing this for the past few weeks, I have noticed an increase in his confidence. It’s great to see him today being so independent and talking to people. I’m not worried now and I think he will be fine at school.”*
(Parent)



Next Steps

For session 2019-2020, learners will have the opportunity to focus on the café for one term which will include four weeks of planning stages and delivering four cafes. This will allow the opportunity for a greater impact on learners development and educators to gather more detailed data to monitor the successes of the project.

