

Caldecote Day Nursery - Improvement Plan 2021-2022



Key feature of effective practice		Priority	Success Criteria	Actions	Time	People
1	The best for every child.	To ensure that our early education and care is inclusive; that SEND children are identified quickly and promptly to receive any extra help they need.	<ul style="list-style-type: none"> All children, regardless of background have an equal chance of success and grow stronger through receiving high-quality education and care. 	<ul style="list-style-type: none"> Develop a SEND Team, led by the SENDCOs. This will incorporate Time to Talk Champions and Makaton Champions to support children throughout the building. Raise the profile of all communication champions and have a greater focus on all staff using a consistent approach to TTT or the use of Makaton. Continue with training to support in all areas as required. 	Sep 2021	PS, PM, AP, CN, CB, TM, LU
2	High-quality care.	To ensure that high-quality care is consistent across all rooms and that the children are central to the thinking of every practitioner.	<ul style="list-style-type: none"> Children will benefit from quality interactions with their key person, and other adults, to ensure that their learning and development needs are put first so they can thrive in their surroundings. 	<ul style="list-style-type: none"> Staff will use a revised version of the SSTEW document to self-assess their own practice and look at ways they can improve their own interactions with the children. Develop this through SA, SLT Obs & Peer Obs. 	Oct 2021	All staff
3	The curriculum: what we want children to learn.	To build our own challenging curriculum, with a clear focus on language development, that centres on the interests of the children, is ambitious and will provide depth of learning.	<ul style="list-style-type: none"> Children will transition through nursery with key skills that can be developed on their journey. A language rich environment will support all learners to meet their potential. Practitioners will have greater understanding about the way that children learn and carefully plan ways to support and develop their skills. 	<ul style="list-style-type: none"> Review the curriculum work from Summer 2021 staff meeting to focus on key areas for development. Develop our own ambitious curriculum which builds on the skills that children learn. Revise and amend this through the development process. 	Aug & Sep 2021 Ongoing	MD, PS, KD, LW, AP & PM
4	Pedagogy: helping children to learn.	To continue to use The Curiosity Approach as a basis for creating an enabling and well-planned environment where children can make progress in their learning.	<ul style="list-style-type: none"> Children will learn through a mixture of play, adult modelling, guided learning, watching peers and direct teaching in an environment which is child and interest led. 	<ul style="list-style-type: none"> Continue to revise and develop the Curiosity Approach led, continuous provision in each room, strengthening the environment as the 'third teacher'. Move further away from themed events and be led more by the children and the adults observing them. Tighten the planning of the environment so all staff contribute based on the interests of their key children. 	Jan 2022	All staff
5	Assessment.	To ensure that accurate assessment is taking place, closely linked to our curriculum, age-related expectations and the checkpoints as highlighted in Development Matters 2021.	<ul style="list-style-type: none"> Staff will be familiar with the 2021 EYFS and have a developing knowledge of the expectations of the document. Staff will be able to talk confidently about what their key children are able to do and what they are planning to do to support their next steps in learning. Practitioners will not spend additional time assessing and will not be required to produce lots of data and evidence. 	<ul style="list-style-type: none"> Become familiar with the revised EYFS through staff meetings, in-house training and use through iconnect. Review the format of termly assessments / observations and find a format that is purposeful, useful and does not take staff away from the children for long periods of time. 	Oct 2021 Ongoing	All staff
6	Self-regulation and executive function.	To create an environment where opportunities to develop self-regulation and executive function are plentiful and practitioners are skilled at helping children foster these abilities.	<ul style="list-style-type: none"> Children will develop their executive function, being able to hold information in their mind, focus attention, regulate behaviour and plan what to do next. Children will have a growing ability to self-regulate by focusing their thinking, adapting, regulating strong feelings, being patient and bouncing back after difficulties. 	<ul style="list-style-type: none"> Focus staff meeting time on unpicking what executive function and self-regulation actually means for our children. Look at the ways in which these feed into and are linked with the Characteristics of Effective Learning. Devise a method of communicating, commenting and tracking self-regulation and executive function. 	Sep 2021 onwards	All staff
7	Partnership with parents.	To provide information to parents about the revised 2021 EYFS and how their input at home can help to develop the progress and learning of their child, especially in developing communication and language.	<ul style="list-style-type: none"> Parents will have a greater understanding of the EYFS and the learning journey that their children will take. They will understand that help given at home can have a significant impact on learning. Parents will be provided with tools that can support language and communication development. 	<ul style="list-style-type: none"> Take feedback from parents about what they would like to know to be able to support their children more. Raise the profile of SENDCOs, Time to Talk and Makaton, offering regular updates about ways to support at home, particularly with language. Set up 'busy bags' with natural / loose parts and activity ideas that can support families at home with key areas of learning. 	Sep 2021 onwards	KD, PM, AP, CN, CB, TM, LU