

Action plans to support Nursery Development Plan 2016/17

Target: (Curriculum Focus) Problem Solving

Action	Steps	Who/when?	Success criteria	Evaluation (July 2017)	Resources
Quality assurance	Arrange governor visit Arrange Early Years Consultant visits Act on recommendations	Fiona/Joe/Sarah Tomoum- Spring/Summer term	At least 1 Gov visit and 1 EY consultant visit re problem solving		cost of early years consultant-
Include in performance management targets for staff team	Discuss in performance reviews	Joe, Dec 16	All Keypersons have a target relating to problem solving		Leadership time
Observations of children to highlight problem solving experiences	Add problem solving to observation proformas to emphasise Monitor references to problem solving through PB scrutiny	Rachel, Autumn 16	Observations to regularly contain Problem solving analysis (each child to have at least one reference to PS)		Staff time
INSET training on problem solving	Book INSET	Fiona, September 16	INSET training completed Staff assess training to have been useful		Cost of training provider
Displays	Identify appropriate way to display problem	Rachel, Karen Spring 17	Problem solving display up in		Staff time

	solving opportunities in the nursery		nursery		
Share ideas with parents on supporting problem solving at home	Book a parents workshop Arrange a team to develop/deliver this	Joe, Spring 2017	Parent workshop held, attended by minimum 10 families		Leadership time Staff time Space to deliver workshop
Evidence	Video library Photo collection Use SSTEW audit?	Fiona, Joe, Sarah T, Spring 17	Bank of videos developed Narrative to communicate the impact of curriculum focus in place		Leadership time Staff time ICT equipment
KG 'Good Practice' document to explain our ethos	Leadership team to reflect on key aspects of our practice in this area Put together a draft document Staff team to reflect/add to it during staff meeting	Joe, Spring 17	Completed document to share with visitors, families and other agencies		Leadership time Staff meeting time
Learning walks, top down observations to incorporate problem solving	Plan learning walks, top down observations Let staff team know that problem solving will be the focus	Joe, Fiona Autumn 16	Observations and performance management records reflect curriculum focus		Leadership time

Explore whether the SSTEW document can be used to support reflection problem solving	Deliver staff meeting sessions on it	Rachel, Autumn 16	Evidence through SSTEW of impact of curriculum focus on practice		Teacher time
Ensure that Problem Solving is highlighted in planning	Develop system for recording problem solving opportunities Ensure consistent coverage in planning	Rachel, Karen on-going 2016/17	Planning scrutiny identifies regular references to problem solving opportunities		Teacher time

Target: To embed the new Early Excellence Tracking system which will more accurately reflect children's progress

Action	Steps	Who/when?	Success criteria	Evaluation (July 2017)	Resources
Staff to complete training on new system	Book INSET Book staff meeting sessions	Fiona, Autumn 16	All Key persons to have attended training by Nov 16		Cost of training provider
Staff to undertake tracking of Key children using new system	Ensure sufficient time for staff to be able to practice and gain confidence with the new system Staff to work in pairs?	Key persons, Nov 16 Joe to plan to ensure sufficient time and support for Key persons	Staff to have completed tracking by end Nov 16		Cost of tracking system
Tracking to be analysed and		Joe/Rachel Dec 16	Tracking analysed termly		Leadership time

moderated by leadership team			Improvements identified and communicated to staff team		
Feedback to staff team any developments needed	Book staff meetings	Joe/Rachel Jan 17	Staff more confident to complete tracking accurately		Staff meeting time
Continue to monitor tracking across the year	Termly analysis	Joe/Rachel	Analysis reveals consistent levelling of children across the staff team		Leadership time
Share with moderation cluster/early years consultant	Arrange termly moderation meeting Ensure tracking prepared for meeting	Joe	New system clearly communicated to cluster schools		Leadership time
Track children's progress using old system for year on year comparison purposes	Translate new assigned scores to the old system	Joe, termly	Year on year comparisons completed		Leadership time
Ensure ICT in place to support the new tracking system	Get laptops working Get internet working	Morvia, Fiona Autumn 16	ICT effective in supporting staff to access tracking system		Cost of ICT equipment Admin staff time

Target: To develop a highly effective governing body that supports and challenges to ensure the school's progress

Action	Steps	Who/when?	Success criteria	Evaluation (July 2017)	Resources
Promote and maintain regular governor visits	Liaise with governors and discuss at every governor meeting. Secure a visit for every half term if possible.	Fiona/Joe Throughout the academic year	At least one governor visit per half term with a report identifying any points of strength and areas for improvements .		Governor time Leadership time. Venue for training
Recruit new governors	Advertise in Autumn newsletter, on website and by text	Head and business manager	To recruit two new governors to the board		time
Training for new Governors on general governor role and responsibilities and Ofsted expectations	Small training sessions to be added on to the Full Governing Body meetings throughout the year	Fiona and Governing clerk/trainer Ongoing	Governors more confident and competent in their roles and more able to identify statutory responsibilities and expectations. Certificates filed		Governor time Leadership time Outside trainer payment Venue for training
Safeguarding training for new governors	Book trainer to attend KG for KG gobs only. Arrange for new	Fiona and Joe to arrange Gobs to attend	Governors will complete course and have valid certificates of competency in		

	governors to complete the LA training.		Safeguarding and Safe recruitment		
Governor accreditation programme		Fiona/Tony MacNamara			Governor time Leadership time. Trainer payment
Annual safeguarding self-assessment audit. To share Annual safeguarding report with GB	Fiona to book with Sarah (safeguarding governor) To complete report and share with governors	Fiona/ safeguarding gov (Sarah) and Business Manager Head and Business manager	Audit completed Actions identified and addressed. Minutes of meeting to evidence shared report. Governors competent to narrate report and aware of any improvements needed.		Governor time Leadership time
To involve governors closely with 1)the new building project to extend early education places 2)Transformation around outreach services,	Report to FPP committee and hold separate meetings on a regular based to progress the building	Head, Business manager	Comprehensive GB awareness of changes on transformation, changes to the building and EE funding. Minutes available to evidence support.		

3) upcoming changes to EY funding and it's impact					
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Target: To plan to extend our provision in order to facilitate the increased offer to funded 2 year olds and the 30 hours for 3-4 year olds while retaining our Outstanding quality

Action	Steps	Who/when?	Success criteria	Evaluation (July 2016)	Resources
Communicate our preference re Children's Centre status with Local Authority		Fiona, Summer 16	KG loses CC status		Leadership time
Design potential layout for the environment	Invite architect in to discuss ideas with leadership team		Plans completed and ok'd by planning department		Leadership time Architect costs
Share plans with staff, invite thoughts/ideas	Book staff meetings	Spring 17	Staff aware of plans- feel involved in process		Staff meetings
Apply for funding for any building works		Fiona, summer 16	Funding secured for necessary building works		Leadership time
Plan for staffing	Confirm number of	Leadership	Staff allocated		Leadership

arrangements	children in each room Consider balance of staffing for each room	team spring 17	to rooms and aware of roles and responsibilities prior to Sept 17		time
Identify potential challenges	Leadership day Staff meetings	Staff team	Challenges identified Staff feel increased ownership of the project		Leadership time
Identify whether we have sufficient interest to fill additional places		Luisa/Morvia	Confirmation that we can fill the spaces		Admin staff time
Contact new families to offer places		Luisa, Spring 17	Spaces filled		Admin staff time
Audit roles and responsibilities of Admin team		Morvia, autumn 16	Clearly defined roles ensure sufficient time for designated staff member to work on new admissions		Admin staff time
Wind down Outreach services	Inform staff Inform families Negotiate alternative arrangements where appropriate	Fiona Autumn 16, Spring 17	Outreach services brought to a close (apart from a few select activities)		Leadership time

			by April 2017		
1:1 meetings with staff team regarding new roles and responsibilities	Arrange meetings Create proforma to record conversation	Joe Fiona Summer 17	Staff confident of new role and responsibilities by September 2017		Leadership time Staff time