Long Term Focused Improvement Plan: Toddler Room : September 2016 – July 2017

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| **What needs to Improve** | **Steps to be taken to achieve improvement** | **Person**  **Responsible** | **Deadline** | **Evaluation/ Have we improved in this area? /**  **What is the Impact?** |
| Children are given the time to process their thoughts and ideas. | Speak to the children in clear, correct English and give them the opportunity to process what they have heard/ Peer Observations | All Staff  (over seen by Rachel) | To be evaluated ever 6 weeks |  |
| During adult led activities children take an active role (Such as in circle Time and Key Person Time). | Peer Observations  Develop props for Circle Time box | All staff | To be evaluated every 6 weeks in 2016-2017 |  |
| Enhance opportunities during adult led play to encourage the younger children to take more of an active role during their play | Ask open ended questions during play/ add appropriate resources by observing what the child is doing/ observe play. | All Staff  (overseen by Rachel) | To be evaluated every 6 weeks in Supervisions & Staff meetings |  |
| Practitioners have high expectations of themselves | Reflective Practice / Supervisions / Appraisals | All Staff  (overseen by Saeeda) | Review every term after Supervisions and end of year after Appraisals |  |
| All practitioners have high expectations of their key children | Peer Observations / Reflective Practice/ Trackers/Cohort sheets | All Staff  (overseen by Saeeda & Rachel) | Review every term |  |
| Children are well motivated and are eager to join in. | Evaluation of lessons and planning during / review reflection book. | All Staff  (overseen by Rachel) | Every 2 weeks  Discuss during staff meetings |  |
| Strategies that engage parents in their children’s learning in the setting and at home are successful. | Key person to build a strong partnership with parents/suggested stay and play sessions/ parent program courses. | All Staff  (overseen by Rachel and Saeeda) | To be evaluated every term |  |
| Staff skillfully question children during activities.  (Are we constantly missing opportunities?) | Peer Observations and Reflective Practice | All Staff  (Peer Support) | To be evaluated every 6 weeks |  |
| Children are supported in communication and language skills. | Speech delays reported ASAP / Practitioners use correct speech and high level of language/ children with delays are supported by all staff / Peer Observations and Reflective Practice | All Staff  (Peer Support) | To be evaluated every 6 weeks |  |
| Parents contribute to initial assessments during settling in | Spend time with parents during settling in and do ‘All about me with them. | All Staff  (overseen by Saeeda) | To be evaluated every term |  |
| The Key Person system is well embedded. | Children should know their key person. Key person time is taken during daily duties ensuring that key person is sensitive to their child’s needs and support is given when needed | All Staff  (overseen by Rachel) | To be evaluated every term. Do children have strong attachments to their key person |  |
| Children are emotionally prepared for their transition from toddler- room to pre-school. | Before going to pre-school room key person to take their child/children to pre-school to join in some activities /Develop a photo booklet of some expectations with in the pre-school. | All Staff  (overseen by Rachel) | To be evaluated every term just after transition has been made.  Booklet: December 2016 |  |
| Practitioners are deployed well and are not huddled in one space. | Staff should be aware of where they are standing and what they are doing in relation to other staff. Staff should be deployed to different areas. | All Staff  (overseen by Rachel and Saeeda ) | To be evaluated on a daily basis (Peer obs will help with this). |  |
| Practitioner’s use agreed strategies consistently and provide clear guidance to children about what is acceptable behavior. | Ashjan to deliver promote Positive Behavior Training and all staff are to be consistent with methods/ As a room we will go through the behavior policy and evaluate it with Saeeda | All Staff  (overseen by Rachel, Ashjan, Saeeda) | To be evaluated every term. Are our strategies consistent and are they working? |  |
| Regular peer observations are in place, with all staff being involved in reflective practice | Staff to work from a 6 week rota so that by the end of year every staff member has observed everyone else in the room | All Staff  (overseen by Rachel) | Checked every 6 weeks. Rota to be completed by July 2017 |  |
| All staff understand the characteristics of Effective Learning | Use the ‘Development Matters’ document to understand these. Saeeda and Rachel will ask questions about this during peer observations | Saeeda and Rachel | To be evaluated every term. Supervisions will help with this. |  |
| Children’s interests and ideas as well as parents ideas are tied in with planning | Ensure parent’s suggestions/ ideas board/ conversations with key persons and children’s interests and ideas tie in with planning. | All staff  (overseen by Rachel) | Staff Planning meeting every 2 weeks |  |
| Are staff using sustained shared thinking and the language of thought when communicating with the children. | Model good practice. Use peer observations to check whether this is being done effectively or whether opportunities are being missed. | All Staff  (overseen by Rachel) | To be evaluated every 6 weeks to see whether this practice is becoming embedded. |  |
| Expressing emotions and modeling the language of emotion i.e that makes me feel happy/ sad/ exited/bored. | Model good language. ‘ I’m feeling very excited as we are going to the forest tomorrow’. | All Staff  (overseen by nagebah) | To be evaluated during peer observations |  |
| Ensure all parents take their child’s learning journey home after 6 weeks (Each half term) | Put together a list in which Learning Journeys can be signed in and out. | All staff (overseen by Rachel) | September 2016 |  |
| Handovers between practitioners | Practitioner’s handover daily between 1pm to 1.15pm. Information is passed on to the afternoon staff who can then ensure this information is given parents at the end of the day | All staff (overseen by Rachel) | To be evaluated fortnightly with in staff meetings |  |
| Clear next Steps for parents during parents evenings | Develop a ‘Next Steps’ template. | All staff  (overseen by saeeda) | 5th September 2016 |  |
| Experiences outside of nursery Farms/Central Library/ beaches/parks/ strawberry picking/Museum | Pre-Plan outing using children’s interests | All Staff  (overseen by Saeeda) | End of each term |  |
| When possible practitioners should meet key children and see them off | Actively supporting each other so that a key person is free to do this. | All Staff  (Overseen by Rachel) | To be evaluated every 6 weeks in 2016-2017 |  |
| Aim to at least fortnight informally share with parents their child’s next steps (taking from weekly planning) and gain information about the child’s interest’s at home | Pre-plan to do this so that you see parents during quite times. Share information using the child’s blue book and verbally tell the parent you have wrote in the book | All Staff  (overseen by Rachel) | To be evaluated every 6 weeks in 2016-2017 |  |
| Children are encouraged to recognize letters and words in the environment | Practice early writing skills, practitioners put names on the child’s work explain to the child you are writing their name sounding out the letters. Encourage children to write their name on complete work. | All staff  (overseen by Rachel) | To be evaluated with in staff meeting |  |
| Sensory tactile resources are used to enhance children’s play | Create a sensory area with in the toddlers room | Rachel and Ashjan by September 16 | To be evaluated at the end of the term |  |
| Key person uses nappy time as a nurturing learning experience | Singing and communicating to the child during nappy time well help them to feel safe and confortable. Encourage children to wash hands after nappy change and encourage self-dressing e.g. ask child to pull up their pants. | All staff  (overseen by Rachel) | To be evaluated at the end of the term. |  |
| Children are encourage to recognise print around the setting e.g. letters (both English and Arabic), names and numbers | Point out print telling the child what it is. E.g. That’s the number two. After constant repetition ask the child if they know what number it is. Put names on the children’s work explain that you are writing their name and sound out the letters in the name. | All Staff  (overseen by Rachel) | To be evaluated every 6 weeks/ Peer observations |  |
| Keys persons have established a secure attachment to all their children and trusting relationships with their parents/ carer | Ensure that settling in is done well and that you meet your key children’s parents during drop off and pick up time whenever possible. | All Staff  (overseen by Rachel & Saeeda) | To be evaluated every term. Have strong relationships been formed or not? |  |
| Fun and engaging learning activities set up outdoors with practitioners deployed in different areas around the garden | Ensure a range of activities are set up around the garden staff to be deployed in the garden and nursery room to allow free flow. | All Staff  (overseen by Rachel) | Evaluate during 2 weekly planning what is working and what is not. |  |

**Action Taken from :**

**OFSTED Report**

**Ofsted Evaluaton Schedule - From staff Meetings**

**SEF (Self Evaluation Form)**

**Staff SEF**

**Parents SEF**

**Parents Evaluation Form**

**EYQI (Early Years Quality indicator)**