

Long Term Focused Improvement Plan: Toddler Room : 2018/2019

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?
Practitioners use their knowledge about the areas of learning to highly and effectively monitor children's development and identify any delay	Provide training on how to record development and providing next steps. Create and implement of children who are slow to develop key skills.	All Staff (overseen by Rachel)		
Practitioner provide rich, varied and imaginative experiences which are highly effective, engaging, and motivates children to learn.	Devises a form for parents to send in information to help with planning classroom activities and learning experiences set up should cover all seven areas of learning which provide a highly stimulating environment	All Staff		
An extremely sharp focus on helping toddlers acquire communication and language skills and on supporting their physical, personal, social and emotional development.	Provide rhyme time during the daily routine and more stories read throughout the day. Ensure children with delays in these areas are provided extra support and attention.	All Staff (Peer Support)		
Staff skillfully question children during activities	Peer observation and reflective practice	All Staff (overseen by Rachel)		
All staff understand the characteristics of Effective Learning	Use the 'Development Matters document and/or eylog' to understand these. Saeeda and Rachel will ask questions about this during peer observations	Saeeda and Rachel		
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)		
Practitioner apply behaviour management strategies successfully and support children in resolving conflicts	Strong nurturing relationships raises children's self-esteem. Practitioners should respond sensitively to children with comfort and reassurance. Make a peaceful place where children can resolve conflicts. Use highscope 6 steps to resolving conflicts.	All staff		
Ensure there is a variety of different books.	Practitioners to replenish book shelf each term ensuring there is a variety of books	All staff (overseen by Rachel)		
There are many books and materials throughout the environment showing diversity and non-stereotypical roles	Leaders to sort through al the books in the setting and purchase books that are needed	Room leaders & Saeeda		
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	All Staff (overseen by Rachel)		

	and sound out the letters in the name.		
Fun and engaging learning activities set up both indoors and outdoors with practitioners deployed in different areas	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)	

**Action Taken from :**  
**OFSTED Report**  
**Ofsted Evaluaton Schedule - From staff Meetings**  
**SEF (Self Evaluation Form)**  
**Staff Self Evaluation Form**  
**Parents Evaluation Form**  
**EYQI (Early Years Quality indicator)**