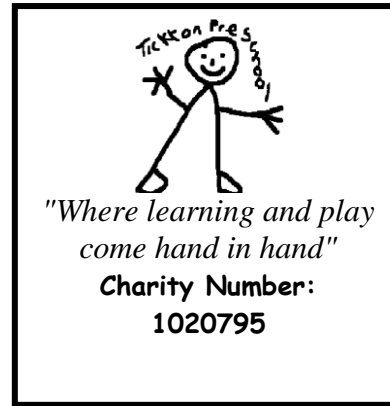


Partnerships.
Active learning.
Enabling environments and provision.

Long term, sustainable changes that make a
difference to those affected.

Staff development.



Tickton Pre-school and Play Pals.

Setting Development, Action and Improvement Plan.

September 2017 - September 2018.

<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
<p>Review and develop policies regarding the 30 Hour 3/4 year funded programme (national implementation SEP 2017).</p> <p>Develop in partnership with East-Riding services.</p>	<p>Attend training provided by the ERYC review in partnership with the ERYC.</p> <p>Build on current good practice regarding early intervention.</p> <p>Develop new polices and procedures regarding offering places to children (Review with the parent committee)</p> <p>ONGOING</p>	<p>Training attendance and cost.</p> <p>Share current strategies and new practice regarding 30-hour funding with staff team - led by manager.</p>	<p>Manager and deputy-manager to attend training and feed back to setting practitioners.</p> <p>ONGOING SEP 2017</p> <p>Feedback to team at subsequent team meetings</p>	<p>Opportunity for setting to consider the challenges and opportunities in developing successful implementation of 30H funding.</p> <p>Check models and approaches with early year's colleagues.</p> <p>Developed partnerships and strategies/practice with local partners - formulate early plans on how to best integrate the 30H funding and sessions. Improved outcomes for children.</p>	<p>Continue to update parent committee/team on new discussion points/information/ requirements and policy updates as required.</p>

<p>Continue to monitor the progress of all children in different areas of the EYFS framework and respond if progress begins to dip in any area.</p>	<p>To use EYFS DVM tracking and cohort tracking (data) to insure children's learning and developmental needs are responded to appropriately and time effectively.</p> <p>Monitor individual children termly and discuss data/progress and areas to target as a team.</p> <p>To use small step tracking (ES) where required.</p> <p>For staff key persons to discuss any concerns with manager, SENCO and parents. To implement home and setting strategies as required. SENCO (with manager's support) seek the support of additional agencies as required.</p> <p>Continued regular discussions with parents.</p>	<p>Staff to complete as part of regular assessment and ongoing support.</p> <p>Use PPA time as required.</p>	<p>Ongoing (SEP7- JULY 2018).</p> <p>Full team responsibly. Manager to over-see/review using team meetings and supervision meetings.</p>	<p>Better outcomes for children and early intervention strategies effectivity implemented in partnership with parents.</p> <p>Links to all areas of EYFS.</p> <p>Improved planning frameworks and support for individual children/families as required.</p> <p>Improved teaching opportunities.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>
<p>Ensure that mark-making remains a</p>	<p>Continue to ensure mark-making provision is available</p>	<p>Ongoing daily practice/provision.</p>	<p>Ongoing (SEP 2017 - JULY 2018).</p>	<p>Improved learning/development</p>	<p>Discuss any targeted areas for</p>

<p>priority support area for boys.</p> <p>(Team to consider holding a setting mark-making 'exhibition' for the families - show all aspects of children's mark-making, including the development of mark making. Provide information to families. Highlight the importance of scribble-like marks being valued as a developmental landmark in a child's understanding of the world.)</p>	<p>within all areas (inside/outside) of setting. Ensure mark-making resources are well organised and attractively presented within setting for children to choose independently).</p> <p>Key persons continue to plan appropriately for children's individual mark-making needs/interests. Work in partnership with parents and plan time to tune into children's individual preferences through sensitive observation. Use dress for success.</p> <p>Manager to monitor boy's mark-making interest/ progress (using setting data) - discuss with team.</p> <p>Manager to lead inset training/discussion with full team.</p> <p>Provide opportunities for</p>	<p>Manager to lead inset training/discussion with full team regarding mark-making (review mark-making matters materials).</p>	<p>Full team responsibly. Manager to oversee/review using team meetings and supervision meetings.</p> <p>Initial discussion 1/7/17. FURTHER DISCUSSION September 2017 ONGOING</p> <p>Review meeting JAN 2018 after data collection/review.</p>	<p>outcomes for children.</p> <p>Partnership with parents (home learning links).</p> <p>Links to all areas of the EYFS. Improved teaching opportunities.</p>	<p>improvement with parent committee.</p>
--	---	---	--	--	---

	children to explore, celebrate and develop mark making and representational methods which are personal to them. Review planning.				
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Development of malleable materials 'bar' and provision.	<p>To ensure outstanding continuous provision within the 'malleable materials bar' area (development of area) - plan as team.</p> <p>Improve selection of key resources available as part of continuous provision. To use Allister Bryce-Clegg suggestions/ research to enhance ideas and area (implement new research as led by LIT coordinator).</p> <p>Produce file of different</p>	<p>Team training discussion. Review requirements of malleable materials bar and setting up each day. (Review resources).</p> <p>Storage/display of resources to be researched and discussed as team (manager to present options).</p> <p>Share recipes and</p>	<p>Ongoing from SEP 2017 implemented to a high standard by JAN 2018 as part of additional continuous provision/ full plan in place.</p> <p>Manager and literacy co-ordinator to move provision and ideas forward with reviews and reflection during ongoing team meetings/ peer OBS.</p>	<p>Increased and enhanced continuous provision.</p> <p>Improved learning/development outcomes for children. Opportunities to explore ideas/interests and language.</p> <p>Partnerships/ shared ideas with parents (home learning links).</p>	<p>Continue to link with parent committee to share ideas/brainstorm.</p>

	<p>recipes/dough to be used to support dexterity skills (manager to set up - to be maintained by LIT co-ordinator and staff team - continue to update throughout year).</p> <p>Manager to implement provision plan (discussed/reviewed with team - CONT. PROV. Plan OCT 2016).</p>	<p>ideas with parents (home learning links)/ ideas from parents/share in profiles/planning.</p> <p>Discuss labelling and POP (print) for area.</p>		<p>Dexterity/language development. Improved teaching opportunities.</p> <p>Links to all areas of the EYFS.</p>	
<p>Light and dark party and construction afternoons! (Plan family learning days).</p> <p>All fathers/carers play session - (focus large construction/ junk modelling).</p>	<p>Staff team to discuss and plan a yearly time table for parent events under the direction of setting manager.</p> <p>To produce a parent leaflet with available sessions/events time-tabled for the year.</p> <p>Plan as team - ideas surrounding involving fathers/male role models</p>	<p>To staff family days/events.</p> <p>Cost of any additional provision required.</p> <p>Hire of hall. Collection of large construction materials/open-ended resources (junk modelling).</p>	<p>Manager to discuss at team planning meeting OCT 2016 ask staff to think and review possibilities and make plan.</p> <p>Manager to implement parent newsletter /time table.</p> <p>Manager to Develop concepts using www.optimus-education.com/getting-</p>	<p>Development of positive parent/family partnerships.</p> <p>Sharing practice/ideas.</p> <p>Improved outcomes for children. Links to all areas of EYFS.</p> <p>Improved teaching opportunities.</p>	<p>Continue to link with parent committee to share ideas/brainstorm. Practice, development. Links to all areas of the EYFS.</p> <p>Add to newsletters.</p>

	<p>further within practice.</p> <p>Support and implement a lead practitioner.</p> <p>Implement planned session (with open-ended resources).</p> <p>Advertise in newsletter and invite/ coffee morning.</p> <p>Use key person links - one-to-one discussion regarding planned activities/ gain interests/ partnerships.</p> <p>Key persons to discuss with families (one-to-one).</p>		<p><u>fathers-involved.</u></p>	<p>Improved outcomes for children.</p> <p>Better connectivity and family links/support.</p>	
<p>Sensory area additional planning - enhancements.</p> <p>Improved setting continuous provision.</p>	<p>Implement a flexible plan of sensory activities to be implemented on a weekly basis for children to explore in sensory unit. These will become a rotated resource so children can experience new and exciting sensory activities regularly.</p>	<p>Team training - discuss requirements of planned sensory provision. Discuss implantation of plan and rotation.</p> <p>Discuss labelling and POP (print) for area.</p>	<p>Ongoing from SEP 2017 - discuss at first team training day 4/9/17 (share plan)</p> <p>To be in place and implemented to a high standard by OCT 2017.</p> <p>Manager to move provision and ideas forward through</p>	<p>Increased and enhance continuous provision.</p> <p>Improved learning/development outcomes for children.</p> <p>Enhanced sensory play.</p> <p>Chances/opportunities for children to explore ideas/interests,</p>	<p>(Partnerships) Share planning/info on website.</p>

	<p>(This will remain flexible to adapt to the needs and interests of children/ planning).</p> <p>Staff team to implement plan and provision weekly.</p>	<p>Manager/deputy to purchase sensory resources as required -keep resources open-ended.</p>	<p>reflection of practice/team discussion.</p> <p>Manager continue to review at team meetings.</p>	<p>language and senses.</p> <p>Further open-ended paly opportunities for children (language for thinking/ creative process). Links to all areas of EYFS.</p> <p>SEN/SALT support. Improved teaching opportunities.</p>	
<p>Development - children's centre link practitioner role.</p>	<p>Setting manager has appointed a setting children's centre link worker. Manager to implement role requirements and support new 'link worker' to develop further links with local children's centres (discuss at supervision/team meetings).</p> <p>For new 'link worker' to forge continued links with children centre and ensure referrals for</p>	<p>PPA time used to ensure paper work is easy to access and completed correctly (directed appropriately).</p>	<p>Setting manager in partnership with appointed children's centre link worker.</p> <p>ONGOING - review progress check team meeting (OCT 2017).</p>	<p>Continued and increased supportive links and partnerships for setting with the children centre and its partners.</p> <p>Increased support for children and families as required.</p> <p>Improved sign-posting and setting links for parents/carers.</p> <p>Meeting</p>	<p>Work with parents/parent committee to research support required/ ideas for further links, information and partnership.</p>

	<p>children/families are completed quickly and effectively (directed appropriately) in close partnership with parents/carers.</p> <p>To develop comprehensive list of services/support available to help children and families. Ensure information is regularly updated and shared with staff team.</p> <p>For new link worker to join the children's centre community panel each term - feedback at team meetings as required.</p> <p>Review information available to parents (Are parents aware of the services the children's centre can provide?) Consider additional letter/parent pack information.</p>			<p>family/children requirements effectively - supporting home learning and the wellbeing of children.</p>	
--	---	--	--	---	--

	For link worker to continue to sign post appropriately.				
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
<p><u>Maintain outstanding parent/family partnership.</u></p> <p>Continue to involve parents in the life of the setting.</p> <p>Continued stay and play sessions for parents (open door policy).</p> <p>Keep parents up to date with what they could do at home to help their children.</p>	<p>Ensure all key person's regularly meet with parents/carers to discuss children's learning/development and progress.</p> <p>Plan workshops (see planned monthly sessions).</p> <p>Develop individual home learning support as required (see individual planning).</p> <p>Share planning/assessments with parents on a regular basis.</p> <p>Continue to develop positive and supportive communication.</p>	<p>Ongoing imbedded daily setting practice/ provision.</p> <p>Staff for drop in sessions.</p>	<p>Ongoing (SEP 2017 - JULY 2018).</p> <p>Full team responsibly. Manager to oversee/review using team meetings and supervision meetings.</p> <p>To discuss any occurring issues/concerns as a team of time effective management and support.</p>	<p>Maintain excellent parent partnerships and support.</p> <p>Early intervention (SEN) support as required.</p> <p>Improved outcomes for children</p> <p>Links to all areas of the EYFS.</p> <p>Home learning links.</p>	<p>Continue to involve parent committee in all aspects of setting reflection and improvements (development plan/SEF).</p>


<p>Continue to ensure newsletters and information is given. Maintain high quality interaction and partnerships we currently have with parents/carers.</p> <p>Implementation of 'parent café' and link group (Friday drop in).</p>	<p>Sign post parents as appropriate.</p> <p>Complete PACEY (parent partnership training online - all staff).</p> <p>Daily communication/partnerships /home learning links.</p> <p>Staff to plan/provide opportunities for parents to network at parent cafe (discuss ideas as a team SEP 2016/17).</p> <p>To use drop in café for co-ordinators to share information/practice (home learning links).</p> <p>(Last Friday of each month?)</p> <p>Invite children's centre - take and make (links with children's centres).</p>				
---	---	--	--	--	--

<p>Multi-skills: (Develop Physical skills and practice within setting) links to sports development workers at council.</p>	<p>Opportunity to take part in Multi-skills for young children. PANco to research E.R. multi-skills partnership for new ideas/group physical activities. Links with parent committee.</p>	<p>Research possibilities by working with the ERYC sports co-ordinators. Feedback to full team. Implement new ideas after multi-skills training as part of cohort times/planned opportunities.</p>	<p>Setting PANco to research ideas and partnerships. DEC 2017 - JAN 2018. PANco to organise sessions/ training and implement new practice as with other staff practitioners. Feedback to team JAN 2018. Manager to discuss during staff supervisions.</p>	<p>Increased learning/development opportunities for children. Links to all areas of EYFS. Increased physical skill/wellbeing and interest links. Enhanced group times and staff practitioner skill. Enhanced planning opportunities. Improved teaching opportunities.</p>	<p>Links with parent committee/contacts at ERYC. Feedback training opportunities. Links to sport development co-ordinators locally.</p>
<p><u>Aims:</u> (Priority).</p>	<p><u>Strategies and Actions:</u> (What we will do and success criteria).</p>	<p><u>Resources.</u> (Cost. Staffing).</p>	<p><u>Timescale and Responsibility.</u> (Persons, Monitoring)</p>	<p><u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).</p>	<p><u>COMMENTS:</u> (Additional information Feedback/ Partnerships).</p>

<p>Increased promotion of Healthy lunch-boxes.</p> <p>Develop in partnership with parents.</p> <p>Links with 'Eat Better, Start Better'.</p>	<p>To provide parents with further information regarding healthy lunch boxes and portion size.</p> <p>Use visual cues/photos to enhance further understanding (photo sheet).</p> <p>Use 'Eat Better, Start Better' materials to support understanding and information regarding portion sizes.</p> <p>Implement information into parent packs alongside other pack lunch information. (Research shows it is hard to recognize what a normal portion looks like).</p>	<p>Manager to implement 'information sheet' on portion sizes and put into parent packs/newsletter.</p> <p>PANco to 'set up' what a healthy lunch boxes look like - to photograph - (put together four examples for leaflet).</p> <p>Work in team partnership to review information leaflet.</p>	<p>PANco and lunch time assistant (to implement what portion sizes should look like using real food. (Set up demonstration for parents). SET UP W/C 17/10/2017.</p> <p>Manager to create simple information leaflet to add to parent packs using visuals.</p> <p>Ongoing OCT 2017 - NOV completed by FEB 2018.</p>	<p>Maintaining portion control (including saturated fat and sugar).</p> <p>Healthy lunch boxes - tackle child obesity. Improved teaching opportunities.</p> <p>Healthy body healthy mind/ Outcomes for children.</p> <p>Links to EYFS PHY.</p> <p>Increased partnership working.</p>	<p>Gain view/opinions of parents before leaflet is put into parent packs. Ask committee to review final leaflet.</p>
<p>New allotment / garden area.</p> <p>(Links/partnership with parish council).</p>	<p>After approaching the local parish council for more 'growing space'/ garden area within the community - this is now under review (continue to monitor).</p>	<p>New plants and resources to create raised planting area (resources depending on</p>	<p>Manager and deputy manager to continue to work in partnership with council to discuss and confirm new plans and ideas.</p>	<p>This project gives the setting a huge opportunity to develop our sensory/nature and growing area for children. Opportunity</p>	<p>Continue to update parent committee with information/projects/ time scales.</p>

<p>Community partnerships.</p>	<p>Continue to ensure project is moving forward, continue to work in partnership with the local parish council.</p> <p>Approach local business for support with new garden area (donations).</p> <p>To ask children/parents for ideas regarding new garden area (design).</p> <p>Continue to update wider team with information regarding new ideas/record ideas. Reflect together to ensure best possible design and use of area.</p>	<p>design).</p> <p>HIGH COST - fencing (depending on outcome of planning permission).</p> <p>Review funding opportunities.</p>	<p>Continue to discuss with wider team as information comes through from planning - ensure all teams voices are reflected in ideas.</p> <p>Manager to share time-table/project requirements as required.</p> <p>Work in partnership with children and parents to discuss ideas/designs and concepts.</p> <p>Ongoing SEP 2017 - 2018.</p>	<p>to provide further organic vegetables and space for children to explore nature. Further space to holistic and sensory play. Links to all areas of EYFS. Improved teaching opportunities.</p> <p>Opportunities to learn about the world (UTW)/natural world/grow your own.</p> <p>Improving outcomes for children. / increased consumption of vegetables (see GOV report (DfE, F&RA)</p>	<p>Review funding opportunities.</p>
<p>Review behaviour policy, plans and practice.</p> <p>Research and</p>	<p>Behaviour/PSED co-ordinator to review behaviour policy. Implement new and recommended strategies as required.</p> <p>Discuss with manager and</p>	<p>Team training costs.</p>	<p>For Jayne Miller (PSED co-ordinator) to review policy and practice SEP 2017 - MARCH 2018 (review).</p> <p>Attend booked training.</p>	<p>Staff have greater understanding of children's challenging behaviour and having more confidence in dealing with any difficult behaviour.</p>	<p>Share with parent committee and all parents.</p>

<p>implement new strategies as required.</p> <p>Attend behaviour training (ER and PACEY).</p>	<p>review with full team.</p> <p>Attend additional training as booked by setting manager Feedback at team meetings DEC 2017.</p> <p>Ensure that all staff are confident in behaviour management techniques and are consistent in their approach (review after training).</p> <p>Manager and staff to revisit policy and strategies as an ongoing concern. Ensure all staff are following the agreed procedures. Inset session on behaviour management after first wave of training (NOV 2017). (All staff following the same procedure, but plan for individual needs).</p> <p>Partnership working with parents/ share policy changes.</p>		<p>Review with team NOV/DEC 2017 - lead discussion with manager.</p> <p>Implement revised policy and strategies (JAN 2018).</p>	<p>Improved outcomes for children.</p> <p>Improved teaching opportunities.</p> <p>Links to all areas of EYFS.</p>	
---	--	--	---	---	--

	<p>Review policy with ERYC early years advisor and parent working group/and or parent committee (discuss as a team).</p> <p>Ensure 'golden rules' are implemented with children both in pre-school and in play pals (age appropriate).</p> <p>Use cohort times to discuss PSED/behaviour with children.</p> <p>Ensure parent/family partnerships as required.</p>				
<p>Development of nature area/display area.</p> <p>Development of setting continuous provision</p>	<p>New continuous provision. Provide a dedicated nature area within setting for animals/nature/wildlife. To develop area within indoor environment for the display and resources of wildlife/nature - free play</p>	<p>Cost of display and new provision.</p> <p>UTW co-ordinator - PPA time to organise/plan continuous provision.</p>	<p>For UTW co-ordinator to lead project and development of new area in partnership with setting manager and wider team.</p> <p>To ensure new area and provision are in place</p>	<p>Improved provision and learning opportunities for children.</p> <p>Further opportunities to learn about the world (UTW)/natural</p>	<p>Continue to update parent committee with information/projects/ time scales.</p> <p>Review funding opportunities.</p>

<p>(Links to UTW co-ordinator development plan).</p>	<p>accesses and teaching opportunities. Links with season's area/display.</p> <p>UTW co-ordinator to develop area and provision required - discuss with wider team.</p> <p>Make part of daily set up.</p> <p>Links to home learning - animals in your own garden (hedgehogs/insects) Photos of pets from home.</p> <p>Learning - growth and decay/ Growth over time/ Concern for the environment.</p> <p>UTW co-ordinator review princes trust work/opportunities - discuss with team.</p> <p>Parents/children link book -</p>		<p>OCT/NOV 2017.</p> <p>UTW co-ordinator brainstorm ideas with wider team and parents during meetings.</p>	<p>world/grow your own.</p> <p>Improving outcomes for children. Links to all areas of EYFS.</p>	
--	--	--	--	---	--

	taking Boris home for weekends.				
<p>Update large 'practice books' in welcome area to show parents different areas of the framework in action/ demonstrating practice and children's learning.</p> <p>Continue to up-date and input home learning strategies and information (develop info file).</p>	<p>Key persons and area co-ordinators to up-date files with information.</p> <p>Make sure all 'books' information files are available for parents/carers to view when they choose. Keep on show. Daily practice.</p> <p>All staff to keep adding relevant information/OBS/photos to files. Manager to review SEP/JAN/APRIL 2017/18.</p>	Daily practice.	<p>Deputy manager to review on termly basis and feedback to manager and team. Ensure files are up to date with relevant information.</p> <p>Co-ordinators to lead information regarding practice in their area.</p>	<p>Parent partnership - Better connectivity and family links/support.</p> <p>Improved outcomes for children.</p> <p>Information/idea sharing.</p> <p>Home links/ learning ideas.</p>	Continue to update parent committee with information/projects.
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Continue to share information on our	Manager continue to share daily practice appropriately	No costs/resources. Manager to maintain	Manager to maintain setting Facebook page in line with setting policy and	Parent partnership - Better connectivity and family	Feedback /discuss with parent

<p>Facebook page regarding daily practice - links with parents and families.</p>	<p>with parents using setting website and Facebook page. (Parents have reported that this page is vital in keeping them connected with the setting - in particular when unable to be at collection times/drop off times).</p> <p>Provides discussion points with children at home.</p> <p>Manager to send out permission slips regarding photographs and Facebook page going forward. Safeguarding is a key setting priority (ensure all practice meets setting policy and procedures).</p>	<p>page.</p>	<p>procedures as part of daily practice. Update website as required with newsletters/information (ongoing basis).</p> <p>Ongoing SEP 2017 - JULY 2018.</p>	<p>links/support.</p> <p>Improved outcomes for children/ planning.</p> <p>Information/idea/ practice sharing. Home links.</p> <p>Provides discussion points for children at home regarding what they have been doing at the setting.</p> <p>Communication portal for parents/family.</p>	<p>committee - gain views and review policy.</p>
<p>Continue to meet the needs of children with speech and language (SAL) difficulties.</p> <p>Continue to identify</p>	<p>Setting SENCO to make sure that any SAL. problems are referred quickly and effectively in partnership with parents and key persons.</p> <p>Key person's - continue to work in close partnership</p>	<p>No cost, part of setting daily practice.</p> <p>Cost of parent packs and staff attendance at SALT meetings.</p>	<p>Practice to be led by SENCO -Ongoing practice FULL team.</p> <p>Staff to attend regular commination/ meetings as required.</p> <p>SENCO and manager to</p>	<p>Improved outcomes for children. Language groups.</p> <p>Close links to SALT.</p> <p>Children identified at an early stage. (Children's targets set,</p>	<p>Continue to up-date parent committee regarding SALT support and strategies being used.</p>

<p>and monitor children most likely to fall behind using early entry tracking/ starting points and developmental matters.</p> <p>Ensure a robust plan is put in place to help children develop speech and language skills as required.</p>	<p>with parents, SENCO and manager regarding any SALT concerns/referrals and practice. Review progress and child expected outcomes (DVM). Ensure starting points are recorded in a timely and effective manner, discuss any concerns with manager or SENCO (use solution focused planning as required).</p> <p>SENCO - continue to implement setting SALT parent packs for all referred children.</p> <p>Key persons continue to implement 'Chatter Box' sessions as required in line with SALT recommendations.</p> <p>SENCO and manager continue to update team as required. Update/ review children's IEP's as required in partnership with parents.</p> <p>Attend SALT meetings as</p>		<p>maintain detailed records of support and IEP's.</p> <p>Manager to track children's progress.</p>	<p>supported and achieved). Improved outcomes for children.</p> <p>Parent/family partnerships - home learning links. Detailed plans and support in place to support children's additional needs.</p>	
--	---	--	---	--	--

	<p>required.</p> <p>Continue to support new children during settling in periods - developing further positive relationships, working in partnership with parents. Monitor speech and language closely.</p> <p>Track children's progress closely. On entry tracking to be completed by four (4) full sessions attendance.</p> <p>Children to be quickly identified as 'most at risk' of falling behind. (Discuss with manager).</p> <p>Manger - continue to encourage team to think about quality practice with regards to SLAT (using team planning meetings).</p> <p>SENCO - Implement a chatterbox blurb to explain to parents what we do to enhance language skills for</p>				
--	--	--	--	--	--

	children participating in additional SALT referrals.				
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
<p>Review - inclusion officer role and the implementation of the 'Prevent Duty' and British values.</p> <p>Links to safeguarding practice - the 'Prevent Duty'.</p> <p>Links to statutory requirements and practice.</p>	<p>Manager to review job description.</p> <p>ENCo to continue to reflect and review setting inclusive practice. Use setting audit and feedback to team.</p> <p>ENCo to implement in house training regarding the 'Prevent Duty' and British values, what this means to the setting and what does practice look like.</p> <p>Contact EYDA for further information and review new role with EYDA at next cluster meeting.</p> <p>Review setting mission</p>	No costing. Daily practice.	<p>Manager to review at team meeting.</p> <p>Review policy with all staff and team.</p> <p>Ongoing - SEP 2017 - review at full team meeting JAN 2018.</p>	<p>Development of settings inclusive and reflective practice.</p> <p>Development of ENCo role. Ensuring inclusive practice - base for reflection.</p> <p>Outcomes for children.</p> <p>Links to statutory requirements and practice.</p> <p>Teaching opportunities.</p> <p>Links to all areas of.</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p> <p>Development of practice - manager to review 'Active mark' - Inclusive schools mark and regional inclusion charter mark for setting. Feedback to setting parent committee and staff team.</p>

	<p>statement and setting core values with full team.</p> <p>Implement British values and the 'Prevent Duty' into setting policy in partnership with safeguarding procedures.</p> <p>Manager to attend training and feedback to setting (OCT/NOV 2016 - or as provided).</p> <p>Development of practice - manager to review 'Active mark' - Inclusive schools mark and regional inclusion charter mark for setting. Feedback to setting parent committee and staff team.</p>			EYFS.	
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).

<p>Implement 'Talking point board' for parents/families in entrance area - (what have we being doing today?)</p>	<p>Discuss provision with staff - nominate lead practitioner to implement on a daily basis.</p> <p>Improve information sharing - parents can see what children have been taking part in each day at a glance (even if they don't have time to stop and chat or have access to Facebook).</p> <p>To use black board to share practice. Opportunities for children to see further print in the environment.</p>	<p>Black board. No additional costs.</p>	<p>Manager to discuss with setting team at planning meetings SEP/OCT 2017. - nominate lead practitioner to implement on a daily basis.</p>	<p>Parent/family partnership. Further discussion points for parents.</p> <p>Improved outcomes for children.</p> <p>Links to all areas of EYFS/home learning links.</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>
<p>Staff CPD. Review online training courses for staff.</p>	<p>Manager to implement a training plan for each staff member (SEP 2017).</p> <p>For all staff members to complete training as booked/ set-up by setting manager, to improve own practice and setting practice. To discuss</p>	<p>High cost of staff training -</p> <p>To be covered by the EYPP funding (to improve outcomes for all children).</p>	<p>Manager to discuss with setting team at planning meetings SEP 2017.</p> <p>Manager to organise in house on line training times as required for staff (SEP - JULY 2018) with regard to ratios.</p>	<p>Improved outcomes for children.</p> <p>Links to all areas of EYFS/home learning links.</p> <p>Enhanced teaching/planning</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>

	<p>at staff supervision meetings as an ongoing concern (SEP 2017 - JULY 2018).</p> <p>For staff to share new ideas with other staff members and parents.</p>			<p>opportunities. Enhancements to family partnerships/home learning.</p> <p>Developed enabling environments/provision</p> <p>Development of reflective practice. Development of staff skills and practice.</p> <p>Sharing ideas and practice with others.</p>	
--	--	--	--	---	--

<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Implement a new outdoor cooking oven – purchase for enhanced outdoor experiences for children.	<p>A safe way to cook outdoors with children and families.</p> <p>Implement provision so staff can use with children to cook outside as part of planned enhanced experiences.</p> <p>Manager to discuss learning opportunities with staff team.</p>	Cost of cooking oven high.	<p>Manager to discuss with parent committee and staff team.</p> <p>Deputy-manager to purchase oven.</p>	<p>Outcomes for children. Developed practice.</p> <p>JAN 2018</p> <p>Enhanced teaching/learning opportunities and setting provision.</p> <p>Links to all areas of. EYFS.</p>	Discuss with parent committee/ review practice, policy and procedure.
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
The listening project. Enabling	Manager and staff team to implement and develop group time discussion with children (to record ideas in children's chosen ways). Build on	No cost implications/ ongoing cohort times.	Manager to lead continued project with staff team. (NOV 2017 - JAN 2018 review at team meetings).	Links with children's learning and language development/ cohort times.	Discuss improved provision with parent committee. Shared practice.

<p>environments.</p> <p>Develop a continued 'wish line'/ provision improvement plan and setting reflection project with children.</p>	<p>listening project at cohort times.</p> <p>Staff continue to encourage discussion with children regarding aspects of the setting (likes/dislikes) - to use recorded voices and pictures/photos to talk about setting.</p> <p>Work with children on using cameras to record favourite things in setting. Staff support children to print them, talk about pictures/ use whiteboard / make special books.</p> <p>Children continue to be involved in making decisions regarding the settings provision/ links with planning and group time discussion.</p> <p>Staff - link children's ideas to improved provision, activities and planning.</p>			<p>Children's ownership of setting and partnerships.</p> <p>Development of practice for children / teaching opportunities.</p> <p>Learning opportunities. Development of planning/ setting environment.</p> <p>Links to all areas of EYFS.</p>	
---	---	--	--	--	--

<p>Revisits NDNA/ PACEY (quality) schemes/training opportunities).</p> <p>Online training opportunities for staff team (links to CPD plans).</p>	<p>Manager to research and implement setting membership and additional training for 2017/2018. The local authority are currently offering less training opportunities (due to funding) - to balance this staff will undertake PACEY online training as implemented/booked by the setting manager on their CPD plans.</p> <p>All staff to review their CPD plans and ensure training is completed and organised by the manager.</p>	<p>No initial costs (SEP/OCT 2017).</p> <p>Cost may be incurred as child/staff ratios increase and practitioners need to complete external training (out of hours).</p>	<p>Ongoing training to be completed by staff team (SEP 2017- 2018) in line with CPD plans.</p> <p>Manager to continually review at supervision meetings with staff.</p> <p>Ongoing SEP 2017- 2018.</p>	<p>Development of individual staff early years practice/learning/skills.</p> <p>Improved outcomes, provision and practice for children and families.</p> <p>Links to all areas of the EYFS.</p>	<p>Discuss training plans and opportunities with parent committee.</p>
<p>Brush bus development. (dental hygienist links)</p>	<p>Deputy manager to implement and develop links with a dental hygienist.</p> <p>Staff to attend oral healthcare training (for Health Professionals and Staff working with children</p>	<p>Potential cost of training.</p> <p>No staff costs.</p>	<p>Deputy manager to organise training and team feedback (to discuss at FULL team training meeting NOV 2017).</p>	<p>Development/reflectio n on practice - positive impact.</p> <p>Links to all areas of the EYFS - particular focus on physical development and</p>	<p>Discuss training and information with parent committee.</p>

	<p>and babies) - city health care partnership. Deputy manager to contact Vicky Hewson (Operational Lead for Oral Health Promotion on 07964 688554 or email vicky.hewson@nhs.net).</p> <p>PANco to share practice with parents via website/newsletter and verbal discussion.</p>			<p>improvement for children.</p> <p>Develop information sharing with parents/parent partnerships.</p> <p>Health development.</p>	
<p>To join 'Beverley in bloom' community project.</p>	<p>Deputy-manager to research opportunities for setting to join Beverley in Bloom. Feedback to manager and team.</p> <p>Practitioners and parents to support children to design and plant a town flower planter.</p>	<p>Cost of planting materials.</p>	<p>DEC 2017, Deputy-manager to review with full team. (Full team meeting - add to agenda).</p>	<p>Setting/children development of community links.</p> <p>Parent partnerships.</p> <p>Links to all areas of EYFS.</p> <p>Learning/ development opportunities for children/ outcomes (UTW).</p>	<p>Discuss community partnerships and ideas with parent committee.</p>

<p>Review all setting policies and risk assessments.</p>	<p>Manager to implement review/changes at full team meeting (4/9/17) as agreed at committee meeting JUNE 2017.</p>	<p>No cost.</p>	<p>Manager. Full team and parent committee.</p> <p>Review to be completed by SEP 2017.</p> <p>Changes shared with parents/carers by NOV 2017/ up-date website.</p>	<p>Staff development and understanding.</p> <p>Sharing practice.</p> <p>Statutory requirements.</p> <p>Outcomes for children.</p>	<p>To review with parent committee.</p> <p>Review to be completed by SEP 2016.</p> <p>Chair to sign polices as reviewed/ agreed by committee (AUG/SEP 2017/18).</p>
<p>Continue to develop our 'Tickton early years 'HUB' group'. Plan next meetings (see letter of invite)/improve interest through EYDA.</p> <p>(To visit more EY settings 2015 - 2016, aim to share practice and develop further quality concepts and practice - build on</p>	<p>Manager continue to review, implement and share practice, develop links with other local settings and schools. To look further afield.</p> <p>Manager to re-send letters locally - to review practice with EY development advisor.</p> <p>Continue to share and disseminate practice.</p>	<p>Costing - NONE.</p>	<p>Manager to review at team planning meetings regarding response and actions from other settings/schools. Ongoing SEP 17 - JULY 2018.</p>	<p>Dissemination of practice. Development of further partnerships and links with other settings/schools.</p> <p>Further links with child-minders in the local area).</p> <p>Improved practice and outcomes for children and families.</p> <p>Links to all areas of EYFS.</p>	<p>Continue to review and reflect on partnerships with parent committee.</p>

2014-2015 practice).					
<p>Continue to encourage/promote home-made books with parents/families. Plan parent involvement/workshop book making project. (implement session)</p>	<p>Manager and literacy co-ordinator to lead and discuss at full team planning meeting (JAN 2018). To plan a book making morning with parents and children (implement practice and provision - manager to lead).</p> <p>Manager to promote in setting newsletter/ Facebook page.</p> <p>To discuss with wider team/share ideas.</p>	<p>Provide materials to make own books.</p> <p>Planning of workshop.</p>	<p>Project to take place - FEB/MARCH 2018. Manager and LIT coordinator to implement</p>	<p>Develop further partnerships with parents and support for children's</p> <p>Links to all areas of EYFS. Teaching opportunities.</p> <p>Improve learning outcomes for children.</p> <p>Develop further concepts about children's book making, linking pictures, text and communication.</p>	<p>Share ideas with parent committee.</p>
<p><u>Aims:</u> (Priority).</p>	<p><u>Strategies and Actions:</u> (What we will do and success criteria).</p>	<p><u>Resources.</u> (Cost. Staffing).</p>	<p><u>Timescale and Responsibility.</u> (Persons, Monitoring)</p>	<p><u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).</p>	<p><u>COMMENTS:</u> (Additional information Feedback/ Partnerships).</p>
<p>Implement giant 'bug house' - put in</p>	<p>Frame already purchased.</p>	<p>No cost.</p>	<p>'Bug house' - ongoing project with children (SEP</p>	<p>Links to all areas of EYFS.</p>	<p>Parent links.</p>

<p>woodland/ outdoor area to track creatures together as a setting/cohort.</p> <p>Use as a teaching tool.</p>	<p>Children to design bug house 'interiors' (plan with UTW coordinator).</p> <p>Use reclaimed materials - collected from parents (parent links).</p> <p>Implement teaching opportunities to wider team (UTW coordinator)/explore the world/environment. UTW coordinator to discuss with children mini beasts and caring for wildlife. To discuss designs/ideas and plans with children over period of cohort times/group times.</p>	<p>Planned opportunities for children.</p>	<p>2017 - JULY 2018) - opportunity to track seasonal changes.</p> <p>To be planned and in place FEB 2018 (UTW co-ordinator to lead).</p>	<p>Parent links.</p> <p>Enhanced learning/teaching opportunities for children to track and record development of bug house (design own bug house) - ongoing project using a variety of planned ICT/mark making/Literacy/communication.</p>	<p>Discuss with parent committee. Share progress.</p>
<p>Continue to develop and implement further concepts of 'Environmental print' for children.</p>	<p>Continue to implement 'spot me if you can' print sheet for children - with parents (home learning links).</p> <p>Continue to implement EP</p>	<p>Design a record of 'spot me if you can' - an environmental print journey. 'take and do format'</p> <p>For language co-</p>	<p>Language co-ordinator - Continue to implement ONGOING practice SEP 2017 - JULY 2018: review at team planning meeting JAN 2018.</p>	<p>To support and encourage the recognition of print in the environment for children.</p> <p>Support the interest</p>	<p>Parent links. Discuss with parent committee. Share progress.</p>

	<p>sessions with children interested in environmental print to see if idea supports process.</p> <p>Review and implement ideas with parents.</p> <p>Advertise in newsletters and make available for planned activity/meeting interests.</p>	<p>ordinator to continue to develop print journey (Tickton and Beverley)- to review with team and parents.</p>		<p>of children (environmental print)</p> <p>Links to all areas of EYFS.</p> <p>New resource to Support CL and literacy.</p> <p>Home links and learning.</p> <p>Community links.</p>	
<p>Copies of new core songs, books and rhymes in parent packs and given to parents at induction times.</p>	<p>Manager to add information to parent welcome/induction packs inform of leaflet/newsletters.</p> <p>Manager to add to website.</p>	<p>No cost.</p>	<p>To be implemented OCT 2017.</p> <p>Continue to review core songs/rhymes/stories at full team meeting NOV 2017 and again in FEB 2018 (LIT coordinator to lead).</p>	<p>Support home learning. Parent links to setting practice.</p> <p>Supporting children's further understanding of rhymes, songs, stories (recognition, recall and memory).</p>	<p>Parent Links. (Gain feedback from parents about ongoing 'usefulness' JULY 2018).</p>
<p>Continue to develop resource baskets for</p>	<p>Language co-ordinator to implement design of chatter</p>	<p>Baskets and interesting objects</p>	<p>Continue to implement SEP - DEC 2017.</p>	<p>Links with home learning. To support</p>	<p>Share planned ideas with parent</p>

<p>communication 'chatter baskets'.</p> <p>Home learning links and setting use (small groups or one-to-one).</p> <p>(Links to book bag provision).</p>	<p>baskets with interesting 'sparkle' objects to inspire communication with children.</p> <p>Manager to encourage practitioners to model communication using interesting objects (discuss at team training).</p> <p>Put ideas on Facebook page/ newsletter.</p> <p>Make provision available to parents to take home (home learning links) - target children accessing SALT)- partnership with SENCO.</p> <p>Manager to produce guidance notes for 'chatter baskets'.</p>	<p>to inspire children's curiosity and communication (to be used in small groups and or part of home links/learning.</p> <p>Open-ended objects.</p>	<p>Put in newsletters DEC 2017 - JAN 2018</p> <p>To trial with small groups of children, focus on children with SLAT referrals.</p> <p>Language coordinator to implement guidance notes for baskets.</p>	<p>communication through 'sparkle' objects. To use in setting group time and lend to parents to encourage communication at home.</p> <p>Supporting children's development and learning. Improved outcomes for children.</p> <p>Extension of language. To develop further language skills and describing skills.</p> <p>SALT/chatterbox support.</p>	<p>committee.</p>
<p>Research and implement tourist information sign (brown sign) within community.</p>	<p>To research possibility of having a 'brown sign'.</p> <p>Manager apply to the council for support and legalities.</p>	<p>High cost and application process.</p>	<p>Ongoing SEP 2017 - JULY 2018.</p>	<p>Better signage for setting. Parent partnership.</p>	<p>Discuss new purchase and cost with parent committee.</p>

	Review paper work with parent committee.				
Purchase huddles. (Requested by Play Pals children).	Manager to apply for grants for additional ICT equipment. WIND FARM PROJCT. To research further grant opportunities.	HIGH COST (Dependant on outcome of grant applications and grant time scales).	Ongoing SEP 2017 - Manager and parent committee to continue to research grant opportunities and report back to wider team.	Improved learning outcomes and provision for children and families. Increased ICT opportunities (UTW links) Links to all areas of EYFS.	Discuss new purchase and cost with parent committee.
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Continue to research 'text messaging service' for parents.	Manager and parent committee to research practicalities and costs regarding text message service - including safeguarding/legalities.	Very high cost/ Research time.	Manager and parent committee: ONGOING - review SEP 2017 (committee meeting).	Quick, effective and efficient way of communicating with parents. Partnerships.	Links with parent committee.
Continue to implement 'play	Manager continue to implement 'make your own	Play-dough materials.	To be implemented and designed by	To enhance home learning links/	Share ideas with parent committee.

<p>dough sacks' Play-dough kits for parents/carers.</p>	<p>play dough' kits for parents/carers.</p> <p>Enhance home learning and understanding of how valuable open-ended play-dough can be in supporting children's learning/development. Manager to develop information sheet for pack.</p> <p>Manager to source materials for pack and to design information sheets (to review/discuss with team).</p>	<p>Manager, Design/ ICT Research/ design. Information sheets regarding play dough learning concepts and recipes for kits.</p>	<p>communication/language coordinator:</p> <p>Continue to develop/ implement throughout year: Final copy of information sheet to be implemented by OCT 2017 - available for parent to 'take and make' SEP 2017.</p> <p>Add to parent newsletter DEC 2017 and again in MARCH 2018 (ongoing provision).</p>	<p>concepts / value of open-ended play. Supporting children's holistic development at home.</p>	
<p>Continue to research grants available for setting.</p>	<p>Manager - Continue to research grants available for setting.</p>	<p>No cost.</p>	<p>Ongoing SEP 2017 - JAN 2018. Parent committee and setting manager.</p>	<p>Improved provision for children and setting.</p>	<p>Review with parent committee chair person and team (ONGOING).</p>
<p>Implement new garden area in partnership with local community and parents - see large scale planning and thinking (UTW and</p>	<p>Manager - Continue to research grants available for setting and collect costing for garden area planned equipment - (see team planning notes).</p>	<p>High cost covered by TESCO 'Bags of Support' grant.</p>	<p>Ongoing SEP 2017 - SEP 2018. Parent committee and setting manager.</p>	<p>Improved provision for children and setting.</p>	<p>Review with parent committee chair person and team (ONGOING).</p>

<p>planning meeting file/minutes).</p> <p>ONGOING SEP 2017-</p>	<p>Work in partnership with parish council.</p>				
<p><u>Aims:</u> (Priority).</p>	<p><u>Strategies and Actions:</u> (What we will do and success criteria).</p>	<p><u>Resources.</u> (Cost. Staffing).</p>	<p><u>Timescale and Responsibility.</u> (Persons, Monitoring)</p>	<p><u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).</p>	<p><u>COMMENTS:</u> (Additional information Feedback/ Partnerships).</p>
<p>Develop and implement new children's sleeping area.</p> <p>Apply for capital grant funding from ERYC to fund project.</p>	<p>With the challenges of the new 30H - meeting the needs of children staying longer hours.</p> <p>Create a beautiful sleeping area for children to freely access.</p>	<p>New screening Bedding Safe - beds Sleeping checks Protection form light. Safe space.</p>	<p>SEP 2017 - DEC 2017 Full team in partnership with ER. Manager to oversee planned project</p>	<p>A well-managed and freely assessable sleeping area for children to freely access.</p>	<p>Share with parent committee.</p> <p>Apply for capital grant funding from ERYC to fund project.</p>
<p>Develop and implement new children's toilet area.</p> <p>Apply for capital</p>	<p>To provide further toilet area/space for children (4).</p>	<p>New funded toilet area</p>	<p>SEP 2017 - DEC 2017 Manager and deputy to oversee planned project</p>	<p>A well-managed and freely assessable toilet area for children to freely access.</p>	<p>Share with parent committee.</p> <p>Apply for capital grant funding from ERYC to fund project.</p>

<p>grant funding from ERYC to fund project.</p>					
<p>All staff to attend PREVENT DUTY training.</p>	<p>Core training for all staff.</p>	<p>Core training for all staff.</p>	<p>SEP 2017. Manager to oversee and book training.</p>	<p>Core training for all staff.</p>	<p>Share with parent committee.</p>

View co-ordinator action plans for planned development of specific and prime areas of learning within setting 2017/2018:

- CL action plan / ENco co-ordinator - Helen Turner.
- SENCO - Keeley Watkins.
- PSED and behaviour co-ordinator - Jayne Miller.
- PHY (PANco) action plan - Sharon Haysom
- Maths action plan - Janet Duffield
- Literacy action plan - Emma Rowley
- UTW action plan - Karen Shaw
- EX Arts and Des action plan - Charlotte Raynor
- Children's centre co-ordinator and involving father's partnership coordinator. - Karen Shaw.

Ongoing audit checks 2017 - 2018:

- SEND audit (in place)
- Safeguarding audit (in place)
- ENCO (equality and inclusion) audit (in place)
- Literacy audit in place
- Health and safety audit
- TfR (Talk for Reading) audit (in place)

PURPOSE OF SETTING DEVELOPMENT PLAN:

- To help us achieve our vision.
- To enable the setting to improve the progress and achievement of the children at Tickton Pre-school and Play Pals.
- To set achievable targets for the growth of our setting and improvements related to our self-evaluation and reflective practice.
- To ensure our setting is working towards and implementing the priorities set out in EYFS and Ofsted good practice guidance.

THE PLAN IS INFLUENCED BY:

- The review of last year's plan.
- The priorities set with the whole staff team, parents, children and committee.
- Questionnaires and suggestions.
- Self-evaluation and reflective practice.
- Evidence from observations, record keeping and data tracking.
- The Early Years Foundation Stage.
- Supervision, Appraisal and performance management.
- Review of enrichment activities offered at Tickton Pre-school and Play Pals.

Setting Manager _____ Date:

Setting Chair-Person _____ Date: