

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 2018 - September 2019.

<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>To use ECERS to develop setting SEF and practice - a main target to develop practice within setting.</p> <p>(Agreed at team meeting to use documents to form part of settings SEF - APRIL 2018)</p>	<p>To use at team meetings to reflect on practice and feed into planning and action planning within areas of learning and provision.</p> <p>Develop and improve practice and education. A tool for reflection.</p>	<p>ECERS documents.</p> <p>To discuss at team planning meetings.</p>	<p>ONGOING SEP 2018/2019</p> <p>To complete over the year and plan development.</p>	<p>To improvement and implementation of further quality practice and provision</p>	<p>Continue to update parent committee/team on new discussion points/information/ requirements and policy updates as required.</p>
<p>Review and develop policies regarding the 30 Hour 3/4 year funded programme.</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 policies and procedures regarding offering places to children (Review with the parent</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 2018/9</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>Continue to update parent committee/team on new discussion points/information/ requirements and policy updates as required.</p>

	committee) ONGOING			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.	
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>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</p>	<p>Staff to complete as part of regular assessment and ongoing support.</p> <p>Use PPA time as required.</p>	<p>Ongoing (SEP - JULY 2019).</p> <p>Full team responsibly. Manager to oversee/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>Discuss any targeted areas for improvement with parent committee.</p>

	<p>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>			Improved teaching opportunities.	
<p>Ensure that mark-making remains a 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>Continue to ensure mark-making provision is available 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</p>	<p>Ongoing daily practice/provision. Manager to lead inset training/discussion with full team regarding mark-making (review mark-making matters materials).</p>	<p>Ongoing (SEP 2018 - JULY 2019). Full team responsibly. Manager to oversee/review using team meetings and supervision meetings.</p> <p>Initial discussion 4/9/18 FURTHER DISCUSSION September 2018 ONGOING - team meetings</p> <p>Review meeting JAN 2019 after data collection/review.</p>	<p>Improved learning/development 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>Discuss any targeted areas for improvement with parent committee.</p>

	<p>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 children to explore, celebrate and develop mark making and representational methods which are personal to them. Review planning.</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>Development of malleable materials 'bar' and provision.</p>	<p>To ensure outstanding continuous provision within the 'malleable materials bar' area (development of area) - plan as team.</p>	<p>Team training discussion. Review requirements of malleable materials bar and setting up</p>	<p>Ongoing from SEP 2018 implemented to a high standard by JAN 2019 as part of additional continuous provision/ full</p>	<p>Increased and enhanced continuous provision.</p> <p>Improved</p>	<p>Continue to link with parent committee to share ideas/brainstorm.</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 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>To implement new play dough making staff member and link with UTW coordinator to offer different sensory opportunities and experiences to children.</p> <p>Manager to implement provision plan</p>	<p>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 ideas with parents (home learning links)/ ideas from parents/share in profiles/planning.</p> <p>Discuss labelling and POP (print) for area.</p>	<p>plan in place. Manager and literacy co-ordinator to move provision and ideas forward with reviews and reflection during ongoing team meetings/ peer OBS.</p>	<p>learning/development outcomes for children. Opportunities to explore ideas/interests and language.</p> <p>Partnerships/ shared ideas with parents (home learning links).</p> <p>Dexterity/language development. Improved teaching opportunities.</p> <p>Links to all areas of the EYFS.</p>	
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	(discussed/reviewed with team - CONT. PROV. Plan SEP 2018).				
<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 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>To staff family days/events.</p> <p>Cost of any additional provision required.</p> <p>Hire of hall.</p> <p>Collection of large construction materials/open-ended resources (junk modelling).</p>	<p>Manager to discuss at team planning meeting OCT 2018 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-fathers-involved.</p>	<p>Development of positive parent/family partnerships.</p> <p>Sharing practice/ideas.</p> <p>Improved outcomes for children.</p> <p>Links to all areas of EYFS.</p> <p>Improved teaching opportunities.</p> <p>Improved outcomes for children.</p> <p>Better connectivity and family links/support.</p>	<p>Continue to link with parent committee to share ideas/brainstorm.</p> <p>Practice, development.</p> <p>Links to all areas of the EYFS.</p> <p>Add to newsletters.</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>Sensory area additional planning - enhancements.</p> <p>Improved setting continuous provision.</p> <p>Implement new sensory lead coordinator in setting. (Amanda Atkinson).</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>Plan and organise further sensory experiences for children.</p> <p>(This will remain flexible to adapt to the needs and interests of children/ planning).</p> <p>Staff team to implement</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. Manager/deputy to purchase sensory resources as required -keep resources open-ended.</p>	<p>Ongoing from SEP 2018 - discuss at first team training day 4/9/18 (share plan)</p> <p>To be in place and implemented to a high standard by OCT 2018.</p> <p>Manager to move provision and ideas forward through reflection of practice/team discussion.</p> <p>Manager continue to review at team meetings.</p>	<p>Increased and enhance continuous provision. Improved learning/development outcomes for children. Enhanced sensory play.</p> <p>Chances/opportunities for children to explore ideas/interests, language and senses.</p> <p>Further open-ended play opportunities for children (language for thinking/ creative process). Links to all areas of EYFS.</p> <p>SEN/SALT support.</p>	<p>(Partnerships) Share planning/info on website.</p>

	plan and provision weekly.			Improved teaching opportunities.	
Development - children's centre link practitioner role.	<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 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</p>	PPA time used to ensure paper work is easy to access and completed correctly (directed appropriately).	Setting manager in partnership with appointed children's centre link worker. ONGOING - review progress check team meeting (OCT 2018).	<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 family/children requirements effectively - supporting home learning and the wellbeing of children.</p>	Work with parents/parent committee to research support required/ ideas for further links, information and partnership.

	<p>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>For link worker to continue to sign post appropriately.</p>				
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<u>Maintain outstanding</u>	Ensure all key person's	Ongoing imbedded	Ongoing (SEP 2018 - JULY	Maintain excellent	Continue to involve

<p><u>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>Continue to ensure newsletters and information is given. Maintain high quality interaction and partnerships we currently have with parents/carers.</p>	<p>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. 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>daily setting practice/ provision.</p> <p>Staff for drop in sessions.</p>	<p>2019).</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>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>parent committee in all aspects of setting reflection and improvements (development plan/SEF).</p>
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<p>Implementation of 'parent café' and link group (Friday drop in).</p>	<p>Staff to plan/provide opportunities for parents to network at parent cafe (discuss ideas as a team SEP 2018/19).</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.</p> <p>Links with parent committee.</p>	<p>Research possibilities by working with the ERYC sports co-ordinators.</p> <p>Feedback to full team.</p> <p>Implement new ideas after multi-skills</p>	<p>Setting PANco to research ideas and partnerships. DEC 2018 - JAN 2019.</p> <p>PANco to organise sessions/ training and implement new practice as with other staff practitioners. Feedback to team JAN 2019.</p>	<p>Increased learning/development opportunities for children. Links to all areas of EYFS.</p> <p>Increased physical skill/wellbeing and interest links.</p>	<p>Links with parent committee/contacts at ERYC. Feedback training opportunities.</p> <p>Links to sport development co-ordinators locally.</p>

		training as part of cohort times/planned opportunities.	Manager to discuss during staff supervisions.	Enhanced group times and staff practitioner skill. Enhanced planning opportunities. Improved teaching opportunities.	
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Increased promotion of Heathy lunch-boxes. Develop in partnership with parents. Links with 'Eat Better, Start Better'.	To provide parents with further information regarding healthy lunch boxes and portion size. Use visual cues/photos to enhance further understanding (photo sheet). Use 'Eat Better, Start Better' materials to support understanding and	Manager to implement 'information sheet' on portion sizes and put into parent packs/newsletter. PANco to 'set up' what a healthy lunch boxes look like - to photograph - (put	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 1/10/2018 - ongoing Manager to create simple information leaflet to add to parent packs using	Maintaining portion control (including saturated fat and sugar). Healthy lunch boxes - tackle child obesity. Improved teaching opportunities. Healthy body healthy	Gain view/opinions of parents before leaflet is put into parent packs. Ask committee to review final leaflet.

<p>Further promotion of food waste and recycling.</p>	<p>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>PANco to organise information sheet.</p>	<p>together four examples for leaflet).</p> <p>Work in team partnership to review information leaflet.</p>	<p>visuals.</p> <p>Ongoing OCT 2018 - NOV completed by FEB 2019.</p>	<p>mind/ Outcomes for children.</p> <p>Links to EYFS PHY.</p> <p>Increased partnership working.</p>	
<p>Continued development - New allotment / garden area. (Links/partnership with parish council).</p> <p>Community partnerships.</p>	<p>After approaching the local parish council for more 'growing space'/ garden area within the community - this has now been granted and developed.</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</p>	<p>New plants and resources to create raised planting area (resources depending on design).</p> <p>Review funding opportunities.</p>	<p>Manager and deputy manager to continue to work in partnership with council to discuss and confirm new plans and ideas.</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>This project gives the setting a huge opportunity to develop our sensory/nature and growing area for children. Opportunity 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</p>	<p>Continue to update parent committee with information/projects/ time scales.</p> <p>Review funding opportunities.</p>

	<p>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>Work in partnership with children and parents to discuss ideas/designs and concepts.</p> <p>Ongoing SEP 2018 - 2019.</p>	<p>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 behaviour policy, plans and practice.</p> <p>Research and implement new strategies as required.</p> <p>Attend behaviour training (ER and PACEY).</p>	<p>Behaviour/PSED co-ordinator to review behaviour policy. Implement new and recommended strategies as required.</p> <p>Discuss with manager and review with full team.</p> <p>Attend additional training as booked by setting manager</p> <p>Feedback at team meetings DEC 2018.</p> <p>Ensure that all staff are confident in behaviour management techniques and are consistent in their</p>	<p>Team training costs.</p>	<p>For Janet Duffield (PSED co-ordinator) to review policy and practice SEP 2018 - MARCH 2019 (review).</p> <p>Attend booked training.</p> <p>Review with team NOV/DEC 2018 - lead discussion with manager.</p> <p>Implement revised policy and strategies (JAN 2019).</p>	<p>Staff have greater understanding of children's challenging behaviour and having more confidence in dealing with any difficult behaviour.</p> <p>Improved outcomes for children.</p> <p>Improved teaching opportunities.</p> <p>Links to all areas of EYFS.</p>	<p>Share with parent committee and all parents.</p>

	<p>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 2018). (All staff following the same procedure, but plan for individual needs).</p> <p>Partnership working with parents/ share policy changes.</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>				
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	<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 (Links to UTW co-ordinator development plan).</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 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>Cost of display and new provision. 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 OCT/NOV 2018.</p> <p>UTW co-ordinator brainstorm ideas with wider team and parents during meetings.</p>	<p>Improved provision and learning opportunities for children.</p> <p>Further opportunities to learn about the world (UTW)/natural world/grow your own.</p> <p>Improving outcomes for children. Links to all areas of EYFS.</p>	<p>Continue to update parent committee with information/projects/ time scales.</p> <p>Review funding opportunities.</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 - taking Boris home for weekends.</p>				
<p>Update large 'practice books' in welcome area to show parents different areas of the framework in action/</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</p>	<p>Daily practice.</p>	<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>Parent partnership - Better connectivity and family links/support.</p> <p>Improved outcomes for children.</p>	<p>Continue to update parent committee with information/projects.</p>

<p>demonstrating practice and children's learning.</p> <p>Continue to up-date and input home learning strategies and information (develop info file).</p>	<p>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 2018/19.</p>		<p>Co-ordinators to lead information regarding practice in their area.</p>	<p>Information/idea sharing.</p> <p>Home links/ learning ideas.</p>	
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<p>Continue to share information on our Facebook page regarding daily practice - links with parents and families.</p>	<p>Manager continue to share daily practice appropriately 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</p>	<p>No costs/resources.</p> <p>Manager to maintain page.</p>	<p>Manager to maintain setting Facebook page in line with setting policy and procedures as part of daily practice.</p> <p>Update website as required with newsletters/information (ongoing basis).</p> <p>Ongoing SEP 2018 - JULY 2019.</p>	<p>Parent partnership - Better connectivity and family links/support.</p> <p>Improved outcomes for children/ planning.</p> <p>Information/idea/ practice sharing.</p> <p>Home links.</p> <p>Provides discussion</p>	<p>Feedback /discuss with parent committee - gain views and review policy.</p>

	<p>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>points for children at home regarding what they have been doing at the setting.</p> <p>Communication portal for parents/family.</p>	
<p>Continue to meet the needs of children with speech and language (SAL) difficulties.</p> <p>Continue to identify 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</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 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 manor, discuss any concerns with manager or SENCO (use solution</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 maintain detailed records of support and IEP's.</p> <p>Manager to track children's progress.</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, 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>Continue to up-date parent committee regarding SALT support and strategies being used.</p>

<p>help children develop speech and language skills as required.</p>	<p>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 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</p>				
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	<p>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 children participating in additional SALT referrals.</p>				
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Review - inclusion officer role and the	Manager to review job description.	No costing. Daily practice.	Manager to review at team meeting.	Development of settings inclusive and	Discuss with parent committee/ review

<p>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>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 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</p>		<p>Review policy with all staff and team.</p> <p>Ongoing - SEP 2018 - review at full team meeting JAN 2019.</p>	<p>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 EYFS.</p>	<p>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>
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	<p>(OCT/NOV 2018 - 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>				
<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 '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</p>	<p>Black board. No additional costs.</p>	<p>Manager to discuss with setting team at planning meetings SEP/OCT 2018. - 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</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>

	<p>to stop and chat or have access to Facebook).</p> <p>To use black board to share practice.</p> <p>Opportunities for children to see further print in the environment.</p>			links.	
<p>Staff CPD.</p> <p>Review online training courses for staff.</p>	<p>Manager to implement a training plan for each staff member (SEP 2018).</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 at staff supervision meetings as an ongoing concern (SEP 2018 - JULY 2019).</p> <p>For staff to share new ideas with other staff members and parents.</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 2018.</p> <p>Manager to organise in house on line training times as required for staff (SEP - JULY 2019) 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 opportunities.</p> <p>Enhancements to family partnerships/ home learning.</p> <p>Developed enabling environments/provision</p> <p>Development of reflective practice.</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>

				Development of staff skills and practice. Sharing ideas and practice with others.	
<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.	A safe way to cook outdoors with children and families. Implement provision so staff can use with children to cook outside as part of planned enhanced experiences. Manager to discuss learning opportunities with staff team.	Cost of cooking oven high.	Manager to discuss with parent committee and staff team. Deputy-manager to purchase oven.	Outcomes for children. Developed practice. JAN 2019 Enhanced teaching/learning opportunities and setting provision. Links to all areas of. EYFS.	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).
<p>The listening project.</p> <p>Enabling environments.</p> <p>Develop a continued 'wish line'/ provision improvement plan and setting reflection project with children.</p>	<p>Manager and staff team to implement and develop group time discussion with children (to record ideas in children's chosen ways). Build on 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</p>	<p>No cost implications/ ongoing cohort times.</p>	<p>Manager to lead continued project with staff team. (NOV 2018 - JAN 2019 review at team meetings).</p>	<p>Links with children's learning and language development/ cohort times.</p> <p>Children's ownership of setting and partnerships.</p> <p>Development of practice for children / teaching opportunities.</p> <p>Learning opportunities.</p> <p>Development of planning/ setting environment.</p> <p>Links to all areas of EYFS.</p>	<p>Discuss improved provision with parent committee.</p> <p>Shared practice.</p>

	<p>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>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 2018/2019. 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 2018).</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 2018- 2019) in line with CPD plans.</p> <p>Manager to continually review at supervision meetings with staff.</p> <p>Ongoing SEP 2018- 2019.</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 and babies) - city health care partnership.</p> <p>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>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 2018).</p>	<p>Development/reflection on practice - positive impact.</p> <p>Links to all areas of the EYFS - particular focus on physical development and improvement for children.</p> <p>Develop information sharing with parents/parent partnerships.</p> <p>Health development.</p>	<p>Discuss training and information with parent committee.</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>Cost of planting materials.</p>	<p>DEC 2018, 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>Discuss community partnerships and ideas with parent committee.</p>

	Practitioners and parents to support children to design and plant a town flower planter.			Links to all areas of EYFS. Learning/ development opportunities for children/ outcomes (UTW).	
Review all setting policies and risk assessments.	Manager to implement review/changes at full team meeting (4/9/18) as agreed at committee meeting JUNE 2018.	No cost.	Manager. Full team and parent committee. Review to be completed by SEP/OCT 2018. Changes shared with parents/carers by NOV 2018/ up-date website.	Staff development and understanding. Sharing practice. Statutory requirements. Outcomes for children.	To review with parent committee. Review to be completed by SEP 2018. Chair to sign polices as reviewed/ agreed by committee (AUG/SEP 2018/19).
Continue to develop our 'Tickton early years 'HUB' group'. Plan next meetings (see letter of invite)/improve interest through EYDA.	Manager continue to review, implement and share practice, develop links with other local settings and schools. To look further afield. Manager to re-send letters locally - to review practice	Costing - NONE.	Manager to review at team planning meetings regarding response and actions from other settings/schools. Ongoing SEP 18 - JULY 2019.	Dissemination of practice. Development of further partnerships and links with other settings/schools. Further links with	Continue to review and reflect on partnerships with parent committee.

<p>(To visit more EY settings 2018 - 2019, aim to share practice and develop further quality concepts and practice - build on 2017-2018 practice).</p>	<p>with EY development advisor.</p> <p>Continue to share and disseminate practice.</p>			<p>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 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 2019).</p> <p>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 2019.</p> <p>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</p>	<p>Share ideas with parent committee.</p>

				and communication.	
<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 giant 'bug house' - put in woodland/ outdoor area to track creatures together as a setting/cohort.</p> <p>Use as a teaching tool.</p>	<p>Frame already purchased. 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>No cost.</p> <p>Planned opportunities for children.</p>	<p>'Bug house' - ongoing project with children (SEP 2018 - JULY 2019) - opportunity to track seasonal changes.</p> <p>To be planned and in place FEB 2019 (UTW co-ordinator to lead).</p>	<p>Links to all areas of EYFS.</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>Parent links. 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 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>Design a record of 'spot me if you can' - an environmental print journey. 'take and do format'</p> <p>For language co-ordinator to continue to develop print journey (Tickton and Beverley)- to review with team and parents.</p>	<p>Language co-ordinator -</p> <p>Continue to implement ONGOING practice SEP 2018 - JULY 2019: review at team planning meeting JAN 2019.</p>	<p>To support and encourage the recognition of print in the environment for children.</p> <p>Support the interest 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. Community links.</p>	<p>Parent links. Discuss with parent committee. Share progress.</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 2018.</p> <p>Continue to review core songs/rhymes/stories at full team meeting NOV 2018 and again in FEB 2019</p>	<p>Support home learning. Parent links to setting practice.</p> <p>Supporting children's further understanding of rhymes, songs,</p>	<p>Parent Links. (Gain feedback from parents about ongoing 'usefulness' JULY 2019).</p>

			(LIT coordinator to lead).	stories (recognition, recall and memory).	
<p>Continue to develop resource baskets for 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>Language co-ordinator to implement design of chatter 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>Baskets and interesting objects 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>Continue to implement SEP - DEC 2018.</p> <p>Put in newsletters DEC 2018 - JAN 2019</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>Links with home learning. To support 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>Share planned ideas with parent committee.</p>
<p>Research and implement tourist</p>	<p>To research possibility of having a 'brown sign'.</p>	<p>High cost and application process.</p>	<p>Ongoing SEP 2018 - JULY 2019.</p>	<p>Better signage for setting.</p>	<p>Discuss new purchase and cost with parent</p>

information sign (brown sign) within community.	Manager apply to the council for support and legalities. Review paper work with parent committee.			Parent partnership.	committee.
Purchase further huddles/ ipods . (Requested by Play Pals children). Develop ICT provision.	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 2018 - 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	Very high cost/ Research time.	Manager and parent committee: ONGOING - review SEP 2018 (committee meeting).	Quick, effective and efficient way of communicating with parents.	Links with parent committee.

	safeguarding/legalities.			Partnerships.	
Continue to implement 'play dough sacks' Play-dough kits for parents/carers.	<p>Manager continue to implement 'make your own 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>Play-dough materials. Manager, Design/ ICT Research/ design. Information sheets regarding play dough learning concepts and recipes for kits.</p>	<p>To be implemented and designed by communication/language coordinator:</p> <p>Continue to develop/ implement throughout year: Final copy of information sheet to be implemented by OCT 2018 - available for parent to 'take and make' SEP 2019.</p> <p>Add to parent newsletter DEC 2018 and again in MARCH 2019 (ongoing provision).</p>	<p>To enhance home learning links/ concepts / value of open-ended play. Supporting children's holistic development at home.</p>	<p>Share ideas with parent committee.</p>
Continue to research grants available for setting.	<p>Manager - Continue to research grants available for setting.</p>	<p>No cost.</p>	<p>Ongoing SEP 2018 - JAN 2019. 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>
Implement new garden area in partnership with local community	<p>Manager - Continue to research grants available for setting and collect costing</p>	<p>High cost covered by TESCO 'Bags of</p>	<p>Ongoing SEP 2018 - SEP 2019. Parent committee and</p>	<p>Improved provision for children and setting.</p>	<p>Review with parent committee chair</p>

<p>and parents - see large scale planning and thinking (UTW and planning meeting file/minutes).</p> <p>ONGOING.</p>	<p>for garden area planned equipment - (see team planning notes).</p> <p>Work in partnership with parish council.</p>	Support' grant.	setting manager.		person and team (ONGOING).
<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>Continue to 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 2018 - DEC 2019 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>All staff to attend PREVENT DUTY training.</p>	<p>Core training for all staff.</p>	<p>Core training for all staff.</p>	<p>SEP 2018. 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 2018/2019:

- Literacy and C&L action plan / ENco co-ordinator - Helen Turner.
- SENCO action planning - Karen Shaw.
- PSED and behaviour co-ordinator - Janet Duffield.
- PHY (PANco) action plan - Sharon Haysom
- Maths action plan - Polly Arthur
- UTW action plan - Karen Haysom
- EX Arts and Des action plan - Charlotte Raynor
- Children's centre co-ordinator and involving father's partnership coordinator. - Karen Shaw.

Ongoing audit checks 2018 - 2019:

- 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: