

Loughborough Campus Nursery Department Plan
January 2016 to January 2017

Raising the Bar

'Coming together is a beginning. Keeping together is progress. Working together is success.'
(Henry Ford 1863-1947)

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A safe place for developing, learning and play

In every small community there should be a service for children under five and their families. This service should honour the needs of young children and celebrated their existence.

Introduction

Welcome to LSU Campus Nursery. This department plan has been developed in consultation with children, staff, parents and professional partners. Areas for improvement have been identified by audits of current practise, advice from early years' consultants, discussion with parents and changes in government policy. The department plan builds on the firm foundation established in 2014/2015 department plan and the Ofsted inspection on the 30th July 2015 and aims to develop an outstanding service for the youngest members of the university community.

Reflective practice is a key principle in improving practise within the setting. Kolbs cycle of active learning has been used to structure the action plan (Appendix 1). The plan is available as a mind map and a more traditional action plan format.

The Department Plan has been designed using the four judgements of the revised Ofsted Framework (2015) which are contributing effective leadership and management, teaching and learning, personal development, behaviour and welfare. Adherence has been given to key external strategic documents including:

- UNCIF Convention on the Rights of the Child
- EYFS revised 2012
- SEN code of practice revised 2014
- LSU How we are driving the UK's best student experience

Background

LSU has been committed to providing nursery provision for over 35 years as practical support for students, staff and children. The LSU values the opportunity to provide children a safe place for development, learning and play and recognises the responsibility they have.

The next twelve months will see further change in government policy with the introduction of a revised Ofsted evaluation framework in September 2015. The aim of the framework is to 'raise the bar' for all providers, develop a skilled and qualified workforce and promote robust teaching and learning. The framework has been revised to align Ofsted early years' inspections with the school inspection framework. The development plan concentrates on ensuring high quality teaching and learning for every child.

It is uncertain what the impact of the introduction of increasing the 'free' Nursery Education Funding to 30 hours a week and the introduction of the living wage will have on the sustainability of early years' settings. Within the sector there is now a consensus regarding the impact of these changes. Over the next twelve months it is vital the LSU gives careful consideration to the impact and planning for sustainability.

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The Vision

The Campus nursery is an important asset and provides a much needed service for the students, staff and community which can and should reflect the commitment to drive the UK's best student experience. With an increasing number of University staff registering their children in the nursery, this has made the nursery a valuable recruiting asset for the University and consequently the university staff are strong stake holders. The nursery also strengthens the University's contribution to the social and economic wellbeing of the town and the wider region and as the towns largest employer the nursery facilities are becoming an increasingly necessary requirement. The current building does not reflect the excellent practise and support we provide to children and families and has a limited life. A clear programme of development is required to ensure the future of this valuable service. The LSU have an ambitious vision for their future and the time is right for the Nursery to be included within this vision.

Develop a five-year strategy to explore the possibilities

- State of the art building which supports outstanding teaching and learning
- Centre of excellence to provide joint professional development and training for the local early years' community
- Expand provision to provide more places work place nursery for university and partners

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Effectiveness of leadership and management

Aim

- The pursuit of excellence in all of the setting's activities is demonstrated by an uncompromising, highly successful drive to improve achievement or maintain the highest levels of achievement for all children.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management, supervision and highly focused professional development. As a result, teaching is highly effective or improving rapidly.
- Leaders and managers actively seek, evaluate and act on the views of parents, staff and children to drive continual improvement.
- Highly effective monitoring identifies where children may be slow to develop key skills so that specific programmes of support are implemented to help them catch up. Gaps in achievement between different groups of children, especially those for whom the setting receives additional funding, are negligible or closing.

Key Priority	What we need to do.	How we will achieve it.
<p><i>Improving practice through professional development</i> <i>Demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision and care for children</i></p> <p>'In effective settings better leadership was characterised by a clear vision, especially with regard to pedagogy and curriculum, which was shared by everyone working within the setting. (The ELEYS Study 2008)</p>	<ul style="list-style-type: none"> • Develop a clear vision and pedagogy and share this with all staff. • Identify and embed clear management roles and responsibilities, and practitioner's specialisms. • Promote professionalism, develop all practitioners understanding of reflective practice and apply in daily practice. • Leaders and managers are ambitious and communicate high expectations to all. • Self-evaluation is accurate and includes the views of parents, staff and children. Actions taken by leaders to improve the quality of provision, as required by the Early Years Foundation Stage, are carefully planned, concerted and 	<ul style="list-style-type: none"> • All senior team members are able to self evaluate practise using a range of audit too • All rooms have an action plan that contributes to the department plan • Establish monthly senior team meeting • Update Ofsted SEF • Develop clear expectations and lines of accountability with room leaders in appraisals and supervision • Key performance indicators are identified and used to monitor progress • Rooms to audit 3 areas of practice and identify areas for development per term • Develop leadership capacity and skill base by a providing 3 training, coaching and mentoring sessions • SH to be commissioned to deliver the

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	<p>effective</p> <ul style="list-style-type: none"> • Leaders and managers are ambitious and communicate high expectations to all. • Self-evaluation is accurate and includes the views of parents, staff and children. • Actions taken by leaders to improve the quality of provision, as required by the Early Years Foundation Stage, are carefully planned, concerted and effective. 	<p>Trouble with Two's project to develop leadership capacity</p> <ul style="list-style-type: none"> • Develop room action plans identifying key areas for development using a range of self evaluation tools.
<p>Professional development <i>improve staff practice, teaching and learning through effective systems for supervision, rigorous performance management and appropriate professional development</i></p> <p>'Genuine reflective practise is underpinned by an outlook of life long learning – far removed from the attitude of 'I've been trained, that's it' (Lindon 2010) 'We must also improve the quality of people below graduate level working in the early years. In future, people will train at Level 3 to become Early Years Educators. '(More great childcare 2013).</p> <p>'The Steiner Waldorf approach advocates practitioners need to be 'worthy of imitation' (Nicol 2007)</p>	<ul style="list-style-type: none"> • An effective and well-established programme of professional development helps practitioners to improve their knowledge, understanding and practice. • Through effective systems for supervision and performance management, practitioners are monitored regularly and under-performance is tackled swiftly. As a result, teaching is consistently strong or improving steadily. • Relationships between staff to provide a good role model. 	<ul style="list-style-type: none"> • Upskill senior staff in undertaking supervision, coaching and mentoring and provide effective feedback on practise • Consolidate supervision and appraisals ensuring termly reviews • Consolidate full training days and termly enrichment sessions • Scope out a 3 year training plan which promotes outstanding practise. • Consolidate practise observations including Leuvan observations • Review induction package for new staff including probation • Communication Peer observations to be completed bi yearly and a support package to improve practise. • Participate in the LSU sports day.
<p>Sustainability 'There is an increasing challenge to ensure that sufficient numbers of good quality places are available to meet the increased demand created</p>	<ul style="list-style-type: none"> • Plan for the future an outstanding early years provision that reflects being the best. 	<ul style="list-style-type: none"> • Review staffing structure • Road trip to Leeds and Sheffield • Develop and business model based on

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<p>by demographic changes, the extension of free places to 40 per cent of two year olds, and parents who want to keep working while raising children.’(More great childcare 2013)</p>	<ul style="list-style-type: none"> • Business Key performance indicators • IT Strategy 	<p>expansion to a 160 place</p> <ul style="list-style-type: none"> • Develop a 5 year plan • Embed an effective marketing strategy • Raise the profile of the nursery within the university community • Develop special offer to lift uptake in occupancy when dips in uptake • Consolidate finance meetings • Use the staffing module to plan shifts on First Steps • Model Staff to Fee ratio • Monitor Sickness/Absence and feedback on absence policy • Monitor Staff % in room, casual hours monthly • Maintain return to work interviews and review meetings •
<p>Safeguarding <i>Make sure that arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.</i></p> <p>‘Providers must be alert to any issues for concern in the child’s life at home or elsewhere.’ (EYFS 2012 :3.4)</p>	<ul style="list-style-type: none"> • Safeguarding and welfare meet statutory requirements. Leaders and managers have created a culture of vigilance where children’s welfare is actively promoted. • Children are listened to and feel safe. • Staff are trained to identify and support children who may be at risk of neglect or abuse and they report any concerns. • Work with partner agencies to safeguard children’s welfare is effective. 	<ul style="list-style-type: none"> • Ensure all practitioners are capable and competent in supporting children on CPP, CAF and FSP and have a sound understanding of the settings safeguarding policy and practise. • Review practice using Core Competency Framework safeguarding policy and procedure • Provide information to all staff regarding the Prevent duty and the channel programme • Identify a clear pathway for allegation of a member of staff
<p>Leaders and managers actively promote equality, diversity and British values through all policies and practice. They tackle instances of discrimination effectively.</p>		

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Quality of teaching, learning and assessment

Aim

- All practitioners have very high expectations of what each child can achieve, including the most able and the most disadvantaged.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Practitioners use their expert knowledge of the areas of learning and deep understanding of how children learn to provide rich, varied and imaginative experiences that enthuse, engage and motivate children to learn.
- Accurate assessment, including through high quality observations, is rigorous and sharply focused and includes all those involved in the child's learning and development. Where appropriate, children are involved in the process. Information from assessment is used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family.

Key Priority	What we need to do.	How we will achieve it.
<p>Communication Project</p> <p>The extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development, gives children the foundations for future learning.</p> <p>'Effective oral language skills are the building blocks on which subsequent literacy and numeracy development is based. Without solid foundations in language and communication skills, children run the risk of school failure, low self-esteem and poor social skills'. (I CAN, the children's communication charity: The cost to the nations of children's poor communication 2010)</p>	<ul style="list-style-type: none"> • Practitioners teach the basics well and support children to learn the communication and language skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning. Where appropriate, early literacy skills and mathematical development are promoted effectively to ensure that children are ready for school. • Develop a communication supportive environment which assess and targets children at risk of transient communication delay and extends more able children. 	<ul style="list-style-type: none"> • Implement 'Fun Time' in all room • Develop whole setting communication policy • Second round of peer observations using the communication audit tool • Establish Letters and Sound • Raise profile of Makaton • Analysis of CL audit tool to identify children at risk • Induction package for new staff • Provide a learning environment conducive to language and communication. • Joint Practise development with De Montfort University developing SALT. • Joint research project and conference paper with Nottingham Trent university to assess the impact of the Communication project.

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Key Priority	What we need to do.	How we will achieve it.
<p>English as an additional language <i>Equality of opportunity and recognition of diversity are promoted through teaching and learning</i></p> <p>‘For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use home language in play and learning, supporting their language development at home.’ (EYFS 2012)</p>	<ul style="list-style-type: none"> • Support children with English as an additional language. 	
<p>Teaching and learning Provision across all areas of learning is planned meticulously and based on regular and precise assessments of children’s achievement so that every child undertakes highly challenging activities.</p> <p>‘Practitioners must consider the individual needs, interests and stages of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development’. (EYFS 2012)</p> <p>‘Teaching and learning is a broad term which covers the many different ways in which adults help young children’ (Evaluation schedule for inspection of EY provision 2013)</p>	<ul style="list-style-type: none"> • The quality of teaching is consistently strong. Practitioners have a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. • Practitioners provide a wide range of opportunities for children to learn about people and communities beyond their immediate experience. Resources and activities reflect and value the diversity of children’s backgrounds and experiences. • Practitioners make regular and precise assessments of children’s learning that they use effectively to plan suitably challenging activities. They observe carefully, question skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their 	<ul style="list-style-type: none"> • Practise observation of key person group • Embed This week list in format of a competition and monitor performance • Task room leaders with the responsibility of implementing planning and monitoring outcomes • Challenge staff daily 'What have you got planned today • Identify with the room leaders planning time and how this will be achieved and the cost effectiveness of that time • Implement CEL training 21/12/15 and undertake an audit of the environment for gaps • Maintains and develop an outstanding learning environment taking pride in the environment • Embed eyLog standard with all staff • Embed eyLog standard with all staff • Consolidate PAC team and role of the leader and use non contact time more effectively • Induction package for new staff • Audit all summative assessment for relevant

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Key Priority	What we need to do.	How we will achieve it.
	learning.	<p>next steps and links to planning and give individual feedback</p> <ul style="list-style-type: none"> • Develop a format for mid term and transition summative report • Paired observation for accurate assessment for child development • Consolidate proof reading of observation and agree a common criteria and spot check the self publishing
<p>Partnership with families <i>Information for parents helps them to understand how children are doing in relation to their age and what they need to do to progress; engagement with parents supports their child's learning</i></p> <p>‘Parents are children’s first and most enduring educators. When parents and practitioners work together the results have a positive impact on the child’s development and learning years setting should seek to develop an effective partnership with parents.’ (QCADfEE 2000:9)</p>	<ul style="list-style-type: none"> • Develop partnership with families 	<ul style="list-style-type: none"> • Open meetings for parents feed back • Terms and conditions for parent forum meeting including university representation • Feed back on meals and catering • EY log survey • Clarity of invoices and statements

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Personal development, behaviour and welfare

Aim

- The highly stimulating environment and wide range of activities ensure that children are highly motivated and very eager to join in. They consistently show the characteristics of effective learning. They show high levels of curiosity, imagination and concentration. Older children listen intently and are highly responsive to adults and each other.
- Children’s health, welfare and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice. High standards of care and hygiene practice support the personal care needs of babies and toddlers.
- Practitioners are highly skilled and sensitive in helping children of all ages form secure emotional attachments. This gives children a strong base for developing their independence to explore their world and increases their confidence in their own abilities.
- The strong skills of all key persons ensure that all children are emotionally well prepared for the next stages in their learning. Practitioners skilfully support children’s transitions both within the setting and to other settings and prepare them for the move to school.

Key Priority	What we need to do	How we will achieve it.
<p>Woodland Learning <i>“The best kept classroom and the richest cupboard are roofed only by the sky”</i> Margaret McMillan (c1925) Nursery Schools and the Pre-school Child NSA Publication</p>	<ul style="list-style-type: none"> • To develop an understanding of risk and challenges through activities in the Woodland area. • Increase practitioner’s confidence and skills in woodland activities using the Forest school philosophy. • Practitioners and child’s learning to be documented and used to reflect on the impact of the project and inform future planning. • Embed the use of the outdoors as a learning environment in its own right. 	<ul style="list-style-type: none"> • Promote ethos of outdoor play with parents on induction and ensure parents provide appropriate clothing. • Provide playhouses and climbing equipment that provide risk and challenge • All rooms to plan daily for areas of learning outside • Amend outdoor play policy, risk assessments and Sun safe policy • Each room to have a specialist practitioner able to document, plan, deliver and evaluate outdoor learning. • Identify practitioners to attend training. • Task Action Hero’s to develop woodland area • Identify the role of the adult in outdoor play

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<p>Creative Curriculum</p> <p>'The clue to gifts and talents in the early years may be more to do with creativity and the use of skills to do something unusual or unexpected.' (DCSF Pascal 2009)</p>	<ul style="list-style-type: none"> • Develop the creative curriculum which inspires every child to grow creatively. • Plan the purchases of resources and equipment which promote creative and critical thinking. 	<ul style="list-style-type: none"> • Promote the use of provocations and heuristic play. • Resource materials from a scrap store to promote open ended play. • Identify 2 practitioners to manage the resource cupboard. 14/7/2015 NM & creative team. • Access training on the creative pedagogy. • Identify gaps in practitioner's knowledge and resource training. • Identify parents and students who can share their talents and inspire creativity • Embed planning for the outdoors into the planning cycle which promotes free flow. • Develop systems that ensure a clean, safe outdoor environment.
<p>Emotional wellbeing and engagement</p> <p>'In recent years studies have shown that it is the role of the key person which can make the greatest difference to young children's positive social and emotional development, to their health, well-being and ability to learn.'(Gopnik et al 1999)</p>	<ul style="list-style-type: none"> • Practitioners provide a stimulating, welcoming environment, both indoors and out, that keeps children motivated and interested in a broad range of activities. • Children are keen learners who regularly display the characteristics of effective learning. They listen carefully to adults and each other. • A well-established key person system helps children form secure attachments and promotes their well-being and independence. • Relationships between staff and babies are sensitive, stimulating and responsive. 	<ul style="list-style-type: none"> • Develop meaningful room inductions • Attachment training • Full staff training on CEL

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<p>Transition <i>Teaching supports children to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning, especially school where applicable.</i></p> <p>'Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents. Setting should communicate information which will secure continuity of experience for children between settings.' (EYFS 2012)</p>	<ul style="list-style-type: none"> • Leaders ensure that the curriculum provides a broad range of interesting and demanding experiences that help children to make progress towards reaching the early learning goals. As a result, children are well prepared to move on, including, where appropriate, to school. 	<ul style="list-style-type: none"> • Develop a resource book and video to support transition to nursery and school • Develop and implement transition guidance for all aspects of transition • Develop a administration transition process • School readiness survey
	<ul style="list-style-type: none"> • Practitioners adhere consistently to agreed strategies to promote good behaviour and regular attendance. They provide clear guidance for children about what is and is not acceptable behaviour. 	<ul style="list-style-type: none"> • Review behaviour policy and practise • The Trouble with two training for all Explorers staff

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Children's Outcomes

Aim:

- all children progress well from their different starting points
- children meet or exceed the level of development that is typical for their age so that they can move on to the next stage of their education.

Key Priority	What we need to do.	How we will achieve it.
	<ul style="list-style-type: none">• Children make consistently high rates of progress in relation to their starting points and are extremely well prepared for the next stage of their education.• Almost all children in the provision, including disabled children, those who have special educational needs, those for whom the setting receives additional funding and the most able, are making substantial and sustained progress that leads to outstanding achievement.• Gaps between the attainment of groups of children in the setting, including those for whom the setting receives additional funding, have closed or are closing rapidly. Any differences between outcomes in different areas of learning are closing.• Children are highly motivated and very eager to join in. They consistently demonstrate the characteristics of effective learning.	<ul style="list-style-type: none">• Room leaders can use the cohort analysis to plan improvements• Establish termly progress reviews for children identified on the SEND register• Identify an additional SENCO• Identify a clear pathway for early identification and intervention