

Norcot Early Years Centre Development Plan 2019 - 2022



“Be inspired by our creative learning adventure”.

Nursery School was judged as **Outstanding** in December 2018.
Day care was judged as **Good** in November 2018.

Head Teacher: Katarina Bingham
Chair of Governors: Chris Armstrong- Stacey
SPA: Mo Galway

Our Vision Statement

Norcot Early Years Centre aims to provide an inclusive, safe, exciting and outstanding learning environment where everyone is encouraged to achieve their individual potential.

Our Values

Nature: We love to learn using the outdoor environment.

Opportunities: We are inclusive, everyone has the right to learn and achieve.

Respect: We value all members of our community.

Celebrate: We celebrate all cultures, traditions and events.

Outstanding: We aim to offer outstanding learning opportunities.

Trust: We communicate, understand and support each other.

Our Aims

We aim to support your child's personal development and prepare him/ her for the future by:

- ✚ providing a broad and balanced curriculum with reference to the guidance provided in the Early Years Foundation Stage
- ✚ providing an environment that develops lively enquiring minds and an enthusiasm for learning
- ✚ recognising children as individuals and building upon their successes
- ✚ enabling children to feel valued and respected so they can be confident and secure
- ✚ willing to seek help in the understanding that overcoming difficulty is part of the learning process
- ✚ developing, through example and explanation, a sense of responsibility, self-discipline and respect for one another, the Centre and the community
- ✚ encouraging aesthetic and spiritual awareness
- ✚ ensuring that children, staff, parents, governors and the community feel a sense of belonging and ownership and take a pride in the Centre

Our Vision for the next 3 years

We aim to sustain the quality of our education through effective leadership, outstanding teaching and planning of learning opportunities delivered our skilled staff.

Norcot Early Years Centre Development Plan 2019 - 2022



Summary

Leadership and Management

<i>Key Performance Indicator 1</i>	To explore and ensure the long-term sustainability of the centre.
<i>Key Performance Indicator 2</i>	To deploy and use an electronic safeguarding and behaviour/incident recording system - CPOMS
<i>Key Performance Indicator 3</i>	To be fully compliant with General Data Protection Regulation - GDPR .
<i>Key Performance Indicator 4</i>	To ensure whole centre meets welfare requirements.

Quality of Education

<i>Key Performance Indicator 5</i>	To deliver a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and SEND, the knowledge and cultural capital they need to succeed in life.
<i>Key Performance Indicator 6</i>	To ensure high-quality expert teaching and learning, resulting in high standards of attainment across all seven areas (Ofsted, 2018).
<i>Key Performance Indicator 7</i>	To effectively meet the needs of all children and families and have an inclusive approach to all (Ofsted, 2018) - to be awarded SEND Inclusion Award .
<i>Key Performance Indicator 8</i>	To ensure that children's experiences at home and at school complement each other and strengthen their development (Ofsted, 2018).

Leadership & Management

Key Performance Indicator 1: To explore and ensure the long-term sustainability of the centre.

Actions	<ul style="list-style-type: none"> ✚ Produce a long-term sustainability plan for the centre - additional funding may not continue after summer 2020 ✚ Work in collaboration with the local authority to investigate all possibilities, including federation of 5 LA maintained nursery schools as one of the options ✚ Develop close working links with the other maintained nursery schools and the local authority ✚ To add to the national voice highlighting the importance of nursery education to government ✚ Keep all stakeholders informed of the impact of government initiatives on the nursery budget and set up possible activities that involve them in helping to keep the nursery open and well-maintained ✚ Look at the staffing structure to ensure it is fit for purpose - look for possible savings ✚ Look at ways to bring in additional income - training provider, stay and play sessions, LTN days etc. ✚ Develop a clear marketing strategy- social media profile, advertising, word of mouth ✚ Investigate and bid for grants to support development of different areas ✚ To ensure day-care continues to be sustainable and full-time equivalent numbers remains high ✚ To develop a one-page profile for nursery and day care
Lead Governor	Chris Armstrong Stacey
Lead staff	Katarina Bingham
Budget	£1,000
Monitoring & Evaluation	Budget monitored through regular finance and FBG meetings Minutes form the meetings
Success criteria	<ul style="list-style-type: none"> ✚ Governors and Head teachers from all 5 mainstream nurseries have regular meetings. Explore long term options to ensure sustainability. Investigate long-term options for keeping the nursery viable. ✚ Local Authority explains funding situation, which is then discussed. All stakeholders to be kept informed of future development plans. ✚ Decision on preferred option taken and systems in place work towards chosen outcome ✚ Nursery keeps up to date with new initiatives and considers them carefully in order to continue to be sustainable ✚ Effective staffing structure is in place ✚ Succession planning is in place for both the nursery staff & Governors ✚ Nursery school budget deficit reduces by 10% ✚ Standards are maintained and the environment is regularly evaluated, areas for development are identified and budgeted for ✚ Nursery is full each year- with at least 65% of places full in September and 73% of places full in January and 80% in April ✚ Accurate asset management plan is in place ✚ Areas for generating income are identified & acted on, with the income being used to further enhance the Nursery ✚ Day-care is sustainable and full time equivalent is 37 or above
Review	

Leadership & Management

Key Performance Indicator 2: To deploy and use an electronic safeguarding and behaviour/incident recording system

Actions	<ul style="list-style-type: none"> ✚ Develop secure online monitoring system CPOMS for child protection, safeguarding, pastoral and welfare issues ✚ Designated Safeguarding Lead (DSL) and deputy DSLs to familiarise themselves with CPOMS and adapt a uniform procedure. ✚ Manage and record all concerns in a central repository and have relevant people alerted immediately ✚ DSL and DDSL build a chronology around a child and produce reports on vulnerable pupil groups for case conference meetings ✚ Identify children who may need early help or who are at risk of neglect, abuse, grooming or exploitation ✚ Help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help ✚ All staff to report any concerns which they may have to DSL or DDSL ✚ Ensure high level of safeguarding- children are safe and fully supported and staff act swiftly and take appropriate and effective actions ✚ DSL attends regular update meetings through local authority and disseminates information to all staff ✚ During 1:1 supervision and learning walks all staff are asked safeguarding question to refresh their knowledge ✚ Manage safe recruitment and allegations about adults who may be a risk to children ✚ SMT protects staff from bullying and harassment
Lead Governor	Fiona Betts
Lead Staff	Katarina Bingham, Helen Walsh
Budget	£1,500
Monitoring & Evaluation	CPOMS including reports Staff training database 1:1 supervision record, Learning walks
Success criteria	<ul style="list-style-type: none"> ✚ CPOMS is in use and DSL and DDSLs are trained and feeling confident in using it ✚ All concerns are recorded and managed and all relevant staff are alerted immediately ✚ Individual children's chronology reports are produced and used for the meetings ✚ All staff can identify the DSL and all 9 of the DDSLs ✚ All staff are feeling confident about reporting any concerns which they may have to DSL or DDSL ✚ Safeguarding is a priority across the centre and taken very seriously ✚ All staff are up to date with any changes to safeguarding ✚ Learning walks and 1:1 supervision document record the safeguarding questions asked by SMT or DDSL ✚ Children who are at risk of neglect, abuse, grooming or exploitation or need early help are referred swiftly ✚ Children and their families who are at risk of harm receive support from specialist experts ✚ All staff are vetted and allegations against them are followed through and actions taken if necessary ✚ Information analysed is used in Head of Centre Reports and to use resources effectively.
Review	

Leadership & Management

Key Performance Indicator 3: To be fully compliant with General Data Protection Regulation - GDPR.

Actions	<ul style="list-style-type: none"> ✚ Continue to work on audits together with Judicium legal service ✚ Write or update policies and risk assessments to ensure compliance ✚ Carry out Data Impact Assessments where necessary ✚ Work through all the centre documents stored on shared drives & paper documents - deleting and shredding to ensure compliance with retention policy ✚ Look at compliance within the classrooms - ensuring safeguarding ✚ Staff training - all new staff to complete online training (5 modules) ✚ Admin staff and SLT to complete full training course
Lead Governor	Chris Armstrong Stacey
Lead Staff	Katarina Bingham, Charlotte Burrowes
Budget	£1,728
Monitoring & Evaluation	<p>Judicium audits</p> <p>Policies</p> <p>Risk Assessments/ Data Impact Assessments</p> <p>Audit of staff GDPR training</p>
Success criteria	<ul style="list-style-type: none"> ✚ Regular meetings with Judicium are organised and audit completed ✚ All staff complete the relevant training ✚ All staff fully aware and feeling confident in compliance, breach policies and protocol ✚ General awareness across the centre e.g. dietary requirements, staff photos permission etc ✚ School systems, including classrooms, are fully GDPR compliant ✚ Policies and risk assessments are updated and in use by all staff ✚ All unnecessary and no longer needed documents are deleted/shredded
Review	

Leadership & Management

Key Performance Indicator 4: To ensure whole centre meets welfare requirements.

Actions	<ul style="list-style-type: none"> ✚ The manager of day care must have a named deputy who takes charge in the manager's absence. ✚ Each child must be assigned a key person and parents must be informed of any changes ✚ Only those aged 17 or over may be included in ratios ✚ Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if SMT is satisfied and confident that they are competent and responsible ✚ The ratio and qualification requirements below apply to the total number of staff available to work directly with children ✚ For children aged under two- there must be at least one member of staff for every three children, at least one level 3 member of staff and at least half of all other staff must hold level 2 qualification ✚ For children aged two- there must be at least one member of staff for every four children, at least one level 3 member of staff and at least half of all other staff must hold level 2 qualification ✚ For children aged three and over - there must be at least one member of staff for every eight children, at least one level 3 member of staff and at least half of all other staff must hold level 2 qualification ✚ For children aged three and over in maintained nursery schools - there must be at least one teacher working directly with the children, there must be at least one member of staff for every 13 children and at least one level 3 member of staff ✚ The premises and equipment must be organised in a way that meets the needs of children. ✚ Indoor space requirements- children under two years: 3.5 m2 per child, two-year olds: 2.5 m2 per child, three to five years old: 2.3 m2 per child
Lead Governor	Chris Armstrong Stacey
Lead Staff	Katarina Bingham, Lisa McCoy
Budget	
Monitoring & Evaluation	Staffing arrangements, staff qualifications Classroom organisations, premises Tapestry, Target tracker, Actions plans, Progress grids
Success criteria	<ul style="list-style-type: none"> ✚ Permanent Deputy of day care is appointed ✚ Each key worker knows who their key children are and helps them to become familiar with the setting, offers them a settled relationship and builds an effective relationship with their parents ✚ Each key worker is responsible for keeping Learning Journal Tapestry up to date, completes assessments progress grids, action plans, 2 years old checks and works in partnership with other professionals including externals ✚ Staff in the classroom are aware of which staff are included in the ratio ✚ Staff always know exactly how many children there are in their room and update the register of any change to the numbers ✚ Staff know the relevant ratio for their room ✚ Rooms allocation complies with indoor space requirements ✚ Premises and equipment meet the needs of the children
Review	

Quality of Education

Key Performance Indicator 5: To deliver a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and SEND, the knowledge and cultural capital they need to succeed in life.

Actions	<ul style="list-style-type: none"> ✚ To ensure a broad, balanced, ambitious, knowledge and cultural capital-rich curriculum with appropriate coverage, content, structure and sequencing across EYFS that give all children, particularly the most disadvantaged and SEND, essential knowledge and skills they need to be educated citizens- cultural capital they need to succeed in life ✚ Help children experience the awe and wonder of the world in which they live, through the seven areas of learning. ✚ Teach skills and simulate experiences, particularly regarding preparation for future learning which children encounter in later life ✚ Focus on endpoints, specific and appropriate coherent content and its sequencing through an expert-led curriculum. ✚ Revisit topics to embed and reuse knowledge and skills acquired as part of the scheme of following a knowledge-rich (cumulative) curriculum ✚ Adapt the curriculum to support the needs of specific groups of children, particularly the most disadvantaged and SEND ✚ Focus on early Reading - develop reading materials that are closely matched to children's' phonics knowledge. ✚ Continue to develop the curriculum to consider the needs of children who attend for 30 hours (this should add to all the children's experiences, including those who attend for 15 hours). ✚ Explore and put into place a well-being curriculum that supports the development of children's mental health ✚ Develop the natural outdoor learning aspect of the curriculum through Learning through Nature (LTN) and the use of Woodside
Lead Governor	Jennie Watson- Jones
Lead Staff	Katarina Bingham
Budget	
Monitoring & Evaluation	<p>Long term planning and weekly planning Planning scrutiny, Learning walks Pupil voice</p>
Success criteria	<ul style="list-style-type: none"> ✚ Children have the best possible start to their early education and develop confidence, independence, resilience and enjoyment ✚ Children have developed the cultural capital they need to succeed in life, especially the most disadvantaged and SEND ✚ Children's experiences and opportunities are enhanced, particularly the most disadvantaged and SEND ✚ Children receive good character education through learnt skills, experiences and knowledge ✚ Developed Curriculum is coherently planned and sequenced towards cumulatively enough knowledge and skills for future learning ✚ On exit, the children are prepared for the next stage in their learning and have developed positive learning behaviour and attitude ✚ Curriculum for specific groups of children, especially the most disadvantaged and SEND, meet their needs ✚ Children study the full curriculum (all seven areas of EYFC) and discover their interests and talents ✚ Children develop 'love for reading', enjoyment, confidence and enrich book language vocabulary ✚ Learning opportunities for 30 hours children enhance all children's experiences ✚ Children have opportunities for outdoor learning through regular LTN outings and use of Woodside area
Review	

Quality of Education

Key Performance Indicator 6: To ensure high-quality expert teaching and learning, resulting in high standards of attainment across all seven areas (Ofsted, 2018).

Actions	<ul style="list-style-type: none"> ✚ Staff identify their own CPD needs ✚ Staff pro-actively research and take responsibility for their own CPD and have a clear awareness of the impact of their own learning on children's learning ✚ SMT support CPD of staff with a focus on training- particularly regarding improving their subject knowledge, pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment ✚ Create a rich environment that allow children to focus on learning ✚ Develop outside areas with high quality continuous provision in order to provide enhanced learning experiences ✚ Identify areas of good practise and areas for development within the staff team and use these to develop the strengths and abilities within the team - use peer mentoring ✚ SMT engage with staff, taking into account the pressures on them and are realistic about their workload ✚ Head and CDM to attend Therapeutic approach to behaviour training ✚ To develop robust monitoring system - Learning walks , Planning scrutiny, Tapestry scrutiny, Lesson observations
Lead Governor	Jenny Watson- Jones
Lead Staff	Katarina Bingham
Budget	
Monitoring & Evaluation	<p>Learning walks, Pupil progress meetings, Lesson observations, Tapestry scrutiny, Target Tracker- data reports</p> <p>Performance management (CPD), 1:1 supervision</p> <p>Pupil voice- what do children remember about the content taught, impact of training on children's development</p> <p>Changes made to the environment</p>
Success criteria	<ul style="list-style-type: none"> ✚ Raise the quality of teaching even further to support children's learning and development to the highest levels (Ofsted, 2018) ✚ Staff demonstrate good subject knowledge and are confident in delivering all seven areas of curriculum ✚ At least 80% of staff meet their personal learning goals for CPD as set out in their appraisal ✚ At least 70% of teaching is judged as outstanding with the other 30% being at least good ✚ Children remember in the long term the content they have been taught and integrate new knowledge into larger concepts ✚ Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well and make good progress. ✚ Children actively contribute to the topic discussions, express their views, opinions and believes and respect others ✚ Children reflect on their own learning and respond to the feedback given by staff ✚ On exit to primary school, at least 88% of children achieve Good Level of Development (GLD) ✚ The inside and outside learning environment is regularly monitored and adapted to meet the children's needs ✚ Staff's mental wellbeing is supported ✚ Staff use assessment to help children embed and use knowledge fluently and to check understanding and inform teaching ✚ Staff present topic clearly, promote appropriate discussion, check children's understanding systematically, identify misconceptions accurately, provide clear, direct feedback, respond and adapt their teaching as necessary
Review	

Quality of Education

Key Performance Indicator 7: *To effectively meet the needs of all children and families and have an inclusive approach to all (Ofsted, 2018)* - to be awarded SEND Inclusion Award

Actions	<ul style="list-style-type: none"> ✚ Identify gaps in learning more swiftly and tailor teaching to help children catch up where required (Ofsted, 2018) ✚ Monitor and identify gaps between different groups of children, teaching and learning and the nursery environment to support and narrow the gaps ✚ Monitor the range and quality of the following, <ul style="list-style-type: none"> ○ the promotion of British Values ○ the development of pupil's character ○ the quality of debate and discussions that pupils ○ pupils' understanding of how equality and diversity are promoted and celebrated. ✚ Programme of enrichment activities are in place that support and develop children's learning- the impact of which is carefully monitored ✚ Deliver and monitor a wide range of interventions (Attention Autism bucket, Sensory Circuit, Tacpac, Food Exploration, etc) ✚ Focus on efficiency and effectiveness of the monitoring cycle of SEND process - writing and reviewing of IEPs/EHCP, one page profile ✚ Apply for financial support through exceptional funding panel or through EHCP funding ✚ Carry out initial audit of staff on SEND knowledge and ensure training to reflect the centre's needs.
Lead Governor	Jenny Watson-Jones
Lead Staff	Katarina Bingham, Helen Walsh, Lisa McCoy
Budget	
Monitoring & Evaluation	<p>Observations, Monitoring cycles, IEP/ EHCP reviews, planning, changes made to the environment</p> <p>Pupil voice (for non-verbal children use photos, videos)</p> <p>Families feel supported</p> <p>SEND Inclusion award portfolio evidence</p>
Success criteria	<ul style="list-style-type: none"> ✚ Gaps in learning are identified swiftly and teaching is tailored to support them ✚ Teaching opportunities are carefully matched to the needs of the children and maximise their learning opportunities and experiences ✚ GLD between different groups of children, teaching and learning and the nursery environment support are narrowed. ✚ EYPP is used effectively to support and impact on children's progress ensuring that their achievement is in line with all children ✚ Enrichment activities show impact on children's learning and development ✚ Children with additional needs continue to be identified and supported in the most appropriate way and make progress within their own IEP/ EHCP outcomes/ targets and each SEN child to have a one page profile ✚ The SEND process is efficient and effective and not overly time consuming for staff. Financial support is in place ✚ Actions from training are put into place, final audits carried out ✚ Inclusive provisions are effective and manageable, particularly for the most disadvantaged, SEND, Pupil Premium, 2 years old funded and EAL children
Review	

Quality of Education

Key Performance Indicator 8 - To ensure that children's experiences at home and at school complement each other and strengthen their development (Ofsted, 2018)

Actions	<ul style="list-style-type: none"> ✚ To help parents and carers to respond regularly to the new online learning journal Tapestry (Ofsted, 2018) <ul style="list-style-type: none"> ○ Give more in-depth information on Tapestry, How to support reading at home, EYFS curriculum, Phonics, Maths ○ Provide booklets, event days, parent workshop, Learning through Nature days ○ Promote the learning journals as being available for parents to view and interact with ○ Opportunities for parents to come in and share journals with their key worker through progress meeting and parents evenings ○ Staff identify those parents who need additional support e.g Tapestry ✚ Develop ways of communicating children's progress to parents who are working full-time ✚ Continue to improve communication with parents - planning overview available online, topics and activities on display ✚ Parent surveys are taken into consideration and their ideas/suggestions taken into consideration ✚ Continue to provide termly curriculum bulletin for parents/ families and suggestions to help their child at home ✚ Further develop use of Facebook page as an additional form of communication ✚ Open days for parents to see learning in action and share ideas for a good practice
Lead Governor	Jenny Watson-Jones
Lead Staff	Katarina Bingham
Budget	
Monitoring & Evaluation	<p>Tapestry learning journal Parent's meetings, Open days, Training days Parents attendance sheets, Parents' surveys, Feedback and evaluation forms</p>
Success criteria	<ul style="list-style-type: none"> ✚ A programme of enrichment activities which promote parental engagement is in place and well attended ✚ Training programme for parents in place and sessions attended by parents ✚ Termly open days for parents are well attended ✚ Positive feedback and evaluations forms are appraised and acted on to develop future events ✚ Regular parental contributions to Tapestry - parental contributions in their child's learning journey ✚ Curriculum overview and topics are available for parents ✚ Parents are fully informed of events in the centre with adequate notice ✚ Families who need additional support are identified and support provided ✚ Inclusion support worker in post by October 2019 ✚ Staff clear on which families need additional support in order to engage more fully with the centre
Review	