

- Partnerships.
- Active learning.
- Enabling environments
- Provision.
- Long term, sustainable changes that make a difference to those affected.
- Staff development.
- Teaching and learning.



Tickton Pre-school and Play Pals.

Setting Development, Action and Improvement Plan.

Key drivers for improvement and how these relate to our setting.

September 2019 - September 2020.

<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>Introduce 'textures' and the language of texture further with children, including links to 'POP' and literacy development.</p> <p>Descriptive words.</p> <p>Texture basket. (DEV. of setting provision).</p>	<p>Implement textures basket and 'POP' words.</p> <p>Discuss with children and highlight key words.</p> <p>Develop as part of setting continuous provision.</p> <p>Action plan at setting team meeting.</p> <p>Lit. Coordinator to plan expressive words to POP.</p>	<p>Low cost implications - resources can be gathered from scrap-store and general up-cycling.</p> <p>Action plan at setting team meeting.</p>	<p>Ongoing continuous provision - implemented by JAN 2020.</p>	<p>Development of setting provision for children's learning.</p> <p>Further links to all areas of learning.</p> <p>Development of language and communication.</p> <p>Development of descriptive words.</p> <p>Development of word bank.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>
<p>Continuation of Portage membership.</p>	<p>Work in parentship with Portage.</p> <p>SENCO to ensure implementation and review Portage SEF.</p>	<p>Cost implications.</p>	<p>Ongoing continuous provision.</p>	<p>Development of setting provision for children's learning and development.</p>	<p>Feedback action plan to parent committee.</p>

				Support for children with SEND.	
Develop 'music bag' home learning provisions and lending library.	To implement home learning 'music bags' that children can take home and share with families. Key workers to promote bags and home learning lending library.	Bags to include: - Laminated Song sheets, Musical instruments, A book about music. Cost of provisions.	Implemented by JAN 2020. Implement book to record lending library and parent feedback.	Development of setting provision for children's learning and development. Further links to all areas of learning. Home learning links Positive relationships with families.	Feedback action plan to parent committee.
Community walks and exploration. (further promotion).	Discuss at team meetings - plan interventions and learning walks. Practitioners to implement additional walks in the local community - looking at trees, crops, shapes, colours, smell and sounds. Links to weather and rainfall, temperature and wind.	NO cost implications Staff to plan.	Ongoing implantation to cover seasonal changes.	Development of setting provision for children's learning and development. Further links to all areas of learning. Home learning links Positive relationships with families.	Feedback action plan to parent committee.

	<p>Grown more fruit and veg in garden area.</p> <p>Link with parents.</p>				
<p>Develop sustainable ethos's at Tickton Pre-school.</p> <p>Focus on sustainability - including minimising waste.</p>	<p>Research OMEP-UK Early Childhood Sustainable Citizenship Award and citizenship passport Award (ESC passport) - links with UN convention on the rights of the child and defines sustainable citizenship as a life-long emergent capability. (children to collect award stickers in their passports)</p> <p>Setting manager to contact the Sustainable Citizenship Award and citizenship passport Award http://www.omep.org.uk/omep-uk-early-childhood-sustainable-citizenship-award/</p>	<p>Implement passport materials with children and families. Monitor progress and learning over time. Record findings.</p> <p>Rain-water harvesting</p> <p>Lead by example. Share ideas with parents and partners.</p> <p>Connect with local organisations. Engage in community projects.</p>	<p>Implement action plan for setting regrading Developing sustainable ethos's at Tickton Pre-school - FULL TEAM MEETING. Research ideas - with the view to implement Easter 2020.</p> <p>Develop and review policies to include sustainable ethos's.</p> <p>Ensure learning doesn't become tokenistic - incorporate in characteristics of effective learning and allow children to investing by exploring.</p>	<p><i>Today's children are the most effected by climate change, and we shouldn't hide this from them (professor John Siraj-Blatchford).</i></p> <p>Educating children about sustainability.</p> <p>To create citizens of the future, developing sustainable thinking.</p> <p>Develop empathy for the natural world. (UTW) Identification of habitat and waste materials.</p>	<p>Feedback action plan to parent committee.</p>

	<p>Manager to research ECO schools https://members.eco-schools.org.uk/</p> <p>Work with UTW coordinator to implement action plan to reflect on and move practice forward.</p> <p>Manager to register with https://members.eco-schools.org.uk/</p> <p>To use HULL scrap store as part of our sustainable continuous provision (cheap sustainable and diverse unique materials).</p> <p>Implement action plan for setting 'Developing sustainable ethos's at Tickton Pre-school'. Research - with a view to implement Easter 2020. Set achievable targets.</p>	<p>Continue to plant and care for trees and flowers.</p> <p>Introduce children to 'Ten Things I Can Do To Help My World' - cohort times (core book).</p>		<p>The recognition of cultural and linguistic diversity.</p> <p>Introducing new language to children:</p> <ul style="list-style-type: none"> • Marine • Biodiversity • Energy • Litter • Transport • Water • Healthy living • Global citizenship <p>Social development: An ethical responsibility to do something about human inequality, social injustice and poverty.</p> <p>Economic - developing sustainability.</p> <p>Environment - not taking natural</p>	
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	<p>Develop strategies to reduce food waste and use sustainable food sources.</p> <p>Uses sustainable and eco-friendly cleaning products.</p> <p>Review policy on baby wipes.</p> <p>Review Uni-tots sustainability guidance.</p> <p>Composting - review.</p> <p>Review 'Plastics not so Fantastic' webinar from Early Years Alliance YouTube: https://bit.ly/2HfnFJM</p> <p>Revisit with parents/families 'health and sustainable pack lunches' - portion size and waste.</p> <p>Look to use /source environmentally sensitive products</p>			<p>resources for granted. Care for the world.</p>	
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	(paint/toothbrushes/pencils /biodegradable glitter/ baby wipes). Look to recycle resources.				
To use ECERS to develop setting SEF and practice - resource to develop practice within setting. (Agreed at team meeting to use documents to form part of settings SEF).	To use at team meetings to reflect on practice and feed into planning and action planning within areas of learning and provision. Develop and improve practice and education. A tool for reflection.	ECERS documents. To discuss at team planning meetings.	ONGOING SEP 2019/2020 To complete over the year and plan development.	To improvement and implementation of further quality practice and provision	Continue to update parent committee/team on new discussion points/information/ requirements and policy updates as required.
Implement more white boards within setting to promote children's mark making/ writing and drawing.	Further continuous provision and play based learning. Promotion of all areas of learning for all children.	Low cost implications.	Ongoing continuous provision.	Development of setting provision.	Discuss any targeted areas for improvement with parent committee.
Replace outdoor metal pull out fencing. (Look to implementing permanent fencing).	To discuss at team training sessions.	High cost implications.	Ongoing research to implement (2019-2020). Look to local companies to implement.	Development of setting provision.	Discuss any targeted areas for improvement with parent committee.

Research and implement 'Beach Schools'	To discuss at team training sessions.	High cost implications. Use other setting as a source of inspiration - to gain ideas and potential ways forward.	Ongoing research to implement (2019-2020). Look to implement in parentship with parents and families.	Development of setting provision. Parent partnerships.	Discuss any targeted areas for improvement with parent committee.
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Further research and promote the vestibular system with all staff. Research training opportunities and CPD.	To discuss at team training sessions. Manager to implement staff information.	Team training.	OCT 2019 -JAN 2020	Development of setting provision and understanding. Reflect on PHY space and how children learn through movement.	Discuss any targeted areas for improvement with parent committee.
Using more puppets at cohort group times.	To discuss at team training sessions. Manager to implement staff information.	Team training.	OCT 2019 -JAN 2020	Development of setting provision and understanding. Development of cohort group times and the promotion of	Discuss any targeted areas for improvement with parent committee.

				communication and language skills. Promote listening and attention.	
Provide more soft matting for physical play space.	Discuss at team meetings. Links to EYFS and reflective practice documents. Vestibular refection. Safe space to explore movement and dance.	Low cost implications.	OCT 2019 -JAN 2020	Development of setting provision. Reflect on PHY space and how children learn through movement. Enhancements for children's learning across all areas.	Discuss any targeted areas for improvement with parent committee.
Develop superhero continuous provision and small world.	Discuss at team meetings. Although setting has superhero provision place this could be additionally enhanced to promote key interest. Key children - strong interests. Develop provision.	Cost implications. Use social media to ask for community donations.	OCT 2019 -JAN 2020	Development of setting key provision. Enhancements for children's learning across all areas.	Discuss any targeted areas for improvement with parent committee.

<p>Loose parts development – continuous provision. Natural resources and open-ended resources.</p>	<p>Attend training to develop ideas regarding loose parts.</p> <p>Implement with team.</p> <p>Enhance setting continuous provision with additional resources.</p>	<p>Low cost implications.</p> <p>Use scrap-store to enhance sensory area.</p>	<p>SEPTEMBER - DEC 2019.</p> <p>Ensure all staff aware of need of lose part using team training nights - share information from training.</p>	<p>Development of setting key provision.</p> <p>Enhancements for children's learning across all areas.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>
<p>Outdoor tap for children to access water.</p>	<p>Work in partnership with village hall committee to implement outdoor tap for use of children and staff.</p> <p>Implement additional water play facilities and hose pipe - enhancing play experiences.</p>	<p>High cost implications.</p>	<p>SEPTEMBER 2019.</p>	<p>Development of setting key provision.</p> <p>Enhancements for children's learning across all areas.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>
<p>Review new inspection framework with all staff.</p> <p>Promote cultural capital with all staff</p>	<p>Open discussion at team meetings led by manager.</p> <p>Manager to provide additional information and reflection tools for all staff.</p>	<p>No cost implications</p>	<p>SEPTEMBER - OCT 2019.</p>	<p>Development of setting key provision.</p> <p>Enhancements for children's learning across all areas.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>
<p>Introduce: 'Rough and tumble' play rules with children.</p>	<p>Promote naturally generated play</p>	<p>Staff to help children regulate play when challenging and to</p>	<p>Promote LOOK, LITEN, THINK and TALK</p>	<p>Development of setting key provision.</p>	<p>Discuss any targeted areas for</p>

	<p>Promote behavioural expectations, emotions, wellbeing and mental health. Discuss at team meetings and how this can be further promoted.</p>	<p>stop children if play becomes too much without stepping in a taking over play - practitioner to support children though calm discussion.</p>	<p>Practice movements together. Discuss superhero play and their rules. Discuss play and boundaries with children Encourage children to vocalise unhappiness. Encourage children to respond to signals and respect each other.</p>	<p>Enhancements for children's learning across all areas. Promote behavioural expectations, emotions, wellbeing and mental health. Promote gross- motor movement and social interaction</p>	<p>improvement with parent committee.</p>
<p>Continue to monitor the progress of all children in different areas of the EYFS framework and respond if progress begins to dip in any area.</p>	<p>To use EYFS DVM tracking and cohort tracking (data) to insure children's learning and developmental needs are responded to appropriately and time effectively. Monitor individual children termly and discuss data/progress and areas to target as a team. To use small step tracking (ES) where required. For staff key persons to discuss any concerns with</p>	<p>Staff to complete as part of regular assessment and ongoing support. Use PPA time as required.</p>	<p>Ongoing (SEP - JULY 2020). 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. Links to all areas of EYFS. Improved planning frameworks and support for individual children/families as required.</p>	<p>Discuss any targeted areas for improvement with parent committee.</p>

	<p>manager, SENCO and parents. To implement home and setting strategies as required. SENCO (with manager's support) seek the support of additional agencies as required. Continued regular discussions with parents.</p>			<p>Improved teaching opportunities.</p>	
<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</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 2019 - JULY 2020). Full team responsibly. Manager to oversee/review using team meetings and supervision meetings.</p> <p>Review meeting JAN 2020 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>preferences through sensitive observation. Use dress for success.</p> <p>Manager to monitor boy's mark-making interest/ progress (using setting data) - discuss with team.</p> <p>Manager to lead inset training/discussion with full team.</p> <p>Provide opportunities for children to explore, celebrate and develop mark making and representational methods which are personal to them. Review planning.</p>				
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Implement weekly home learning fact sheets (display in entrance area).	All key workers to promote weekly home learning links with families.	Manager to implement planning session with key	Ongoing	Promotion of all areas of learning.	Continue to link with parent committee to

<p>Key workers to provide complementary information with regard to home learning links - enhance information with families.</p>	<p>Key workers to provide their families with complimentary information regarding home learning links -promoting discussion and pre-thought to key worker meetings.</p> <p>Promote #ask me about my day. Link to Facebook posts.</p>	<p>workers (to plan home learning links) and implement home learning fact sheets at setting.</p>	<p>Implement throughout 2019-2020 with all families.</p>	<p>Home learning links.</p> <p>Parent partnerships.</p> <p>Partnerships/ shared ideas with parents (home learning links) - links to individual planning.</p>	<p>share ideas/brainstorm.</p>
<p>To develop parent understanding and values of play based learning. Further explain continuous provision and play based learning during initial visits and during parent key worker meetings.</p> <p>Key workers to provide information to all parents regarding the value of play based learning.</p>	<p>Further explain continuous provision and play based learning during initial family visits and during parent key worker meetings.</p> <p>Key workers to share managers Play based learning information sheet with all families.</p> <p>Manager to produce check list of topics to cover during parent discussions and key worker meetings.</p>	<p>Key workers to share managers Play based learning information sheet with all families.</p>	<p>Ongoing</p> <p>To ensure fully implemented by JAN 2020.</p> <p>Cover during supervision meetings - discuss progress and how parents have responded to information and discussion.</p>	<p>Enhanced development and understanding of play based learning and all areas of learning.</p> <p>Home learning links.</p> <p>Parent partnerships.</p> <p>Partnerships/ shared ideas with parents (home learning links) - links to individual planning.</p>	<p>Continue to link with parent committee to share ideas/brainstorm.</p>

<p>Continued development of malleable materials 'bar' and provision 2019/20.</p> <p>(Very successful development 2019-20)</p>	<p>To ensure outstanding continuous provision within the 'malleable materials bar' area (development of area) - plan as team.</p> <p>Improve selection of key resources available as part of continuous provision. To use Allister Bryce-Clegg suggestions/ research to enhance ideas and area (implement new research as led by LIT coordinator).</p> <p>Produce file of different 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</p>	<p>Team training discussion. Review requirements of malleable materials bar and setting up each day. (Review resources).</p> <p>Storage/display of resources to be researched and discussed as team (manager to present options).</p> <p>Share recipes and ideas with parents (home learning links)/ ideas from parents/share in profiles/planning.</p> <p>Discuss labelling and POP (print) for area.</p>	<p>Ongoing from SEP 2019 implemented to a high standard by JAN 2020 as part of additional continuous provision/ full plan in place.</p> <p>Implement make your own dough successfully - all practitioners to develop (PROCESS - NOT END PRODUCT).</p> <p>Implement select your own resources - separate from main craft unit.</p> <p>Manager and literacy co-ordinator to move provision and ideas forward with reviews and reflection during ongoing team meetings/ peer OBS.</p>	<p>Increased and enhanced continuous provision.</p> <p>Improved learning/development outcomes for children. Opportunities to explore ideas/interests and language.</p> <p>Partnerships/ shared ideas with parents (home learning links).</p> <p>Dexterity/language development. Improved teaching opportunities.</p> <p>Links to all areas of the EYFS.</p>	<p>Continue to link with parent committee to share ideas/brainstorm.</p>
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	<p>opportunities and experiences to children.</p> <p>Manager to implement provision plan (discussed/reviewed with team - CONT. PROV. Plan SEP 2019/20).</p>				
<p>Light and dark party and construction afternoons! (Plan family learning days).</p> <p>All fathers/carers play session - (focus large construction/ junk modelling).</p>	<p>Staff team to discuss and plan a yearly timetable 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>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 JAN 2020 ask staff to think and review possibilities and make plan.</p> <p>Manager to implement parent newsletter /timetable.</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>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>Implement planned session (with open-ended resources).</p> <p>Advertise in newsletter and invite/ coffee morning.</p> <p>Use key person links - one-to-one discussion regarding planned activities/ gain interests/ partnerships.</p> <p>Key persons to discuss with families (one-to-one).</p>			Better connectivity and family links/support.	
Continue to 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</p>	PPA time used to ensure paperwork 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 2019).	<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 signposting and setting links for parents/carers.</p>	Work with parents/parent committee to research support required/ ideas for further links, information and partnership.

	<p>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 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?)</p>			<p>Meeting family/children requirements effectively - supporting home learning and the wellbeing of children.</p>	
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	<p>Consider additional letter/parent pack information.</p> <p>For link worker to continue to sign post appropriately.</p>				
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<p>Research logo polo shirts for children. Umbrellas for staff.</p>	<p>Manager to research costs and parent interest.</p>	<p>Main concern - COST.</p>	<p>SEP-DEC 2019</p>	<p>Partnership with children and parents</p>	<p>Continue to involve parent committee in all aspects of setting reflection and improvements.</p>
<p>Maintain outstanding parent/family partnership.</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>Ensure all key person's regularly meet with parents/carers to discuss children's learning/development and progress.</p> <p>Plan workshops (see planned monthly sessions).</p>	<p>Ongoing imbedded daily setting practice/ provision.</p> <p>Staff for drop in sessions.</p>	<p>Ongoing (SEP 2019 - JULY 2020).</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</p>	<p>Maintain excellent parent partnerships and support.</p> <p>Early intervention (SEN) support as required.</p> <p>Improved outcomes for children</p>	<p>Continue to involve parent committee in all aspects of setting reflection and improvements (development plan/SEF).</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>Implementation of 'parent café' and link group (Friday drop in).</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>Staff to plan/provide opportunities for parents to network at parent cafe (discuss ideas as a team SEP 2019/20).</p>		<p>of time effective management and support.</p>	<p>Links to all areas of the EYFS.</p> <p>Home learning links.</p>	
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	<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>				
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<p>Increased promotion of Healthy lunch-boxes. Develop in partnership with parents. Links with 'Eat Better, Start Better'. Children preparing own snack.</p>	<p>To provide parents with further information regarding healthy lunch boxes and portion size.</p> <p>Use visual cues/photos to enhance further understanding (photo sheet).</p> <p>Use 'Eat Better, Start Better' materials to support understanding and</p>	<p>Manager to implement 'information sheet' on portion sizes and put into parent packs/newsletter.</p> <p>PANco to 'set up' what a healthy lunch boxes look like - to photograph - (put</p>	<p>PANco and lunch time assistant (to implement what portion sizes should look like using real food. (Set up demonstration for parents). W/C 1/10/2019 - ongoing</p> <p>Manager to create simple information leaflet to add</p>	<p>Maintaining portion control (including saturated fat and sugar).</p> <p>Healthy lunch boxes - tackle child obesity. Improved teaching opportunities.</p>	<p>Gain view/opinions of parents before leaflet is put into parent packs. Ask committee to review final leaflet.</p>

<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>Children to prepare own snack daily.</p>	<p>to parent packs using visuals.</p> <p>Ongoing 2019/20.</p> <p>Review NOV and FEB 2020.</p>	<p>Healthy body healthy mind/ Outcomes for children.</p> <p>Links to EYFS PHY.</p> <p>Increased partnership working.</p>	
<p>Update large 'practice books' in welcome area to show parents different areas of the EYFS framework and play based learning in action/ demonstrating practice and children's learning.</p> <p>Continue to up-date and input home learning strategies and information (develop info file).</p>	<p>Key persons and area co-ordinators to up-date files with information.</p> <p>Make sure all 'books' information files are available for parents/carers to view when they choose.</p> <p>Keep on show.</p> <p>Daily practice.</p> <p>All staff to keep adding relevant information/OBS/photos to files.</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>Co-ordinators to lead information regarding practice in their area.</p>	<p>Parent partnership - Better connectivity and family links/support.</p> <p>Improved outcomes for children.</p> <p>Information/idea sharing.</p> <p>Home links/ learning ideas.</p>	<p>Continue to update parent committee with information/projects.</p>

	Manager to review files and plans SEP/JAN/APRIL 2019/20.				
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Continue to share information on our Facebook page regarding daily practice - links with parents and families.	<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 with children at home.</p> <p>Manager to send out permission slips regarding photographs and Facebook page going forward. Safeguarding is a key</p>	<p>No costs/resources. Manager to maintain page and safeguard children.</p> <p>All staff to attend ICT safety training.</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 2019 - JULY 2020.</p>	<p>Parent partnership - Better connectivity and family links/support.</p> <p>Improved outcomes for children/ planning.</p> <p>Information/idea/ practice sharing. Home links.</p> <p>Provides discussion points for children at home regarding what they have been doing at the setting.</p> <p>Communication portal for parents/family.</p>	Feedback /discuss with parent committee - gain views and review policy.

	setting priority (ensure all practice meets setting policy and procedures).				
Implement SEND check list with all staff members to plan SEND training and development. To plan staff training needs and promote areas of discussion relevant to need.	Manager and SENCO to implement check list from ERYC SENCO training - to discover staff needs and uncertainties and plan additional training focused on staff needs.	No cost, part of setting daily practice. Use staff team meetings to implement.	Practice to be led by Manager and SENCO - Ongoing practice FULL team. Staff to attend regular meetings as required. SENCO and manager to maintain detailed records of support and team training.	Improved outcomes for all children. Needs met effectivity.	Up-date parent committee regarding SEND support and development of practice.
Continue to meet the needs of children with speech and language (SAL) difficulties. Continue to identify and monitor children most likely to fall behind using early entry tracking/ starting points and developmental matters. Ensure a robust plan is put in place to help children develop speech	Setting SENCO to make sure that any SAL. problems are referred quickly and effectively in partnership with parents and key persons. 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).	No cost, part of setting daily practice. Cost of parent packs and staff attendance at SALT meetings.	Practice to be led by SENCO -Ongoing practice FULL team. Staff to attend regular commination/ meetings as required. SENCO and manager to maintain detailed records of support and IEP's. Manager to track children's progress.	Improved outcomes for children. Language groups. Close links to SALT. Children identified at an early stage. (Children's targets set, supported and achieved). Improved outcomes for children. Parent/family partnerships - home learning links. Detailed	Continue to up-date parent committee regarding SALT support and strategies being used.

<p>and language skills as required.</p>	<p>Ensure starting points are recorded in a timely and effective manner, discuss any concerns with manager or SENCO (use solution focused planning as required).</p> <p>SENCO - continue to implement setting SALT parent packs for all referred children.</p> <p>Key persons continue to implement 'Chatter Box' sessions as required in line with SALT recommendations.</p> <p>SENCO and manager continue to update team as required. Update/ review children's IEP's as required in partnership with parents.</p> <p>Attend SALT meetings as required.</p> <p>Continue to support new children during settling in periods - developing further positive relationships,</p>			<p>plans and support in place to support children's additional needs.</p>	
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	<p>working in partnership with parents. Monitor speech and language closely.</p> <p>Track children's progress closely. On entry tracking to be completed by four (4) full sessions attendance.</p> <p>Children to be quickly identified as 'most at risk' of falling behind. (Discuss with manager).</p> <p>Manger - continue to encourage team to think about quality practice with regards to SLAT (using team planning meetings).</p> <p>SENCO - Implement a chatterbox blurb to explain to parents what we do to enhance language skills for children participating in additional SALT referrals.</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,</p>	<p><u>OUTCOMES:</u></p>	<p><u>COMMENTS:</u> (Additional information</p>

			Monitoring)	(Expected impact of change after implementation. EYFS links).	Feedback/ Partnerships).
<p>CONTINUE: Review - inclusion officer role and the implementation of the 'Prevent Duty' and British values.</p> <p>Links to safeguarding practice - the 'Prevent Duty'.</p> <p>Links to statutory requirements and practice.</p>	<p>Manager to review job description.</p> <p>ENco to continue to reflect and review setting inclusive practice. Use setting audit and feedback to team.</p> <p>ENco to implement in house training regarding the 'Prevent Duty' and British values, what this means to the setting and what does practice look like.</p> <p>Contact EYDA for further information and review new role with EYDA at next cluster meeting.</p> <p>Review setting mission statement and setting core values with full team.</p> <p>Implement British values and the 'Prevent Duty' into</p>	<p>No costing. Daily practice.</p>	<p>Manager to review at team meeting.</p> <p>Review policy with all staff and team.</p> <p>Ongoing - SEP 2019 - review at full team meeting JAN 2020.</p>	<p>Development of settings inclusive and reflective practice.</p> <p>Development of ENco role. Ensuring inclusive practice - base for reflection.</p> <p>Outcomes for children.</p> <p>Links to statutory requirements and practice.</p> <p>Teaching opportunities.</p> <p>Links to all areas of. EYFS.</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p> <p>Development of practice - manager to review 'Active mark' - Inclusive schools mark and regional inclusion charter mark for setting. Feedback to setting parent committee and staff team.</p>

	<p>setting policy in partnership with safeguarding procedures.</p> <p>Manager to attend training and feedback to setting (OCT/NOV 2019 - 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 a 'Talking point board' for the playdough area - share recipes and prompts for parents and children regarding play dough of the day!</p>	<p>Discuss provision with staff - nominate lead practitioner to implement on a daily basis (Karen H).</p> <p>Improve information sharing - parents can see what children have been taking part in each day at a glance (even if they don't have time to stop and chat or have access to Facebook).</p> <p>To use black board to share practice.</p> <p>Opportunities for children to see further print in the environment.</p>	<p>Black board. No additional costs.</p>	<p>UTW coordinator - discuss with setting team at planning meetings SEP/OCT 2019.</p>	<p>Parent/family partnership. Further discussion points for parents.</p> <p>Improved outcomes for children.</p> <p>Links to all areas of EYFS/home learning links.</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>
<p>Implement a new outdoor cooking oven - purchase for enhanced outdoor experiences for children.</p>	<p>A safe way to cook outdoors with children and families.</p> <p>Implement provision so staff can use with children to cook outside as part of planned enhanced experiences.</p>	<p>COST of cooking oven high.</p>	<p>Manager to discuss with parent committee and staff team.</p> <p>Deputy-manager to purchase oven.</p>	<p>Outcomes for children. Developed practice.</p> <p>JAN 2020</p> <p>Enhanced teaching/learning</p>	<p>Discuss with parent committee/ review practice, policy and procedure.</p>

	Manager to discuss learning opportunities with staff team.			opportunities and setting provision. Links to all areas of EYFS.	
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Revisits NDNA schemes/training opportunities). Online training opportunities for staff team (links to CPD plans).	Manager to research and implement setting membership and additional training for 2019/2020. The local authority are currently offering less training opportunities (due to funding) - to balance this staff will undertake online training as implemented/booked by the setting manager on their CPD plans. All staff to review their CPD plans and ensure training is	No initial costs (SEP/OCT 2019). Cost may be incurred as child/staff ratios increase and practitioners need to complete external training (out of hours).	Ongoing training to be completed by staff team (SEP 2019- 2020) in line with CPD plans. Manager to continually review at supervision meetings with staff. Ongoing SEP 2019- 2020.	Development of individual staff early years practice/learning/skills. Improved outcomes, provision and practice for children and families. Links to all areas of the EYFS.	Discuss training plans and opportunities with parent committee.

	completed and organised by the manager.				
Continue with 'Brush Bus' programme. (dental hygienist links)	Deputy manager to implement and develop links with a dental hygienist. Staff to attend oral healthcare training (for Health Professionals and Staff working with children and babies) - city health care partnership. Deputy manager to contact Vicky Hewson (Operational Lead for Oral Health Promotion on 07964 688554 or email vicky.hewson@nhs.net). PANco to share practice with parents via website/newsletter and verbal discussion.	Potential cost of training. No staff costs.	Deputy manager to organise training and team feedback (to discuss at FULL team training meeting NOV/DEC 2019).	Development/reflectio n on practice - positive impact. Links to all areas of the EYFS - particular focus on physical development and improvement for children. Develop information sharing with parents/parent partnerships. Health development.	Discuss training and information with parent committee.

<p>Take part in 'Beverley in bloom' community project AND Beverly Minster Christmas tree community project.</p>	<p>Manager to research opportunities for setting to join Beverley in Bloom. Feedback to team.</p> <p>Manager to register to take part in the Beverly Minster Christmas tree community project.</p> <p>Practitioners and parents to support children to design and plant a town flower planter and decorate community tree.</p>	<p>Cost of planting materials and decorations.</p> <p>Plan with children ideas.</p>	<p>DEC 2019 - to review with full team. (Full team meeting - add to agenda).</p>	<p>Setting/children development of community links and faiths and festivals.</p> <p>Parent partnerships.</p> <p>Links to all areas of EYFS. Learning/ development opportunities for children/ outcomes (UTW).</p>	<p>Discuss community partnerships and ideas with parent committee.</p>
<p>CONTINUATION: Review all setting policies and risk assessments.</p>	<p>Manager to implement review/changes at full team meeting (4/9/18) as agreed at committee meeting JUNE 2019.</p>	<p>No cost.</p>	<p>Manager. Full team and parent committee.</p> <p>Review to be completed by SEP 2019.</p> <p>Changes shared with parents/carers by NOV 2019/ up-date website.</p>	<p>Staff development and understanding.</p> <p>Sharing practice.</p> <p>Statutory requirements.</p> <p>Outcomes for children.</p>	<p>To review with parent committee. Review to be completed by SEP 2019.</p> <p>Chair to sign polices as reviewed/ agreed by committee (AUG/SEP 2019).</p>
<p>Continue to encourage and promote home-made</p>	<p>Manager and literacy co-ordinator to lead and discuss</p>	<p>Provide materials to make own books.</p>	<p>Project to take place - FEB/MARCH 2020.</p>	<p>Develop further partnerships with</p>	<p>Share ideas with parent committee.</p>

books with children, parents/families. Children writing and drawing own stories. Implement as part of adult led activities.	at full team planning meeting (JAN 2019). To plan a book making morning with parents and children (implement practice and provision - manager to lead). Manager to promote in setting newsletter/ Facebook page. To discuss with wider team/share ideas.	Plan parent involvement/workshop book making project. (implement session)	Manager and LIT coordinator to implement	parents and support for children's Links to all areas of EYFS. Teaching opportunities. Improve learning outcomes for children. Develop further concepts about children's book making, linking pictures, text 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).
Continue to develop and implement 'Environmental print' and free play with letters - SEE: literacy coordinator action plan. Further free play exploration.	Continue to implement 'spot me if you can' print sheets for children and with parents (home learning links). Links to walks in the local community.	Continue to develop print journey (Tickton and Beverley)- to review with team and parents.	Language co-ordinator - Continue to implement practice SEP 2019 - JULY 2020. Review at team planning meetings JAN 2020.	To support and encourage the recognition of print in the environment for children.	Parent links. Discuss with parent committee. Share progress.

	<p>Play with letters (name jar) table - implemented as part of continuous provision.</p> <p>Review and implement ideas with parents.</p> <p>Advertise in newsletters and make available for planned activity/meeting interests.</p>	<p>Provide continuous provision for further exploration of letters and print (including names).</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>Send out copies of core songs, books and rhymes to all new parents. Copies 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>ONGOING. To be implemented OCT 2019 - ongoing.</p> <p>Continue to review core songs/rhymes/stories at full team meetings NOV 2019 and again in FEB 2020 (LIT co-ordinator to lead).</p>	<p>Support home learning. Parent links to setting practice.</p> <p>Supporting children's further understanding of rhymes, songs, stories (recognition, recall and memory).</p>	<p>Parent Links. (Gain feedback from parents about ongoing 'usefulness' JULY 2020).</p>
<p>Continue to develop resource baskets and home learning lending library.</p>	<p>Language co-ordinator to implement design of chatter baskets with interesting</p>	<p>Baskets and interesting objects to inspire children's</p>	<p>Continue to implement SEP - DEC 2019.</p>	<p>Links with home learning. To support</p>	<p>Share planned ideas with parent committee.</p>

<p>Communication 'chatter baskets.</p> <p>Home learning links and setting use (small groups or one-to-one). (Links to book bag provision).</p>	<p>'sparkle' objects to inspire communication with children.</p> <p>Develop book bag lending service.</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>curiosity and communication (to be used in small groups and or part of home links/learning.</p> <p>Open-ended objects.</p>	<p>Put in newsletters JAN 2020</p> <p>To trial with small groups of children, focus on children with SLAT referrals.</p> <p>Language coordinator to implement guidance notes for baskets.</p>	<p>communication through 'sparkle' objects.</p> <p>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>Continue to update ICT provision within setting. Purchase further huddles/ i-pods.</p>	<p>Manager to apply for grants for additional ICT equipment.</p>	<p>HIGH COST (Dependant on outcome of grant</p>	<p>Ongoing SEP 2019 -</p> <p>Manager and parent committee to continue to</p>	<p>Improved learning outcomes and provision for children and families.</p>	<p>Discuss new purchase and cost with parent committee.</p>

Update tech and ensure safeguards are appropriately implemented and checked.	WIND FARM PROJCTET. To research further grant opportunities.	applications and grant time scales).	research grant opportunities and report back to wider team.	Increased ICT opportunities (UTW links) Links to all areas of EYFS.	
<u>Aims:</u> (Priority).	<u>Strategies and Actions:</u> (What we will do and success criteria).	<u>Resources.</u> (Cost. Staffing).	<u>Timescale and Responsibility.</u> (Persons, Monitoring)	<u>OUTCOMES:</u> (Expected impact of change after implementation. EYFS links).	<u>COMMENTS:</u> (Additional information Feedback/ Partnerships).
Continue to research 'text messaging service' for parents. COST IMPLICATIONS Use FB messenger - promote with parents.	Manager and parent committee to research practicalities and costs regarding text message service - including safeguarding/legalities. FB messenger - promote with parents.	Very high cost/ Research time.	Manager and parent committee: ONGOING - review OCT 2019 (committee meeting).	Quick, effective and efficient way of communicating with parents. Quality Partnerships.	Links with parent committee.
Continue to implement take home 'play dough sacks' Play-dough kits for parents/carers.	Manager continue to implement 'make your own play dough' kits for parents/carers.	Play-dough materials. Manager, Design/ ICT Research/ design.	To be implemented and designed by communication/language coordinator:	To enhance home learning links/ concepts / value of open-ended play.	Share ideas with parent committee.

	<p>Enhance home learning and understanding of how valuable open-ended playdough can be in supporting children's learning/development.</p> <p>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>Information sheets regarding play dough learning concepts and recipes for kits.</p>	<p>Continue to develop/ implement throughout year:</p> <p>Add to parent newsletter SEP 2019 and again in MARCH 2020 (ongoing provision).</p>	<p>Supporting children's holistic development at home.</p>	
<p>Continue to research grants available for setting.</p> <p>ONGOING.</p>	<p>Manager - Continue to research grants available for setting.</p>	<p>No cost.</p>	<p>Ongoing SEP 2019 - JULY 2020.</p> <p>Parent committee and setting manager.</p>	<p>Improved provision for children and setting.</p>	<p>Review with parent committee and team (ONGOING).</p>
<p>CONTINUE to implement new garden area in partnership with local community and parents - see large scale planning and thinking (UTW and planning meeting file/minutes).</p> <p>ONGOING.</p>	<p>Manager - Continue to research grants available for setting.</p> <p>Team to maintain and safeguard garden area for children to use.</p> <p>Risk assessment in place.</p> <p>Work in partnership with parish council.</p>	<p>High cost covered by grants.</p>	<p>Ongoing SEP 2019 - SEP 2020.</p> <p>Parent committee and setting manager.</p>	<p>Improved provision for children and setting.</p>	<p>Review with parent committee chairperson and team (ONGOING).</p>

Further highlight home visits with parents during initial setting visits.	Key workers to promote with families.	-	ONGOING	Development of parent partnerships	Share 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 - All staff to attend PREVENT DUTY training and review regularly to remain updated.	Core training for all staff.	Core training for all staff.	SEP/OCT 2019. Manager to oversee and book training. Review during team meetings.	Core training for all staff.	Share with parent committee.

View co-ordinator action plans for planned development of specific and prime areas of learning within setting 2019/2020:

- 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 Design action plan - Charlotte Raynor
- Children's centre co-ordinator and involving father's partnership coordinator. - Karen Shaw.

Ongoing audit checks 2019 - 2020:

- 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: