



# Tickton Pre-school and Play Pals. Setting Development/Action Plan.

Quality Improvement.

September 2014 - 2015.

<u>AIMS:</u>	<u>STRATEGIES:</u>	<u>RESOURCES:</u>	<u>TIMESCALE/RESPONSIBILITY:</u>	<u>OUTCOMES:</u> <i>expected impact of change after implementation:</i>	<u>COMMENTS:</u>
Review KEEP (Key Elements of Effective Practice) booklet (full staff team).	For the manager to provide website link to all staff members - for independent review and reflection.  Feedback at team meetings.	No costing.	Full team responsibility.  <u>TIME SCALE:-</u> DEC 2014) - discuss at team planning meetings.	Development of good practice - positive impact on setting. Practitioner reflection on practice.  Staff research and reflection to improve provision.	
Providing an 'all fathers/carers session' - focus large construction session.  Develop concepts using <a href="http://www.optimus-education.com/getting-fathers-involved">www.optimus-education.com/getting-fathers-involved</a>	Planning as a team - ideas surrounding involving fathers/male role models further within practice.  Support and implement a lead practitioner.  Newsletter and invite/ coffee morning (SAT). Key person links - one-to-one discussion.	Additional staff for session.  Hire of hall  Collection of large construction materials (junk modelling).	Full team responsibility - plan at team meeting.  <u>TIME SCALE:-</u> PLAN OCT 2014) - discuss at team planning meetings.	Practice, development.  Positive impact - links with parents/fathers/ sharing practice. Develop further partnerships and father involvement.  Sharing ideas Better connectivity and family links.	Discuss with parent committee.

<p>Develop new 'DETAILED' key person pro-forma's.</p>	<p>Manager to work with key persons to develop individual key person pro-formas. To design new format.</p> <p>Look at what information parents would find useful.</p> <p>To share with all parents. Develop further tools for settling in.</p>	<p>No costing.</p>	<p>Manager responsibility - plan together with individual key persons'.</p> <p><u>TIME SCALE:-</u> PLAN SEP 2014 - discuss at team planning meetings</p>	<p>Positive partnership working.</p> <p>Information sharing/ development of good practice - positive impact.</p>	
<p>Providing food packets in other languages</p>	<p>Visiting multi-cultural food stores.</p>	<p>Cost of new resources.</p>	<p><u>TIME SCALE:-</u> PLAN FEB 2015</p> <p>Discuss at team planning meetings -plan provision together.</p>	<p>Enhancements to continuous provision.</p> <p>Role play improvements, development of practice and leaning - positive impact.</p>	
<p>Review - inclusion officer role.</p>	<p>Manager to further research role/ review job description.</p> <p>Contact EYDA for further</p>	<p>No costing.</p>	<p>Manager, SENCO and deputy manager.</p> <p><u>TIME SCALE:-</u> SEP 2014 - review at full</p>	<p>Development of practice.</p> <p>Development of role. Ensuring inclusive practice - base for</p>	<p>Discuss with parent committee.</p>

	information and review new role with EYDA at next meeting.		team meeting JAN 2015.	reflection.	
Invite further groups/ people to setting share stories, music and dance from a wide variety of cultures.	Manager and deputy manager to research dance and story groups, for example kinder active, Zumba...	Costing of hiring groups - approach parent committee.	Full team responsibility - managers lead Discuss at team meetings.  <u>TIME SCALE:-</u> Review JAN 2015 -	Embracing learning and new experiences, development of practice - positive impact	Discuss with parent committee.
To develop further activities for children-safe ways of dealing with anger/strong feelings.	Behaviour co-ordinator to research strategies to support children with feelings of anger.  To look at further books for book corner/area - support for children - to use at group times/story times.  To book further training with Barnardo's).	Costing - New books/provision.	Behaviour co-ordinator to lead with manager's support.  <u>TIME SCALE:-</u> SEP/NOV 2014 - review at full team meeting NOV.	Development of practice and policies - positive impact/ SUPPORT.  Development of practice for children. Learning opportunities.	

To become members of the 'Positive about Disabled People' scheme.	Manager at review application with job centre plus.	No costing.	Manager to lead. TIME SCALE: - Application - JAN 2015 review at full team meetings.	Development of practice and policies -	Discuss with parent committee.

<u>AIMS:</u>	<u>STRATEGIES:</u>	<u>RESOURCES:</u>	<u>TIMESCALE/ RESPONSIBILITY:</u>	<u>OUTCOMES: expected impact of change after implementation:</u>	<u>COMMENTS:</u>
Continue coffee mornings ONGOING -	Liaise with Village Hall. Plan coffee morning with staff team.	Costing - staff overtime.	Manager to liaise with Village Hall and children's centre (partnership) Running coffee morning - Full team responsibility).  <u>TIME SCALE: -</u> NOV 2014 Review at team meetings/ yearly plan.  Plan each term.	Sharing practice. Positive parent partnership.  Development of good practice,  Positive impact.	Discuss with parent committee.
Plan parent PEAL workshop.	Review workshop planning 2013 (full team meeting) - review workshop pro- forma's, parent hand- outs and interactive presentation. Parent newsletter.	Costing - staff overtime.	(Manager to lead, Full team responsibility). <u>TIME SCALE: -</u> OCT 2014	Sharing practice. Positive parent partnership. Information sharing.	Discuss with parent committee.

<p>Continue to develop photo gallery/displays for children of families/pets/special people.</p>	<p>Add to parent newsletter.</p>	<p>No costing.</p>	<p>Key person responsibility - partnership with families.</p> <p><u>TIME SCALE:</u> - JAN 2015 - review at team meetings/ sharing practice.)</p>	<p>Development of good practice -</p> <p>Positive impact on learning/CL and PSED. Development of practice for children. Learning opportunities.</p>	
<p>Review - ensure staff continue to plan from the voice of parents.</p>	<p>Sharing practice/ review profiles with parents - RECORD INFORMATION.</p> <p>Manager to review practice key person practice.</p>	<p>No costing.</p>	<p>Key person responsibility - partnership with families).</p> <p><u>TIME SCALE:</u> - SEP 2014 - ONGOING</p> <p>Review at team meetings.</p>	<p>Development of practice - positive impact.</p> <p>Positive partnership.</p>	
<p>Successful implementation of staff appraisals.</p>	<p>Manager to manage mentoring process (staff supervision meetings - to feed into appraisals).</p> <p>Manager - ensure all staff are aware of process and time scales. Liaise with LA mentoring programme and training.</p>	<p>No costing.</p> <p>Manager to attend LA training.</p>	<p>Manager.</p> <p><u>TIME SCALE:</u> - JUNE 2015</p>	<p>Development of practice - positive impact.</p> <p>Positive partnership.</p>	

Review role of the behaviour co-ordinator -	Liase with LA mentoring programme and training.	No - costing	Manager and behaviour co-ordinator.  <u>TIME SCALE:</u> - OCT 2014 -	Review at team meetings NOV 2013.  Development of good practice.  positive impact.	
Plan world book day 2015	Review and plan at full team meetings (JAN).  Review yearly plan - devise guest list/plan.	No - costing	Full team. Plan at full team meeting.  <u>TIME SCALE:</u> - JAN 2015.	Good practice. Develop children's love of books (promote) development. Development of practice for children. Learning opportunities. Positive impact. Sharing good practice.	Discuss with parent committee.
Continue with local hub meeting Set new dates.	Links with other local settings and schools.	No - costing	Manager. Review with full team  <u>TIME SCALE:</u> - SEP 2014 ONGOING	Development of good practice. Positive impact. Links with other settings/schools. Positive outcomes for children.	Discuss with parent committee.



<p>Share further developmental data about 2YOS with children's centres.</p>	<p>Manger to liaise with children centres about useful information required.</p>	<p>No - costing.</p>	<p>Manager. <u>TIME SCALE:</u> - JAN 2015  - review at team meetings/plan with children centres.</p>	<p>Development of practice - positive impact -  Developing links.</p>	
<p>Continue to develop persona doll 'Ashley' and 'Billy bear' practice/ideas  PSED.  Develop action plan.</p>	<p>Behaviour co-ordinator to lead and manager to support. Behaviour co-ordinator to investigate ideas and practice  TO RESEARCH IDEAS.</p>	<p>No - costing</p>	<p>Behaviour co-ordinator to lead <u>TIME SCALE:</u> - JAN 2015  (review at team meetings/sharing practice.)</p>	<p>Development of practice - positive impact.  Development of emotional support.  Development of practice for children. Learning opportunities.</p>	
<p>Parent rota for reading (continue) -  (Look at recording children's voices further using i-pad sharing practice with other settings.)</p>	<p>TO RESEARCH IDEAS.  Put pro-forma's in place Newsletter to parents.</p>	<p>No - costing</p>	<p>Emma R to set up, manager to support.  <u>TIME SCALE:</u> - NOV 2014 - ONGOING review at full team meetings.</p>	<p>Development of practice - positive impact. Development of practice for children. Learning opportunities.  Partnerships.</p>	<p>Discuss with parent committee.</p>

<p>Revisit Unicef scheme (to join) - 'The rights of respecting Children'.</p> <p>Ensure cultural script is part of continuous provision.</p>	<p>Manger to revisit.</p> <p>TO RESEARCH IDEAS.</p>	<p>No - costing</p>	<p>Manager.</p> <p>TIME SCALE: - MARCH 2015 - review at team meetings</p> <p>Manager and full team).</p> <p>TIME SCALE: - JAN 2015 - review at team meetings.</p>	<p>Development of practice - positive impact.</p> <p>Promote language/shape/visual ideas.</p> <p>Development of practice for children.</p> <p>Learning opportunities.</p>	<p>Discuss with parent committee.</p>
<p>Dental hygienist - invite.</p>	<p>RESEARCH (PANco). Contact NHS.</p>	<p>No - costing</p>	<p>(PANco).</p> <p>TIME SCALE: - JAN 2015 review at team meetings -</p>	<p>Development of practice - positive impact.</p> <p>Heath.</p> <p>Learning opportunities.</p>	
<p>Investigate natural air fresheners (lavender/lemon).</p>	<p>RESEARCH (PANco). Contact NHS.</p>	<p>Cost of new equipment.</p>	<p>(PANco).</p> <p>TIME SCALE: - JAN 2015 review at team meetings -</p>	<p>Development of practice - positive impact.</p> <p>Heath.</p>	
<p>Develop a wish line 'FISH WISH' (for children's</p>	<p>Manager to implement and develop pro-forms.</p>	<p>Cost of materials.</p>	<p>Manager.</p>	<p>Development of practice - positive impact.</p>	

ideas about provision)  And chatter box -			<u>TIME SCALE:</u> - JAN 2015 - review at team meetings/	Development of practice for children. Learning opportunities.	
Revisits NDNA (reflecting on quality) schemes -	Manager to research	No - costing.	Manager. <u>TIME SCALE:</u> - JAN 2015 - review at team meetings/ONGOING	Development of practice - positive impact.	Discuss with parent committee.
'Our journey to the library bus'... to share with parents -	CR to implement and develop pro-forms. to research	No - costing.	Charlotte Raynor.  <u>TIME SCALE:</u> - SEP 2014 - JAN - review at team meetings/	Reflective practice. Development of practice - positive impact. Development of practice for children. Learning opportunities	
Brush Bus development - invite dental hygienist-  (Brush Bus development - invite dental hygienist)	SH to implement and develop.	No - costing.	Sharon H and Allison E PANco  <u>TIME SCALE:</u> - SEP 2014 - review at team meetings.	Reflective practice. Development of practice - positive impact. Development of practice for children. Learning opportunities  Health development.	
Book dance and fitness support	Sharon to book	Costing of sessions.	Sharon H  <u>TIME SCALE:</u> -	Development of practice - positive impact. Development of practice	

			SEP 2014 - review at team meetings. / ONGOING.	for children. Learning opportunities  Health development.	
Out-door railing/fencing development - interactive provision, development, sound line (bottles),	To research further outdoor play ideas.	Costing of new provision.	Sharon H and Keeley W -  <u>TIME SCALE:-</u> SEP/DEC 2014 ONGOING Review at team meetings	Development of practice - positive impact. Development of practice for children. Learning opportunities	
Books in all areas of provision - develop outside book provision-	To review all books - covering many subject areas? Complete audit of setting with regard to books and our book corner.	Costing of new provision.	Emma R -  <u>TIME SCALE:-</u> SEP/DEC 2014 ONGOING Review at team meetings	Development of practice - positive impact. Development of practice for children. Learning opportunities  Books/literacy/sharing stories.	Discuss with parent committee.
Further development of veg beds and strawberry hanging baskets (PANco)/ welly planters.	Plan/design new veg beds with children - decided on new design - clear away old veg beds safely. Development of practice.	Costing of new provision.	Sharon H -  <u>TIME SCALE:-</u> SEP 2014/DEC ONGOING  Review at team meetings	Development of practice - positive impact. Development of practice for children. Learning opportunities	Discuss with parent committee.

Review all job descriptions.	Ensure job descriptions reflect practitioner's expectations and setting expatiations of work load and professional practice.	No - costing.	Manager.  <u>TIME SCALE:-</u> OCT 2014 - ONGOING	Reflect practitioner's expectations.  Development of practice.	Discuss with parent committee.
Plan visits to the fire station (all children).	Use contacts to organise visit.	No - costing.	<u>TIME SCALE:-</u> JAN 2014.	Keeping safe.  Development of practice - positive impact. Development of practice for children. Learning opportunities	Discuss with parent committee.
Local community pictures development - where do we visit?  Development of environmental print journey.	Use group times and group activities to compile pictures of our local community with children. Review together/observation.	No - costing.	FULL TEAM  <u>TIME SCALE:-</u> JAN 2015 ONGOING.	Development of practice - positive impact. Development of practice for children. Learning opportunities.  ICT development.  Reinforce print and literacy ideas (print/shape/colour/size)	

				- exploring the outdoors.	
Develop a log of 'contact with Ofsted'- (telephone conversations)	Manager to implement pro-forma. To record practice.	No - costing.	Manager  <u>TIME SCALE:</u> - SEP 2014.	Effective communication and practice.	
Implement staff 'number lines' to use in setting and traffic light system.	Manager to implement pro-forma with all staff team.	No - costing	Manager  <u>TIME SCALE:</u> - SEP 2014.	Development of practice - positive impact. Development of maths provision and learning.	
Continue to develop sign as early communication.	SENCO development.  Good practice -meeting - add to agenda - develop practice/ develop ideas with support staff at snack/meal times.	No - costing	SENCO  <u>TIME SCALE:</u> - SEP 2014.  Karen to review with full team at team	Development of practice - positive impact. Development of practice for children. Learning opportunities.	
Join 'Beverley in bloom'.	TPS/PP design and plant a town flower planter -	Costing of materials.	<u>TIME SCALE:</u> - DEC 2014.	Develop community links,	Discuss with parent committee.

	work in partnership with parents/carers.		Sharon/Helen to review with full team at team	Learning/developmental practice.	
Provide 'healthy lifestyle/food/heath' website links on our setting home page.	Research (Manager). Links with ERYC EYDA. Review websites.	No - costing.	Helen and Sharon - full team review.  <u>TIME SCALE: -</u> DEC 2014.	Improve information sharing with parents - develop further healthy lifestyle/outcomes - positive impact.  HEATH.	Discuss with parent committee.
Review/Develop clear away song for group	Research ideas Review with children	No - costing.	(Emma/Charlotte)  <u>TIME SCALE: -</u> SEP/DEC 2014	Improve routine, understanding and provisions.	
Review safeguarding procedures	Helen to implement training at full team meeting.	No - costing.	Manager  <u>TIME SCALE: -</u> SEP 2014 JUNE 2015 Full team meeting.  ONGOING.	Staff development and understanding.	To review with parent committee too.
Review all policies and risk assessments	Helen (manager) to implement training at full	No - costing.	Manager Full team	Staff development and understanding.	To review with

FULL TEAM	team meeting.		TIME SCALE:- SEP/NOV 2014	L.RQ.	parent committee.
<u>TfR</u>  To introduce TfR scheme of 'hot and cold' area observations (as a cohort) with regard to children's talking/ reading/ mark-making (see observation pro-forma).	Helen (manager) to implement training at full team meeting.	No - costing.	Manager Full team TIME SCALE:- JAN/FEB 2015  To be introduced at team planning meeting.	To further develop concepts about quality communication areas within our setting and how to improve provision. Full team to evaluate observations - what is it telling us? Where are the hot and cold spots? How can we improve practice? (DEV. PLAN).	
<u>TfR</u>  Practitioners review books outside - Q: is provision sufficient to encourage outdoor engagement with books? Literacy co-ordinator to review - 'Are books meeting outdoor interests?'  Continue to reflect on books in all areas of	Emma R (literacy coordinator) to review and implement at full team meeting.	New books as required.	TIME SCALE:- JAN/FEB 2015 Emma R (literacy coordinator) to review and implement at full team meeting.	To develop further concepts of 'reading and sharing books outside' with children.  Continue to reflect on books in all areas of provision and ensure that this is part of our settings 'set up' in daily practice.	To review with parent committee.



provision and ensure that this is part of our settings 'set up' in daily practice.					
<u>TfR</u> To display more pictures of parents and children sharing books at home.	Manager Half term newsletter. To ask parents to share pictures.	No - costing.	<u>TIME SCALE:-</u> JAN 2015 (To add information/request to newsletter JAN 2015).	To develop further concepts of reading and sharing books with parents and children - encourage parents to undertake book sharing at home.	
<u>TfR</u> To look at introducing better systems/practice - with regard to informing children of expected changes to a daily routine and/or when a visitor is attending.	Helen (manager) to implement and discuss training at full team meeting - to plan ideas. (Share information and ask team to think about how this will be done.)	No - costing.	<u>TIME SCALE:-</u> FEB 2014 - team planning meeting JAN 10 <sup>th</sup> (share information and ask team to think about how this will be done.)	To support children's PSED within setting - confidence and reassurance. Evidence - children's development in confidence.	
<u>TfR</u> Continue to support new children during settling in periods - developing further positive relationships, working in partnership with parents.	Manager to discuss with full team (at planning meeting) - <i>'to support new children during settling in periods - developing further positive relationships, working in partnership</i>	No - costing.	<u>TIME SCALE:-</u> ONGOING - discuss at team meeting JAN 2015 - (share information and ask team to continue to think about quality practice.)	To support children's PSED within setting (confidence and settling in).	

<p>Continue to monitor speech and language closely and make SALT referrals as early as possible and as required.</p> <p>For all staff to continue to work closely with setting SENCO.</p> <p>Manager to continue to reinforce with team and actively promote connections between children's talk, language, thinking and reading skills through training and at team meetings (reflective practice).</p>	<p><i>with parents.</i></p> <p><i>Continue to monitor speech and language closely and make SALT referrals as early as possible and as required.</i></p> <p><i>For all staff to continue to work closely with setting SENCO'.</i></p>				
<p><u>TfR.</u></p> <p>To look at involving fathers further - planning an event that provides a fathers session to work with children.</p> <p>To input a questionnaire about further involving fathers.</p>	<p>Helen (manager) to discuss at full team meeting.</p> <p>Review 'cardboard challenge with team - see communication and language reflective file for information.</p>	<p>Costing - hosting event/coffee morning.</p> <p>Make contact with shopping stores for cardboard.</p>	<p><u>TIME SCALE:-</u> MARCH 2015.</p> <p>Team planning meeting JAN 10<sup>th</sup> - share information and ask team to continue to think about quality practice/ideas to develop a play session for dads/grandparents/male carers.</p>	<p>To further develop partnerships.</p> <p>Further involvement with fathers within setting.</p> <p>Questionnaire to gain information/advice about further father engagement.</p>	<p>To review with parent committee.</p>

<p><b><u>TfR</u></b></p> <p>Continue to highlight to parents the fact that we operate an open door policy for parents to share books with their children  - make this point a regular feature on half termly newsletters and ensure it is further advertised/promoted on our parent notice board.</p>	<p>Emma R (literacy coordinator) to review and implement at full team meeting/MANAGER TO SUPPORT.</p> <p>Continue to up-date and provide further information to parents on notice boards and in our parent information files- review every term to ensure information is relevant and up-to-date.</p>	<p>Costing - NONE.</p>	<p><b><u>TIME SCALE:-</u></b></p> <p>Team planning meeting  JAN 10<sup>th</sup> 2015 -ONGOING.</p>	<p>To further develop partnerships.</p> <p>To support children's PSED/CL AND LIT within setting.</p>	
<p><b><u>TfR</u></b></p> <p>Further develop 'Tickton EY HUB Group'. Plan next meeting (see letter of invite)</p> <p>To visit more EY settings 2014 - aim to share practice and develop further quality concepts and practice.</p>	<p>MANAGER to review and implement at full team meeting/  To contact other practitioners and schools.</p>	<p>Costing - NONE.  (MAY BE SOME COST OF HOSTING EVENT - HALL HIRE).</p>	<p><b><u>TIME SCALE:-</u></b></p> <p>Team planning meeting  JAN 10<sup>th</sup> -ONGOING.</p>	<p>Aim to develop further links and develop further links with child-minders in the local area).</p>	<p>To review with parent committee.</p>

<p><b><u>TfR</u></b> Promote links with library.</p> <p>Contact - Kimberley Harston. (Childrens books liaison/book-start/book box)</p> <p>For all children to have their own library card within the setting - To develop links with children, setting, parents and local library.</p> <p>Questionnaire regarding use of the local library with families - discuss results with team.</p>	<p>Charlotte Raynor to organise and plan with staff team</p> <p>MANAGER to review to carry out questionnaire.</p> <p>Team to plan a trip to the library.</p>	<p>Costing - NONE.</p>	<p><b><u>TIME SCALE:-</u></b></p> <p>Team planning meeting JAN 10<sup>th</sup> -ONGOING.</p>	<p>Develop further partnerships with library service and support for children's LIT/LANG/COM/PSED. To encourage use of library - compare questionnaire results 6 months later to see impact.</p>	
<p><b><u>TfR</u></b></p> <p>Encouraged families to make books at home - to plan parent involvement with book project and TfR.</p>	<p>Manager and literacy co-ordinator to lead and discuss at full team planning meeting. To plan a book making morning - ONGOING</p>	<p>Costing - NONE.</p>	<p><b><u>TIME SCALE:-</u></b></p> <p>Team planning meeting FEB/MARCH 10<sup>th</sup> 2014 - ONGOING.</p>	<p>Develop further partnerships with parents and support for children's LIT/LANG/COM/PSED. Develop further concepts about children's book making,</p>	

				linking pictures and text.	
<u><b>AIMS:</b></u>	<u><b>STRATEGIES:</b></u>	<u><b>RESOURCES:</b></u>	<u><b>TIMESCALE/ RESPONSIBILITY:</b></u>	<u><b>OUTCOMES:</b></u> <i>expected impact of change after implementation:</i>	<u><b>COMMENTS:</b></u>
Further support and Development of supportive 'home learning' - information sharing 'good practice/ideas as part of settings regular newsletters.	To plan a system of information sharing to be sent home to parents (combined with setting newsletters) to support children's home learning.	A planned time table of resources to be set by the manager.	A planned time table of resources to be set by the manager ready for SEPTEMBER TERM 2014 - ongoing.	Development of learning concepts with parents 'how children learn' and new strategies to try at home. Further understanding of why we support learning through play as a setting and how children development through these strategies.	Feedback from parent committee about usefulness of information sheets.
Views of parents book	To gather/collect further views of parents.	A more flexible way for parents to record comments/ideas.	Manager to implement NOV 2014 - review with staff team JAN 2015.	A more flexible way for parents to record comments/ideas.	

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Development of concepts regarding recycling with pre-school children.	To add additional resources around the setting to encourage young children to recycle - especially during lunch times (recycling packed lunch products).	To add posters and recycling storage at lunch times - staff to encourage children to recycle through practice support and communication.	New posters to be implemented by setting manager OCT 2014 - staff to support children's understand of how to recycle products at lunch times.	Development of concepts regarding recycling.	
Make a giant 'bug house' - put in woodland outdoor area to track creatures together as a setting.	Frame already purchased - to design bug house 'interiors' with children - to use reclaimed materials - collected from parents (parent links).	To discuss with children mini beasts and caring for small creates. To discuss designs/ideas and plans with children over period of cohort times.	'Bug house' - ongoing project with children - ready to be placed outside NOV 2014 - for children to track and record development of bug house (design own bug houses) - ongoing project using a variety of planned ICT/mark making/Literacy/communication.	Learning and development enhancements - mini beasts - ongoing/long term project.	Parent links
Literacy mission statement for parent packs.	For literacy co-ordinator to implement a 'literacy mission statement' for	To be implemented in newsletter format/ information	To be implemented OCT 2014 - to be reviewed at full team meeting NOV	To help/support with home learning and parental/carers	Parent Links. Gain feedback from parents

	the setting - to add to parent welcome/induction packs. To help/support with home learning and parental/carer understanding.	sheet.	2014.	understanding.	about 'usefulness'
Environmental print trail					
Copies of core songs and books for parents placed in parent packs/ given to parents at induction times.	To add to parent welcome/induction packs. To help/support with home learning and parental/carer understanding - support for children's learning (rhymes/songs/stories)	To be implemented in newsletter format/ information sheet.	To be implemented OCT 2014 - to be reviewed at full team meeting NOV 2014.	To help/support home learning and parental/carer understanding - support for children's learning (rhymes/songs/stories)	Parent Links. Gain feedback from parents about 'usefulness'
Develop resource baskets for communication - home learning and setting use.					

View co-ordinator action plans for planned development of specific and prime areas of learning within setting 2014 - 2015:

- CL action plan - Helen Turner
- PSED and behaviour coordinator - Jayne Miller.
- PHY (PANco) action plan - Sharon Haysom
- Maths action plan - Janet Duffield
- Literacy action plan - Emma Rowley
- UTW action plan - Keeley Watkins
- EX Arts and Des action plan - Charlotte Raynor.

Ongoing audit checks 2014 - 2015:

- SENCO audit (in place)
- Safeguarding audit (in place)
- ENCO (equality and inclusion) audit (in place)
- TfR (Talk for Reading) audit (in place)

Long term aims to be researched further by manager and parent committee 2014 - 2015:

- Develop integrated working / further collaborative partnership working in compiling/completing 2YO checks (with Heath Visitors) ('integrated 2Y checks').