

# Curry Rivel Church of England Primary School and Little Pips Nursery

## NURSERY DEVELOPMENT PLAN



### Priorities for 2021 – 2022

*NB: This is a live working document with impact informing implementation.*

## Priority 1: Develop new leaders within leadership roles

**Rationale / context:** The Nursery team had significant staffing changes throughout 2020/2021 and senior leaders are still new within their roles .

| Intent  | Led by         | When        | Implementation   | Notes of progress/impact |
|---|----------------|-------------|--|--------------------------|
|   |                |             | Red- delayed/late starting<br>Blue- not due to be started yet<br>Amber-on track and underway<br>Green- complete  |                          |
| Develop relationships with HT of Curry Rivel CofE Primary school  | AP<br>HW<br>AG | ONGO<br>ING | <ul style="list-style-type: none"> <li>Monthly meetings between HT and NM to ensure more joined up working.</li> <li>Monthly safeguarding team meetings.</li> <li>Schedule of HT regular visits to Nursery to observe routines and learning.</li> <li>Develop programme of shared curriculum themes/activities/events.</li> <li>School subject leaders to develop knowledge of EYFS curriculum.</li> </ul> |                          |
| Develop new HT's knowledge of Nursery provision and Early Years Foundation Stage Curriculum                                   | HW<br>AP       | ONGO<br>ING | <ul style="list-style-type: none"> <li>NM to support HT is becoming familiar with the EYFS curriculum.</li> <li>Embed the new curricular goals</li> <li>HT to shadow observations.</li> </ul>  |                          |
| For staff working within in a new age group / Nursery room ensure regular observation from Nursery Manager and Deputy Manager | HW<br>AG       | ONGO<br>ING | <ul style="list-style-type: none"> <li>During the first term weekly drop-ins from NM/DM to reflect on provision, practice and routines.</li> <li>Monthly observations and feedback from NM/DM focussed firstly on the development of routines</li> </ul>   |                          |

|   |          |             |  |  |
|---|----------|-------------|--|--|
|   |          |             | <p>followed by adult-led learning opportunities and interaction in child-led play</p> <ul style="list-style-type: none"> <li>• Monthly room meetings with actions.</li> </ul>  |  |
| A focus on staff well-being and development | HW<br>AG | ONGO<br>ING | <ul style="list-style-type: none"> <li>• Reintroduction of half-termly staff meetings</li> <li>• 4 weekly staff supervision as staff adjust to new way of working post COVID and new leadership team.</li> <li>• Staff engage in well-being items in staff meetings etc</li> <li>• Use box type opportunities for staff to share their concerns and worries.</li> <li>• Engage with NM Open door policy.</li> <li>• Use opportunities for personal reflection to be built into culture of nursery Eg. On staff notice board; staff meetings; Perf man meetings and 1:1 meetings with senior staff.</li> <li>• Use self-care strategies.</li> <li>• Easy access to support: Care First; Help lines etc.</li> <li>• Nursery staff to have own staffroom</li> </ul> |  |

## Priority 2: Strengthen outdoor learning provision

**Rationale / context:** 'The Nest' Ofsted inspection October 2017 noted further development of the outdoor area required particularly focussed around gross motor skills.

| Intent | Led by | When | Implementation   | Notes of progress/impact |
|--------|--------|------|--|--------------------------|
|        |        |      | <p>Red- delayed/late starting</p> <p>Blue- not due to be started yet</p> |                          |

|   |                |           | Amber-on track and underway<br>Green- complete   |  |
|---|----------------|-----------|--|--|
| Forest school lead to develop Forest school area 'The Orchard'                  | AG             | SEPT 2020 | <ul style="list-style-type: none"> <li>• Work with school CT to clear site and to maintain it through the year.</li> <li>• Engage with local groups in order to purchase tarpaulin and new storage.</li> <li>• Clearly define out of bounds areas</li> <li>• New forest school policy passed by school governing body.</li> <li>• New risk assessments to be developed and shared with relevant staff</li> </ul>   |  |
| Pre-school children to each take part in forest school for one session per week | AG<br>HW       | Spring 22 | <ul style="list-style-type: none"> <li>• Work with HT to identify consistent Nursery slot to use weekly.</li> <li>• Parents' guide to forest school created</li> <li>• Forest school page added to nursery website to strengthen parent engagement</li> <li>• Children grouped and parents notified of resources required and expected curriculum content</li> <li>• Develop staff teams enthusiasm and love for outdoor learning by rotating supporting staff at forest school</li> </ul> |  |
| Under twos garden to have provision for every area of the EYFS                  | AG<br>HW<br>LH | ONGOING   | <ul style="list-style-type: none"> <li>• Work with new room staff to develop outdoor provision linked to current cohort</li> <li>• NM /DM and room staff to observe area in use and reflect on resources and challenge provided for under twos</li> <li>• Look in to LA training in outdoor learning for BR room staff</li> </ul>  |  |

|                                 |                |             |  |  |
|---------------------------------|----------------|-------------|--|--|
| Main Nursery garden development | HW<br>AP<br>AG | ONGO<br>ING | <ul style="list-style-type: none"> <li>• Work with SCC on three phased approach to garden development</li> <li>• Risk assessment of current area to manage in interim and ensure children continue to have free-flow access to outdoors</li> </ul> |  |
|---------------------------------|----------------|-------------|--|--|

### Priority 3: Develop planning and provision in line with the new Early Years Foundation Stage Curriculum

**Rationale:** The new Early Years Foundation Stage Curriculum came in to effect from 1<sup>st</sup> September 2021

| Intent   | Led by   | When      | Implementation<br><small>                         RAG Rated<br/>                         Red- delayed/late starting<br/>                         Blue- not due to be started yet<br/>                         Amber-on track and underway<br/>                         Green- complete                     </small>               | Notes of progress/impact |
|--|----------|-----------|---|--------------------------|
| Develop staff understanding of changes to the curriculum | HW       | SEPT 2021 | <ul style="list-style-type: none"> <li>• Local Authority training for whole team on the new principles and practice</li> <li>• Webinars from tapestry on new curriculum</li> <li>• Allocated time to explore the new curriculum, share thoughts and discuss implications</li> <li>• Supervision during the Autumn term</li> </ul> | •                        |
| Share new curriculum with parents to build on            | HW<br>AG | SEPT 2021 | <ul style="list-style-type: none"> <li>• Copies of the new 'What to expect when document shared with parents via Tapestry and school website. Link to social media pages</li> </ul>   | •                        |

|  |          |           |   |   |
|--|----------|-----------|---|---|
| already strong parent partnerships                           |          |           | <ul style="list-style-type: none"> <li>• Use developmental checkpoints to invite parents in to discuss progress and future opportunities for learning</li> <li>• Create ' what learning looks like in Nursery ' floor books which are shared regularly with parents across both rooms</li> </ul>    |   |
| Adjust planning systems in place in line with new curriculum | HW<br>AG | SEPT 2021 | <ul style="list-style-type: none"> <li>• Develop Nursery curricular goals and share with staff - ensure staff know our WHY?</li> <li>• Create a planning system which is more flexible to follow children's interests</li> <li>• Share planning with parents to support learning at home</li> </ul> | • |

#### Priority 4: To improve planning and intervention of SEND children

##### Rationale:

| Intent   | Led by | When | Implementation   | Notes of progress/impact |
|--|--------|------|--|--------------------------|
|  |        |      | RAG Rated<br>Red- delayed/late starting<br>Blue- not due to be started yet<br>Amber-on track and underway<br>Green- complete   |                          |
| Improve all staff members' understanding of SEND and develop culture where meeting | HW     |      | <ul style="list-style-type: none"> <li>• Explore opportunities of training for <u>all</u> staff around Autism , behaviour is communication and sensory processing</li> </ul> | •                        |

|  |    |  |   |  |
|--|----|--|---|--|
| SEND needs is everyone's responsibility  |    |  | <ul style="list-style-type: none"> <li>• Ensure SEND is a common theme at every half-termly staff meeting where staff can reflect and adjust provision to be inclusive for all. To include</li> <li>• Provide opportunities for more experienced staff to model and demonstrate practice with children identified with SEND needs</li> <li>• NM to undertake the 'Calling all Early Years SENDCos' course.</li> <li>• Staff to be supported in contributing to the 'Pupil Plan'</li> </ul>                                  |  |
| Ensure Nursery record keeping is thorough and robust   | AG |  | <ul style="list-style-type: none"> <li>• New SENDCo to work with NM to create a system for record keeping which is thorough but easy to access for all staff working with children</li> <li>• Add chronologies to SEND files to ensure timely follow up of actions from multi-agency professionals</li> <li>• Monthly SEND meetings to discuss children , provision and their individual care plans</li> <li>• New SENDCo to work with area SENDCo and NM to complete EHCP requests in line with LA guidance</li> </ul>     |  |
| Ensure all children, but especially those with SEND are challenged and that high expectations are consistently set by all staff who work with them |    |  | <ul style="list-style-type: none"> <li>• Ensure SEND is on the agenda of every staff meeting</li> <li>• Opportunities termly for peer-to-peer observation and feedback</li> <li>• During COVID develop procedures to ensure that consistent multi-agency working can continue safely</li> <li>• Work with children in setting to develop a culture of inclusivity</li> <li>• Development of a communication friendly environment across both rooms where children have visual prompts to support their learning.</li> </ul> |  |

**Acronyms used in this document**

**EYFS- Early Years Foundation Stage**

**CT -Caretaker**

**DM- Deputy Manager**

**NM-Nursery Manager**

**NCT- Non contact time**

**Initials of Staff**

**AP: Ali Pook**

**HW: Hollie Westlake**

**AG: Anne Gillard**

**LH: Leah Hewitson**

**ZY: Zoe Yarde**

**JS- Jill Slade**