

Grandpont Nursery School and Childcare Centre Development Plan (CDP) 2022 – 2023

This Improvement and Development Plan for 2022- 2023 describes the main priorities at Grandpont Nursery School and Childcare.

This plan is a collaborative work compiled by the school community, in the light of the 2021 Ofsted Framework and with reference to the Ofsted actions identified at the most recent Day Care Ofsted Inspection of March 2022 and Nursery Ofsted Inspection of June 2022.

The over-riding aims are the development of the whole child with access for all children to an enriched curriculum and all the opportunities this brings; ensuring the crucial role of safeguarding; to engage with parents and carers; to implement our vision to empower all children to make excellent progress and fulfil their learning potential within a vibrant, supportive community.

**Grace Slater and Cat Marriott
Interim Headteachers**

**Claire Thomas
Acting Daycare Manager**

**September 2022
Updated January 2023**

SCHOOL CONTEXT

Number of pupils on roll

Spring Term 2022:

Nursery: 39

Of which there are:

- 23 X 30 hour children
- 16 x 15 hour children

Childcare: 15

(The majority of these children are in part-time places)

Most recent Ofsted grade:

Nursery: Good June 2022 Most recent Ofsted grade:

Day Care: Good March 2022

Number of pupils with an Education, Health and Care Plan (EHCP): 0

Additional Funding or Disability Additional Funding: 1

Overall percentage of children with SEND funding: Spring Term 2023

Number of pupils eligible for Early Years Pupil Premium (EYPP): 6 (as at January 2023)

Number of Funded Two children: 7

Ofsted actions from the **Daycare** Inspection March 2022

- Develop staff's understanding of how to better support children, to avoid interrupting or limiting their learning
- Support staff to use the correct words to reinforce children's language and vocabulary precisely
- Reinforce children's understanding of healthy practices to prevent the spread of infection.

Ofsted actions from the **Nursery** Inspection June 2022

- Leaders are awareand should continue with their work to identify the key knowledge that staff will teach children to build their knowledge and skills incrementally.

Quality of Education						
How do we ensure the delivery of a curriculum that is ambitious and designed to give all learners the knowledge and skills they need and the cultural capital relevant to the home and community.						
What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria?	Financial implications?	Actioned?	Impact
1. Development of ambitious, well-sequenced EY Curriculum within each area of learning, personalised to Grandpont's ethos. (Nursery Ofsted Action June 2022)	<ul style="list-style-type: none"> Grace Slater (GS) and Cat Marriott (CM) to attend Local Authority (LA) leadership programme: 'Curriculum Design' commencing 20.9.22 and to cascade information to staff Staff meeting / INSET to be used to develop Grandpont's personalised EY Curriculum. 	GS CM	A well-sequenced Nursery EY curriculum to be in place, bespoke to Grandpont's ethos, to build children's knowledge and skills incrementally.	Commitment of Staff Meeting + INSET time CT + GS time No cost for LA programme	GS+CM attended 1 st two sessions of Local Authority Curriculum Design Programme for Maintained Nursery Schools 20.9.22+25.1.23 INSET 4.1.23 included Grandpont's EY Curriculum with all Nursery staff	
2. Ensure all children (Daycare and Nursery) are prepared for the next stage in their education.	Use INSET Day to produce plan of what Daycare children require to become 'Nursery ready' Use INSET Day to further develop ambitious EY personalised EY Curriculum for Nursery children to be 'Reception class' ready.	CT SM CM	Daycare has plans in place with expectations of what children need to achieve to be 'Nursery ready'. Ambitious, personalised EY Curriculum in place	Commitment of management and INSET time	A Daycare progression document for the 3 prime areas put together by staff INSET Day 4.1.23 INSET 4.1.23 Nursery staff session - Grandpont's EY Curriculum focus on ensuring children being 'Reception class ready'	

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria?	Financial Implications?	Actioned?	Impact?
<p>3. Develop staff's understanding of how to better support children, to avoid interrupting or limiting their learning (Daycare Ofsted Action March 2022)</p>	<p>All staff to have good knowledge of their key children and provide a broad range of experiences which have each individual child at the centre, by having time to plan and to track.</p>	<p>CT SM</p>	<p>Children explore and thrive within the environment.</p>	<p>None</p>	<p>Free choice of resources on low shelves, encouraging self-selection and giving children the opportunity to return to activities later.</p>	
<p>3. Make bespoke the Nursery EY Curriculum for children with Special Educational Needs (SEN) and English as an Additional Language (EAL)</p>	<ul style="list-style-type: none"> • Staff training in both EAL and SEN to ensure good progress for all children from their various starting points • Identified starting points for children with SEND or EAL through observation and assessment, leading to adaptations to the curriculum to ensure good progression • Joint planning to make curriculum bespoke to children's individual needs. • SENCo to attend courses as appropriate 	<p>GS CM</p>	<ul style="list-style-type: none"> • The Early Years curriculum is ambitious for children with SEND and EAL and is well-sequenced and coherently structured in response to children's individual needs and starting points – good progression is evidenced in planning and interactions • Tracking and assessments of both individual children and groups of children with SEN and / or EAL shows good progression 	<p>Staff Meeting time GS + CM time Course costs (approx £50)</p>	<p>Autumn Term EAL training at staff meeting with documentation from Catherine Hayward (SIP) Personalised planning for children with SEN Tracking and observations analysed for individual SEN / EAL children to identify areas for support</p>	

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact
4. Continue to embed 'Birth to Five' across the Centre (Daycare and the Nursery)	<ul style="list-style-type: none"> Support and training for all staff so all confident with progression in the curriculum (Birth to Five) which starts from the child Children's progress to be shared with/supported by families via our online app - Tapestry ensuring a clear focus on child development. 	GS CM CT SM	<ul style="list-style-type: none"> Staff demonstrate secure understanding of child development based on 'Birth to Five', monitored by SLT learning walks /observations. 	Cover for additional non-contact time for training (£200)	<ul style="list-style-type: none"> -Weekly walk-rounds ensuring staff demonstrating secure knowledge -Planning updated half termly to meet individual children's needs. -2 year checks completed and shared with families (Daycare) -Observations shared with families via Tapestry. 	
5. Continue to embed new tracking system (Early Years Data Tracking – EYDT) across the Centre	<ul style="list-style-type: none"> Staff training Establish self/peer reflection on the quality of interactions leading to evidence for assessments Revisit characteristics of effective learning Planning to include next steps from observations On-going monitoring by SLT 	GS CM CT	<ul style="list-style-type: none"> Staff in both the Nursery and Daycare confident in use of EYDT EYDT tracking used for analysis to identify where additional support needs to be in place for both individual and groups of children. Evidence of monitoring by SLT and governors 	Staff meeting time	<p>Access to EYDT tracking system made available across the setting to facilitate data entry.</p> <p>Governor visit 23.1.23 included EYDT discussion</p>	In addition to EYDT Daycare + Nursery use additional assessment systems to allow for finer 'grading' so progress can be shown more effectively.

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<p>6. Develop Forest School area and incorporate Forest School / outdoor woodland sessions into the curriculum</p>	<ul style="list-style-type: none"> • Clearing and maintenance of grounds used for Forest School • Grounds maintenance contract to be reinstated following Green Scythe no longer offering this service • Tree surgeon visit • Volunteer working party to work on outdoor area site maintenance 	<p>CT CM</p>	<ul style="list-style-type: none"> • Forest School area safe and usable • Staff confident to deliver Forest School/outdoor woodland sessions 	<p>Training</p> <p>Cost of tree surgery</p> <p>Cost of tree survey</p> <p>No cost to LA sponsored ;Nature Now' project + we will also receive a £500 grant to be spent on resourcing outdoor learning as part of the project.</p>	<p>Nature Now project with 'Forest School' sessions to begin in New Year 2023</p> <p>Grounds maintenance contract sourced</p> <p>Tree surgeon removed damaged tree</p> <p>Tree survey 13.1.23</p> <p>Forest School site trimmed</p> <p>Governor visit monitoring this area of curriculum 23.1.23</p>	<p>Area being made safe to enable Forest School sessions to take place</p>

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success criteria?	Financial implications?	Actioned?	Impact
7. Continue focus on maths and communication and language and literacy curriculum across the Centre	Ensure adequate resourcing in place Staff training to support mathematical learning Embedding of numbers as part of physical environment Remove outdated outdoor storage sheds and replace with new maths and literacy sheds		Maths embedded as part of well-sequenced EY curriculum Staff demonstrate confident understanding of children's maths progression putting it into practice in their interactions with children Evidence of monitoring by SLT and governors Tracking demonstrates children's good and better maths progress	INSET time New sheds to purchased using OCC EY grant, but cost of skip (approx £180)	Numbers displayed in the environment New outdoor sheds purchased and in use Monitoring by governors on visit of 23.1.23	Tracking and assessment (Autumn Term) shows progress in both areas, and also which children need further support
8. Support staff to reinforce precise use of children's language and vocabulary. (Daycare Ofsted Action March 2022)	<ul style="list-style-type: none"> Staff training on developing language skills and supporting early language. Daycare to use WELLCOMM pack with all children - funded 2s initially. All new starters to fill in a 'Words from Home' form (Daycare) 	CT SM CM	<ul style="list-style-type: none"> Tracking demonstrates progress in areas of Communication and Language development for all children Those children that may need additional support are identified. Staff are familiar with keywords from home and are able to use these to support children in their learning. 	N/A	<p>Numbers displayed in variety of languages</p> <p>Number rhymes displayed + song sacks put together to support knowledge of 1-5</p> <p>Bitesize training on language development shared.</p> <p>Peer observations completed on 'Positive Interactions'.</p>	Tracking and assessment (Autumn Term) shows progress in both areas, and also which children need further support

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success criteria?	Financial implications?	Actioned?	Impact
<p>9. Reinforce the children's understanding of healthy practices to prevent the spread of infection (Daycare Ofsted Action March 2022)</p>	<p>Display relevant information including posters and leaflets about good hygiene, spread of diseases.</p> <p>Staff to attend any training</p> <p>Staff to model good practice</p>	<p>CT SM</p>	<p>Children and parents have a good understanding of healthy practices</p> <p>Staff understand the importance of good hygiene and healthy practices.</p>		<p>Children observed demonstrating good hand washing after using the toilet and before eating.</p> <p>(Daycare)The Nose Blowing Stations inside and out encourage children to blow noses and dispose of tissues in small bins.</p> <p>EY News updates regarding health updates are shared via Tapestry or on the main door for parents. CT attended EY briefing 12.1.23 and shared new information on spread of infection and sleep monitoring with staff.</p>	

2. Behaviour and Attitudes

How are our high expectations for learners' behaviour reflected in the children?

How are we creating a safe, calm, orderly and positive environment?

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. Embedding of emotion coaching and / or protective behaviours	<ul style="list-style-type: none"> All staff to be aware of how to support children to self-regulate by co-regulation. Additional support for unqualified staff. Identify strategies for sharing behavioural approach of the Nursery School and Day Care with families 	GS CM CT	Observations, learning walks and self/peer reflection evidence staff using effective co-regulation strategies	Cover for additional non-contact time for training (£200) and observation and support of staff	SLT walks evidence staff supporting children to self-regulate	
2. Embedding of the reviewed Behaviour and Relationships Policy	<ul style="list-style-type: none"> All staff to implement changes within the revised Behaviour Policy 	GS CM CT	<ul style="list-style-type: none"> Behaviour and Relationships Policy embedded in practice Observations and monitoring by SLT show evidence of policy in practice 	Staff meeting time	SLT walks evidence staff implementation of the Behaviour Policy	

3. Personal Development

How do we build children' resilience and confidence?

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. Embed vision and values for children, families and staff.	<ul style="list-style-type: none"> Revisiting of vision and values at staff meeting Modelling of values by staff 	All staff	School community to share and contribute to the Centre's vision, values and ethos.	Staff meeting time (but no additional cost involved)	SLT walks evidence staff modelling Grandpont's values Tapestry observations share values with parents	
2. Embed a regular two-way flow of information sharing with parents on the range and type of activities and experiences provided for children and how parents can support learning at home.	<ul style="list-style-type: none"> Monthly general newsletters Regular Daycare/Nursery newsletters/information 'My Day' information for Day care children to be moved to Tapestry; contact made with families of children in Nursery staying to After School Club Key Person / Parent/Carer hand-overs morning/afternoon Parents given QR code for Oxfordshire's 'Fifty things to do before you're 5' Embed Tapestry including using it for newsletters and general information (online home / school communication) 	All staff	Effective communication shared between parents/carers and school, so that children's confidence, well-being, resilience and enhanced. Evidenced by parental surveys and conversations with parents	Staff meeting time (but no additional cost involved)	Regular newsletters to families from HTs 'My Day' information now on Tapestry Tapestry used to communicate general information with parents in addition to children's observations etc.	

4. Leadership and Management

How are we delivering a clear and ambitious vision for providing high-quality, inclusive education to all, realised through strong, shared values, policies and practice?

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
1. Maintain high profile of safeguarding embedded within the school	<p>Cascade monthly Safeguarding updates received by the Designated Safeguarding Leads (GS, SM and CT) to all staff</p> <p>Ensure safeguarding training included in new staff induction</p> <p>All staff read and understood the 2022-23 Child Protection and Safeguarding Policy and signed they have done so.</p> <p>Ensure all staff read and understood KCSiE Part 1 aware of Sep 22 updates</p> <p>All governors have 'read and understood' 'Keeping Children Safe in Education' (KCSiE) including 2022-23 updates</p> <p>All staff and governors to have completed Prevent training</p> <p>Maintenance and update of Safeguarding Board and regular safeguarding/Prevent scenario for discussion in team meetings</p>	<p>Lead DSL (GS) and Deputy DSLs (SM + CT)</p> <p>Safeguarding Governor</p>	<p>Awareness of all staff of crucial importance of safeguarding and how this is achieved.</p> <p>All staff (including cover staff) and volunteers understand their safeguarding responsibility and how to raise a concern</p> <p>Children's safeguarding files are well organised and evidence a culture of safeguarding</p> <p>Conversations during learning walks evidence that all staff understand the Prevent Duty</p> <p>SCR evidences robust recruitment processes</p>	<p>Training including updating of DSL's specialist training</p>	<p>Safeguarding updates cascaded by CT (DSL)</p> <p>Safeguarding included in induction of new staff</p> <p>Staff read and understood Child Protection + safeguarding Policy</p> <p>Staff read and understood KCSiE Part 1 and aware of Sept 2022 updates (Signed sheet in Safeguarding File)</p> <p>Governor monitoring 23.1.23 included questioning staff's understanding of Prevent, which was shown to be robust</p> <p>CPOMs (Child Protection Online Management System) purchased</p>	

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
2. Strengthen sense of team across the integrated centre – children, staff and governors	<ul style="list-style-type: none"> School community to contribute to formation of Centre Development Plan, as evolving ‘live’ document: <i>Teachers +TAs at Staff Meetings. Governors via FGB meetings. Families via questionnaires.</i> 	GS CM CT SM Governors	CDP shared with community as a live, evolving document in response to shared ownership of the plan through understanding of Grandpont’s vision, ethos and priorities	SLT + staff meeting time	CDP a shared document with contributions from staff and remains an evolving and live document	
3. Continued embedding of opportunities to support the well-being of staff	<ul style="list-style-type: none"> Staff wellbeing ethos established: https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/?page=1&issuePageId=1278 	GS CM CT SM Governors	Well-being sessions timetabled into staff meetings	SLT, staff meeting + governor time	Well-being of staff and working conditions remains a high priority for SLT	
4. Strong Governor Monitoring in place	Regular cycle of governor visits and monitoring	Co-chairs of Governors	Governors feel welcome in school and have strong sense of ownership	Governor time	Governor monitoring visits have taken place on 13.1.23 – Resources + general 23.1.23 – Health + Safety, Safeguarding and Curriculum	
5. Effective communication across an integrated Nursery School and Day Care	<ul style="list-style-type: none"> Staff communication – weekly, with communication from SLT via staff email/newsletter Further development of staff meeting planning 	GS CM CT SM	An integrated Nursery School and Day Care with strong communication links	SLT time	SLT meetings include staff from both settings, facilitating good communication	

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
6. Maintain a strong approach towards monitoring of teaching and quality interactions	Establish a cycle of learning walks / lesson observations / peer observations	GS CM CT SM	Observations, learning walks and self/peer reflection evidence staff using high quality interactions to support children's learning	SLT time	Weekly walk-rounds evidence staff demonstrating secure knowledge and using high quality interactions to support children's learning	
7. Transparency around Pupil Premium projected spend, impact on children.	Provision made for Pupil Premium children Statement for 2021-22 and 2022-23 put onto the website	GS CM Pupil Premium Governor	The Pupil Premium statement evidences that funding has been used effectively and children have benefitted from this Learning walks identify that the curriculum enhances the experiences and opportunities available (awe and wonder) Assessment identifies that children in receipt of PP funding make good progress	SLT time	Pupil Premium Statement for 2021-22 and 2022 – 23 completed and available on website Evidence of curriculum enhancing include celebrating Divali, Bonfire Night sparklers, Chinese New Year and decorating the Christmas tree. Opportunity to be outdoors includes experiencing the natural world such as ice and water Progress of EYPP children tracked and observed and support put in as necessary to enable good progress	

What are we aiming to achieve?	Actions and resource requirements, including staff development	Led by?	Success Criteria	Financial implications?	Actioned?	Impact?
8. Financial deficit to be addressed	Regular budget monitoring to identify issues Creation of plan to address budget deficit	Governors SBM (Nicky Rogers) SLT	Evidence of steps taken to address deficit budget	SLT + Governor time	Regular budget monitoring in place School Resource Management Adviser SRMA (DfE) meeting 16.1.23	