

Action Plan

Name of Setting: **Greyhope School Nursery**

| Areas for improvement | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and review/confirmed completion | RAG Rating |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------|
| How good is our care play and learning? 1.3 Play and learning | | | | | |
| <p>To enable children to receive high quality care, play, learning and development opportunities, the provider, manager and staff should ensure that staff have the knowledge and skills to:</p> <p>Provide more challenge to children in their learning</p> <p>Extend and deepen children's learning further.</p> | <p>Continue to develop the learning environment to engage children in learning and to promote curiosity. Learning areas are developed and maintained to support high-quality continuous play and learning.</p> | <p>All Staff Nov 2024 then ongoing</p> | <p>All children are more engaged and curious in their learning.</p> | <p>Setting observations and audits</p> | |
| | <p>Weekly staff collaborative planning will provide an increased focus on literacy and numeracy; and increased opportunity to extend and deepen children's learning.</p> | <p>All Staff Jan 2025</p> | <p>All children have more opportunities to extend and deepen their learning; and to develop their literacy and numeracy.</p> | <p>Planning documentation Observations of children</p> | |
| | <p>Staff will use ACC progression frameworks as part of their daily practice to extend and provide challenge in learning experiences; and to identify next steps for learners.</p> | <p>All Staff Jan 2025</p> | <p>All children will experience greater challenge and depth in their learning.</p> | | |
| | <p>Staff, including the manager and Senior Early Years Practitioner, will engage in professional learning and with other settings to increase knowledge and understanding of high-quality play and learning and how to plan for this.</p> | <p>All Staff Nov 2024 then ongoing</p> | <p>All children experience high-quality play and learning experiences on a more consistent basis.</p> | <p>Evidence of staff professional learning and reflection</p> | |
| | <p>Fortnightly staff 1-1s will support colleagues to develop their confidence with the above. Mentoring will take place in tandem with 1-1 meetings.</p> | <p>All Staff Feb 2025</p> | | <p>1-1 meeting and mentoring documents</p> | |
| | <p>Self-evaluation activity focused on the quality of children's learning will take place as scheduled in a quality assurance calendar.</p> | <p>All Staff Feb 2025</p> | | <p>QA calendar and self-evaluation evidence</p> | |
| | <p>Yearly overview of adult-initiated planning will be refreshed to support practitioners to develop their understanding of the early level curriculum.</p> | <p>All Staff Jul 2025</p> | <p>All children experience greater breadth and relevance of learning from across the curriculum.</p> | <p>Planning documentation</p> | |

Improvement Action Plan 2025

| Areas for improvement | Action required | Stakeholders & timescale | Desired outcomes for children | Evidence and review/confirmed completion | RAG Rating |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------|
| How good is our care play and learning? 1.3 Play and learning | | | | | |
| <p>To ensure children experience high quality learning and development, the provider and manager should:</p> <p>Ensure that observation and assessment of children's individual learning supports and identifies progress.</p> | <p>Through professional learning and collaboration, staff members will develop their knowledge and understanding of how to observe, accurately assess and identify next steps children's learning and development.</p> | <p>All Staff Ongoing in 2025</p> | <p>All children will experience greater challenge and depth in their learning.</p> | <p>Planning documentation</p> | |
| | <p>Regular high-quality observations are undertaken for all children. To support progress, these will include next steps and will be captured and shared with parents and carers via a digital platform.</p> | <p>All Staff Feb 2025</p> | <p>Recorded observations more accurately evidence the progress made by children.</p> | <p>Observations of children</p> | |
| How good is our staff team? 4.3 Staff deployment | | | | | |
| <p>To meet the needs of all children, the provider and manager should:</p> <p>Ensure staff are skilled and confident in taking a proactive approach to identifying when children may require extra support and that this is then implemented in an effective way.</p> | <p>The manager and other promoted staff create and foster a proactive culture within the staff team which ensures that any additional support required by children is identified and effective support is provided.</p> | <p>All Staff Jan 2025 then ongoing</p> | <p>All children receive the support they require during every session.</p> | <p>Setting and staff observations Personal plans and enhanced care plans</p> | |
| | <p>Qualified members of the staff team are deployed in a way which provides sufficient experience both indoors and outdoors. Staff deployment will be discussed prior to and during each session to ensure shared understanding of arrangements.</p> | <p>All Staff Jan 2025</p> | | <p>Setting observations Team meeting minutes</p> | |
| | <p>Gaps in specific skills are identified and addressed though staff practice observations, ongoing staff dialogue, mentoring and 1-1 meetings.</p> | <p>All Staff Feb 2025</p> | <p>There is increased quality and consistency of support provided by colleagues across the staff team.</p> | <p>Staff observations 1-1 meeting and mentoring documents</p> | |
| | <p>Through proactively engaging with other services and agencies, staff members will increase their knowledge of how to support children's development and wellbeing.</p> | <p>All Staff Ongoing in 2025</p> | | <p>Evidence of partner engagement 1-1 meeting and mentoring documents</p> | |