

Areas for improvement	Action required	Stakeholders & timescale	Desired outcomes for children	Evidence and confirmed completion
How good is our care play and learning? 1.1 Nurturing care and support & 1.3 Play and learning				
<p>Personal plans should be robust in order to ensure that clear strategies are in place for all children. Parent's awareness of personal plans to be supported.</p>	<ul style="list-style-type: none"> Personal plans are to continue to be developed to ensure that they are robust in their use of strategies, based on wellbeing indicators. Parents are to be fully informed of and involved in the development of personal plans to ensure consistency between home and the service. 		<p>Children will have personal plan which detail the strategies needed to be able to meet their needs. These will be fully implemented by the staff team, ensuring children feel loved and respected and receive consistent, high-quality personalised care.</p>	
<p>Routines, including lunch and pick up/drop off times are to be monitored to ensure minimal disruption to children and continue to promote meaningful discussion during lunch.</p>	<ul style="list-style-type: none"> The lunchtime routine will be monitored as part of quality assurance audits to identify how the new routine is working and any further improvements needed. Processes will be reviewed to ensure that staff are to be available to sit with children more at lunch times to support a relaxed, unhurried atmosphere. Children are to be involved in all aspects of the daily routine alongside staff. Group time activities are to be monitored by senior's members of staff to ensure that they are suitable for the learning needs of children and are short enough to keep engagement levels high. 		<p>Children will benefit from relaxed, uninterrupted play experiences which are well managed by the staff team. The routine will provide children with as much free play as possible. Group activities will be well planned and structured to support children's current learning.</p>	
<p>A literacy and numeracy rich environment should be promoted in all areas.</p>	<ul style="list-style-type: none"> Circle audits will be undertaken to look at the opportunities currently available and where improvements are required to be made. Observations of staff practice will be undertaken to monitor how interactions are promoting literacy and numeracy, and extension of learning. Feedback given to staff will support them in next steps for personal development. 		<p>Children will experience increased opportunity for language and mathematical development, supported by knowledgeable staff who can further extend their learning in these areas.</p>	
How good is our setting? 2.2 - Children experience high quality facilities				

Ensure staff implement and sustain effective infection prevention and control practices.	<ul style="list-style-type: none"> • Cleaning rota to be implanted for staff members which details checks to be done each day, regularly audited by a member of the management team as part of QA calendar. 		Children will access a clean and inviting environment.	
Promote use of problem solving and investigation experiences.	<ul style="list-style-type: none"> • The environment will be audited as part of the QA calendar, with a first focus on problem solving and investigation. • Staff will look at their individual areas to assess how they can build in further opportunities for problem solving and investigation. 		Children will have increased opportunities for investigation throughout, supported by staff who are able to extend their learning in this area.	
Development of quieter spaces for children.	<ul style="list-style-type: none"> • Room layout will be adapted to ensure that there are smaller, quieter spaces for children in the main room. 		Children will have opportunity to self-regulate, rest and relax in quiet spaces.	

How good is our leadership? - 3.1 Quality assurance and improvement are led well

In order to ensure children receive the right support to meet their care and learning needs and support them to reach their potential the head teacher and staff should ensure that quality assurance systems are robust enough to secure progress in all areas in a timely manner.	<ul style="list-style-type: none"> • Robust, detailed quality assurance calendar is to be implemented with clear lines of responsibility and dates for audits and observations. • QA calendar will include effective and timely monitoring of staff practice, routines and interactions as well as audits including personal plans, observation and planning, medication, accident and incident etc. • Communication methods with families to be increased to include regular communication through online systems, newsletters, questionnaires and "you said, we did" to inform of any improvements. • Self-evaluation to be carried out regularly, in conjunction with families, using key document to evaluate with clear improvement plans devised and outcomes shared with all families and stakeholders. • Improvement plans will be regularly revisited by the whole team and management to ensure that progress is being made in all areas in a timely manner, with interventions put in place where required to support progress. 		Children will be respectfully and sensitively cared for in an environment which promotes continual reflection and improvements, based on the needs of current children and families. Children and families will have their opinion sought and listened to and be fully involved in self evaluation and improvements. Children will benefit from a staff team which provide consistent approaches to their care.	
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How good is our staff team? – 4.3 Staff deployment

<p>Families need to be fully welcomed and settled into the setting.</p>	<ul style="list-style-type: none">• Display of staff to clearly show which staff are on duty each day, as well as people visiting, supply staff etc and this is to be communicated to all families. Information on staff changes will be shared through regular communication channels.• Families are to be welcomed into the setting daily by a member of staff who will greet them and support their entry into nursery and sharing of information.• Strategies to support individual children to settle into nursery should be shared amongst the team, recorded in personal plans and implemented through supportive interactions.		<p>Children and families will be supported by staff who are knowledgeable and fully aware of their care needs in order to ensure that they are able to settle quickly into their play. Families will be aware of all staff who are supporting their children.</p>	
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