

Improvement Action Plan

Action Plan

Name of Setting: Happitots Cove Bay

Appendix C

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? 1.1 Nurturing care and support & 1.3 Play and learning					
<p>Develop personal plans to include more detailed information to support individualised care.</p> <p><u>Documents used</u> PDSA cycle 'what do I see' forms Audit/monitoring forms</p> <p><u>Frameworks consulted</u></p>	<p>1. Review current personal plans to identify gaps in information. 2. Provide training or guidance to staff on what detailed information is required. 3. Engage more frequently with families to update personal plans.</p>	<p>Review and update personal plans- started immediately and ongoing by Nursery Manager (NM) and Deputy Manager (DM).</p> <p>Staff training within 6 weeks - Inhouse and using external companies if necessary.</p> <p>Ongoing team audit using 'Quality improvement framework for the early learning and child care sectors'.</p>	<p>Children receive consistent, individualised care from staff who know them well, helping them feel safe, secure, and emotionally supported.</p> <p>Children's health and wellbeing needs are met through accurate, up-to-date personal plans, and their development is effectively</p>	<p>Discussions already held within nursery rooms between practitioners, NM, and DM regarding personal plans: <u>What information do we need? Who can give us this? How can we make it easier to access information to provide individualised care and learning?</u></p> <p>We are looking at strategy sheets to go at the front of each child's personal plan.</p>	

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<p>Realising the Ambition</p> <p>Quality improvement framework for the early learning and child care sectors.</p>		<p>Within 12 weeks regular parent/carer person plan and development meetings to be held by the child's key person. NM and DM will support and monitor parents uptake on meetings and will audit through questionnaires the ease of attendance or if any barriers to attending.</p>	<p>supported with appropriate strategies.</p> <p>Children's voices, preferences, and routines are respected, ensuring continuity of care between home and the setting.</p>	<p>Staff meeting on 4th September – key person/team further discussions and review of personal plans.</p> <p>Training audit completed by NM. and 1:1 meetings taking place 5 – 9th of September. Identified training will be organised by NM.</p> <p>The team is planning events and family engagement strategies. Aim is to invite parents in to update their child's personal plan, and provide an achievement /development update.</p>	
<p>Enhance continuity of play experiences throughout the day</p>	<p>Review room layout and routines to minimise disruption to play, particularly where sleep</p>	<p>Within 4 weeks - whole team input.</p>	<p>Play becomes more immersive and meaningful as team skills and</p>	<p>Alternative arrangements for sleep have been introduced. There is ongoing evaluation by</p>	

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	and play spaces are shared. Explore alternative arrangements for rest periods.		<p>practice support sustained engagement.</p> <p>Focus, creativity, and enjoyment are enriched through fewer interruptions.</p>	<p>the team using the sleep areas, and regular management audits of sleep routines</p> <p>There is clear evidence play is uninterrupted and continuous play is supported throughout the day. The impact of this is evident during observations of the room, audits, and monitoring.</p> <p>We are gathering the children's and team thoughts, ideas and feelings towards this change of sleep area.</p>	
Strengthen staff responsiveness and use of effective questioning	Provide staff training on responsive interactions and open-ended questioning. Use peer observations and reflective discussions to build skills and confidence.	Training within 12 weeks with peer observations ongoing.	Thinking and communication are encouraged through responsive adult interactions. This nurtures curiosity, confidence, and	<p>DM is organising "Mini Training Sessions" with staff to support use of responsiveness and effective questioning.</p> <p>Discussions are ongoing regarding these questions</p>	

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			<p>developing problem-solving skills.</p>	<p>and how to use them in learning discussions and interactions.</p> <p>Nursery Support (NS) to monitor and support the team as they put training into practice; this will be throughout the rooms when she is based at the setting.</p> <p>NM will monitor digital journals with a focus on adult/child learning discussions and outcomes on children's learning.</p>	
Support consistent access to outdoor learning	<p>Monitor and ensure daily outdoor learning opportunities are offered across all playrooms.</p> <p>Adjust routines as needed to support this.</p>	Immediate and ongoing	<p>Children benefit from regular fresh air and physical activity, which supports their physical development, wellbeing, and connection with nature.</p>	<p>Free flow garden play is within the 'shining stars' room - 3 to 5 years.</p> <p>Outdoor learning opportunities are provided in all areas. This is monitored by room leads.</p>	

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				There is ongoing development of the outdoor environments being monitored by NM, DM, and room leads.	
Develop consistency in observation, assessment and planning for learning	Deliver refresher training on meaningful observations and next steps. Regular monitoring of online learning journals and encouraging parent involvement in learning goals.	Within 12 weeks Monitoring ongoing monthly	Children experience learning that is tailored to their interests and stage of development, helping them make meaningful progress. Families are better informed and more engaged.	<p>The planning cycle will be reviewed in each room. NM will oversee planning in the moment, medium and long term planning.</p> <p>The DM will ensure the key person has next steps identified for each child. Planning will include them, along with children's interests.</p> <p>NM & DM to regularly audit Iconnect learning journals to ensure that these are being completed and progression is evident.</p>	
How good is our setting? 2.2 - Children experience high quality facilities					

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Further development of quiet and cosy areas	Enhance story corners and rest areas with additional soft furnishings, including adult-sized seating for shared reading and comfort.	Within 6 weeks	Emotional security is nurtured in calming, inviting spaces where children can rest or enjoy one-to-one time with adults.	Management to support staff with using Realising the Ambition as a reflection tool for environments. Management to source additional soft furnishings for areas i.e adult seating.	
Ongoing evaluation of play spaces to meet children's evolving needs	Continue regular audits of indoor and outdoor areas. Involve staff and children in evaluating what is working well and what can be improved.	Monthly monitoring	Learning environments continually evolve to support independence, curiosity, and decision-making. Children benefit from accessible and stimulating spaces.	Indoor and Outdoor environment audits ongoing from NM, DM and NS. Children, team and parental involvement will be the way forward.	
Expansion of community-based learning opportunities	Plan regular outings to local places of interest. Gather feedback from staff, children, and families to identify new experiences.	Begin planning within 4 weeks. Ongoing implementation	Children build a stronger connection with their local community and learn through	Library and local shop visits. Partnership with another nursery. Daily Mile will be embedded in practice.	

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			real-world experiences.		
How good is our leadership? - 3.1 Quality assurance and improvement are led well					
Develop vision, values, and aims that are specific to the nursery	Consult with parents, children and staff to develop visions, values and aims that reflect our individual setting and our families.	Within 8 weeks	A clear and meaningful ethos creates a consistent, purposeful environment where everyone feels a sense of belonging and direction.	<p>Consulted with children, parents and staff. Created a "Graffiti Board" at front door for this.</p> <p>Cove bay nursery have their own specific aims, values and visions. They are in the entrance area for all to see. The team will ensure practice is driven by these statements. Team meeting discussions and evaluations will evidence linked practice.</p>	Green
Strengthen staff deployment to ensure consistent support across the day	Review current staffing patterns and room routines. Adjust deployment at key times to ensure children's needs are met consistently. Monitor impact through observations.	Ongoing monthly monitoring and deployment checks	Transitions and busy periods are smoother, with children experiencing stability and attentiveness from staff	DM and NM currently working on this through basing themselves in the rooms, supporting staff deployment, training on this has begun through discussions.	Green

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			throughout their day.	Rotas have been refined to match room routines. Consistency for positive attachment is important. We focus on transitions and are guided by Realising the Ambition.	
Support staff reflection and use of improvement tools	Provide training and support on reflective practice and use of quality improvement tools. Create regular time for team reflection and feedback.	Begin within 4 weeks Ongoing thereafter	Children benefit from a continuously improving setting where staff are reflective and responsive to their needs	Introducing reflective questions, policy of the month discussions at staff meetings, lunch time surgeries. Access challenge questions from Care Inspectorate publications eg mealtimes, choking.	
How good is our staff team? – 4.3 Staff deployment					
Improve staff deployment to ensure consistent support for children's needs	Review staff deployment patterns throughout the day. Ensure staff are positioned to support both care routines and high-quality play experiences (including outdoors).	Review within 4 weeks Monitor monthly	Rich learning experiences and responsive care are more consistently delivered, thanks to staff being well-positioned and available when needed.	DM and NM are currently working on this through basing themselves in the rooms, supporting staff deployment through communication and team discussions.	Green

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Continue building staff skills to meet learning and development needs	Provide targeted training on child development and play behaviours. Use scenario-based discussions, peer observation, and mentoring to embed learning into everyday practice.	Ongoing, with key focus areas reviewed every 12 weeks	Developmental needs are better understood and met, supporting more intentional planning and individualised learning outcomes.	Ongoing training, Personal Development Plans, lunchtime surgeries, policy of the month, staff meetings, senior meetings. SSSC hub bite size learning will be looked at together as a team for CPD. Training matrix audited by NM. Identified training will be organised for each individual.	
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This plan is ongoing and will change in the moment. This is at 02/09/2025.

Alison Stephen

Nursery Manager