

Appendix D - Greyhope School Nursery – ELC Action Plan

Areas for Improvement	Action Required	Stakeholders & Timescale / Checkpoints	Desired Outcomes for Children and Families	Evidence and Review / Confirmed Completion	RAG Rating
Children Play and Learn QI					
To ensure children experience high quality learning and development, the provider and manager should ensure that observation and assessment of children's individual learning supports and identifies progress.	Practitioners will engage in professional learning including visits to other settings to improve the quality of interactions experienced by learners.	Ongoing in 2026	The quality of practitioner observations during interactions with children will continue to improve. Increasingly, practitioner interactions will focus on children's learning to support their progress.	Evidence of staff professional learning Records of 1-1 meetings and professional learning Scheduled setting and staff observations Support visits and input from locality lead officers	
	The quality of practitioners interactions will be a focus of staff and setting observations. Practitioners will receive feedback on their interactions following monitoring and during scheduled 1-1 meetings.	Ongoing in 2026			
	Practitioners will improve their use of progression framework statements to identify appropriate next steps within learner observations.	Ongoing in 2026	High quality learner observations will be regularly recorded for all learners. Next steps will reflect the progression statements in curricular pathways.	Intentional planning documentation Children's observations in online platform Tracking and audits of children's observations Records of staff 1-1 meetings Support visits and input from locality lead officers	
	Practitioners observations will be monitored by SEYP and ELC manager to ensure they are regular, relevant, high quality and include appropriate next steps.	February 2026 then ongoing			

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Children are Supported to Achieve QI					
To meet the needs of children throughout the routine of the day, the provider and manager should ensure that children receive the support they need during transitions.	Before the start of the session to children and staff transition into a group activity, the practitioners will organise the required resources to remove any unnecessary wait time.	February 2026 then ongoing	During transitions in each session, pupils will be supported to develop their ideas, to engage in purposeful play and learning and to understand safety expectations. Children who require additional support during transition times will receive this.	Day-to-day SEYP monitoring Scheduled setting and staff observations Setting eBook	Green
	Clearer staff roles and more effective routines will be established to ensure smooth and successful transitions for children after lunch back to play.	February 2026 then ongoing		Records of staff 1-1 meetings Support visits and input from locality lead officers	
	Support for children with additional support needs at the beginning of sessions will be further improved. This will be informed by staff professional learning including visits to other settings. Specific strategies will be detailed in children's individual documents.	February 2026 then ongoing		Children's personal plans and supports and strategies documents Parent feedback at personal planning meetings Scheduled setting and staff observations Setting eBook Records of staff 1-1 meetings and professional learning	Yellow