



Where Every Child is a Unique Child.
School Improvement Plan 2021-2022

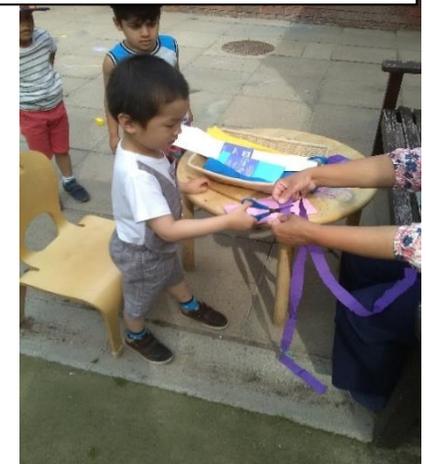


Our mission is to provide a safe, caring and learning environment where our children, families and staff feel they belong.

Children and their families are at the centre of everything we do; we welcome, respect and include everyone

We involve the children and their families in their individual learning, and we build on family strengths

We believe children have endless ways to express themselves; we are dedicated to give them all of the opportunities and the support that they need to reach their full potential.



Our vision:

We need to think big and proactively: we challenge the idea that schools can only focus on learning in some narrow way.

Schools are about welfare, social care and health, with a range of professionals working together. This is even truer for nursery schools.

We have a vision of working cross-sector to build a whole community approach to Early Years to secure that relevant services are provided in an integrated manner and bring significant benefits to our children and their families. We are willing “to act as a hub for our local community and leading the drive for increased quality in our local area” (Department for Education, [An early years national funding formula](#), August 2016, p 37, paras 147 and 148).

We want to ensure that children experience ‘awe and wonder’ each day through meaningful and enriching learning experiences.

Context

Hillview Nursery School is the only maintained nursery school in Harrow and has a very strong history of providing early education, care and support to children and their families in a most inclusive environment through the close partnership of the co-located Hillview Children’s Centre Hub (known as Early Support), special needs schools and other professional agencies. As part of Harrow’s SEND strategy to increase the number of SEND places in the Early Years we have an additionally resourced nursery provision for 12 children for children with complex needs.

Currently we have 102 children in attendance. 5 children are accessing 30 hours, and 12 have SEND. 4 of the SEND children have an Education Health Care Plan (EHCPs), 1 EHCP has been submitted to the local authority for consideration and 6 SEN children who have recently started in the nursery are beginning an SEN support plan. We have 8 two-year-olds, 2 children are subject to a child protection plan, 2 children classed as Child in Need. (Nov 2021)

Children’s starting points

Children start at Hillview with varying levels of development, some of which 63% are significantly below the levels suggested by the age bands in *Development Matters in the Early Years Foundation Stage*. In addition, we know from home visits that many children live in exceptionally overcrowded and sub-standard housing. Home visits tell us that some children have poor health, are under or overweight, and have limited experiences of outdoor play and early learning. Many (82%) of our children have English as an additional language. Our core values include building on family strengths and believing that every child can become a more powerful learner with the right support.

Our school improvement plan (SIP) is effectively a plan of action to develop areas identified in the school’s self-evaluation. When conducting our self-evaluation, we assess processes against the key Ofsted judgements. This is designed to help us consider ways in which proactive leadership can have a positive impact on developing our school and improving outcomes for pupils.

The covid-19 pandemic has interrupted education for the majority of children; we must not allow this year to become a turning-point where all of the progress we have made in recent years will be undone. Therefore, when considering our actions for this year this school improvement plan will be different from the years before. It is also a ‘school recovery plan’ but will reflect our vision and values for all children at Hillview that we have always held.

Any planning for learning will need to create opportunities for pupils to build their self-confidence and readiness to learn whilst at the same time allowing some of the children to cover any lost ground and build on their learning.

Hillview Nursery School is committed to providing a broad and balanced curriculum.

We believe that all children should feel safe, happy, valued, celebrated, challenged and have fun whilst learning at the school.

In bringing this SIP together we looked at the following data:

- Ofsted Reports
- Attainment and attendance data from before school closure
- Financial data
- Results of staff, parent and pupil surveys
- Governors Reports



- Local Authority Reports
- Previous SIPs/SEF and their outcomes

| Strategic Priority 1 | Strategic Priority 2 | Strategic Priority 3 | Strategic Priority 4 |
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| <p>QUALITY OF EDUCATION High quality curriculum will ensure children are motivated, engaged and challenged to become powerful learners and progress in their learning taking into account their interests and dispositions. Planning will take into account children’s loss of learning during covid-19 and lockdown</p> | <p>BEHAVIOUR AND ATTITUDES Leaders and staff will create a safe, calm, respectful and positive environment which will impact on children’s behaviour and attitude. Staff will be aware of both children and parents’ anxiety around covid-19</p> | <p>PERSONAL DEVELOPMENT Every child will be safe, nurtured and be able to build their self-confidence and independence. Embed a culture of self-assured learning and a whole school approach to mental health and well-being to ensure a strong positive impact on our children and staff.</p> | <p>LEADERSHIP AND MANAGEMENT All stakeholders will share and support the Nursery’s development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to government guidelines regarding covid-19</p> |

QUALITY OF EDUCATION

Priority 1: QUALITY OF EDUCATION will ensure children are motivated, engaged and challenged to become powerful learners and progress in their learning taking into account their interests and dispositions. Planning will take into account children’s loss of learning during covid-19 and lockdown

Autumn 1

| Target | Actions | Lead | Success Criteria |
|--|---|--------------|---|
| <p>1. To further improve the offer of a developmental curriculum that encourages children to explore regularly and be curious for their future (cultural capital)</p> | <p>Our curriculum intent and design is embedded securely and consistently across the nursery school.</p> <p>Staff to receive training on The Reformed Development Matters framework and continue to refresh and update knowledge</p> <p>Further sharpen the quality of planning / routine for SEN, 2-year-olds, disadvantaged, most able and children attending full time.</p> | <p>SLT</p> | <p>Children are increasingly challenged with activities which deepen their learning and widen their experience</p> <p>Children transfer their learning into their long-term memory in order to support the next steps and extended learning</p> |
| | <p>Set out curricular goals for all areas of the EYFS for the nursery year</p> <p>Set out curricular goals in the prime areas for two-year-olds.</p> <p>Ensure the curriculum Intent and Implementation are embedded securely and consistently across the school</p> <p>Pupils consistently achieve highly, particularly the disadvantaged</p> <p>Children with SEN achieve exceptionally well</p> <p>The curriculum is ambitious and designed to give all pupils particularly disadvantaged and including people with SEND, the knowledge and cultural capital that they need to succeed in life</p> | <p>Kinga</p> | <p>Monitoring and evaluation shows that opportunities for promoting mathematical skills are embedded in the weekly planning, unique person plans and the daily provision.</p> <p>Planning shows that children’s interests have been taken into account and new knowledge and skills build on previous learning.</p> <p>Children can work towards clearly defined end points</p> <p>Staff consistently use the learning intention cards to focus the teaching according to the skill being planned for</p> <p>It is evident from what the staff do, that they have a firm and common understanding of the curriculum intent and what it means for their practice.</p> <p>Effective use of the child focus sheet, partnerships with parents and evidence of narrowing the gaps and children are achieving</p> |

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| | Intervention groups will take place three times a week to support children's emotional well-being and help them to express their thoughts and feelings. | SLT | Evidence shows interventions have narrowed the gap for all children. Children to feel safe and secure within the nursery. |
| | Staff will build on the effective ways that they teach communication skills through singing and story times, during other parts of the nursery day. Communication and language is part of daily planning | SLT / Team | Planning reflects opportunities for singing and story times which will develop the children's communication skills. |
| | Children to be given as many opportunities as possible to speak throughout the school day. Teachers and staff to ensure that all children, including those who are at the early stages of speaking English as an additional language, learn to speak confidently and fluently, using the new vocabulary they are hearing. <u>Ofsted 2019</u> | SLT / Team | EAL children are learning to speaking confidently and fluently throughout the day Children become effective communicators Children can express their needs |
| | Staff to embed 'open ended questions' into daily practice to extend language and encourage communication confidence | SLT / Team | Children develop the skills of critical thinking and problem solving Children learn the skill of questioning |
| | Staff to also ensure 'OWL' technique is used to ensure children have the opportunity to process information and requests before responding. | Kinga / Agne | Observations of practice Children have time to listen, think and respond |
| To further strengthen the assessment system to ensure consistency of approach for learning in response to parent and children's voice | Staff to undertake EYlog training and use as the new observation, assessment and planning software | SLT / Hannah | Develop efficiency and streamline observations / planning and assessment |
| | Ensure all child records are recorded online and updated regularly in order to assess children effectively | SLT | Online tracking provides and accurate account of child's learning in order to plan next steps effectively Staff are trained in observing and feeding back techniques to develop Learning & Teaching |
| | Ensuring that attainment and progress judgements are internally and externally moderated | SLT | Accurate assessment Appropriate targets / next steps are set |
| | Harrow Early Years inclusion register is completed at the end of each half term | HT | |
| To organise workshops for parents on how to support their children at home | Support parents to enable them to support home learning. | HT | Parents / child are supported at home Parent surveys / feedback / Children's progress |

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Autumn

| Target | Actions | Lead | Success Criteria |
|---|--|------------|--|
| 1. To further improve the offer of a developmental curriculum that encourages children to explore regularly and be curious for their future (cultural capital) | Phonics teaching is carefully sequenced and delivered in an engaging way. Using phase 1 and 2 of Letters and Sounds, set out the milestones we want most children to reach at the end of nursery. | SLT | Children will be familiar with phase 1 and 2 and will be learning the correct pronunciation of letters and sounds. Some children will be introduced to blending, CVC words and early reading. |
| | Provide intervention support for the most able children and the children requiring additional support Intervention groups to resume once children have settled in to focus on communication and language / Social interactions / high achievers Use the EY toolkit to support planning | SLT / Team | Small intervention groups take place three times a week to support speech language development Observations of teaching show that children make at least good progress in language, communication and numeracy skills. A higher proportion of children will be making more than expected progress over time |
| | Extend and deepen children's learning by using more open-ended questioning and signs to encourage children to talk about their own learning | SLT / Team | Observations are captured on children reflecting on their own learning |
| | Adapt the indoor and outdoor learning space in order to promote effective play, inclusion and self-regulation | SLT / Team | All children have access to outdoor learning and equipment to promote their physical and social development. Each child receives a personal learning journey which is based on their own individual culture capital. |
| | Video call with Parents to introduce EYlog (new assessment software) Ensure children and parent voice is appropriately captured in Learning Journeys by Eylog | SLT / Team | Parents will know how to login to their child's learning journal and share home experiences. |
| | At planned times of the day 2-year-olds and rising 3-year-olds are taken into the Green room to focus on the prime area learning goals. This will enable the older children to take part in phonics learning | SLT / Team | A higher proportion of learning, including that of the two year old children, is judged to be outstanding including children's language and communication skills |
| | Ensure all adults in the setting have a clear understanding of what outstanding teaching looks like, for example, planned | SLT | All staff know and understand the key features of outstanding teaching. |

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| | opportunities for practitioners to visit good and outstanding settings | | |
| | Ensure that all teaching makes effective provision to stretch and challenge all children taking account of their starting points and capabilities | SLT / Team | |
| | Kinga and Angeline (Roxeth) to meet to share planning ideas | SLT / Team | |
| To further strengthen the assessment system to ensure consistency of approach for learning in response to parent and children's voice | <p>Ensure links/assessments of ES and other professionals are used to inform accurate entry data</p> <p>Improve the systems for tracking children's progress and identifying key curriculum areas for development, including specific next steps; and embedding Route Map for SEN children</p> | SLT / Team | <p>Teachers and Key persons carry out ongoing assessments of children's development in collaboration with other settings involved</p> <p>Use of 3-4year check to support baseline</p> <p>Effective use of the new EY log</p> <p>Attainment and progress data for all key groups, including vulnerable, SEN and two-year-olds, is reviewed regularly and used to inform planning for children's learning.</p> <p>Effective systems are in place for capturing and analysing data</p> |
| | Effective use of Pupil Premium funding of £..... so that resources are targeted efficiently. | SLT | Intervention groups are carried out to support disadvantaged children |
| | Review children's end of year targets once a term so that when children have achieved them, they are set additional targets | SLT | <p>Appropriate targets will be set following analysis of the baseline assessments. Data will evidence that the target is being met</p> <p>All children meet their appropriately challenging end of year attainment targets</p> <p>The judgements reached are supported by the evidence from children's learning journals, observations and assessment record</p> |
| To organise workshops for parents on how to support their children at home | <p>Phonic, numeracy, healthy eating and new curriculum workshops will take place throughout the year</p> <p>Stay and play sessions will take place once a term</p> <p>Signpost workshops for targeted parents</p> | SLT | <p>Parents are GIVEN SUPPORT</p> <p>Children's learning is reinforced at home</p> <p>Parent's consultations confirm they feel more involved in supporting their children's learning</p> <p>Parents are involved in the school's life</p> |

BEHAVIOUR AND ATTITUDES

Priority 2: BEHAVIOUR AND ATTITUDES Leaders and staff will create a safe, calm, respectful and positive environment which will impact on children’s behaviour and attitude. Staff will be aware of both children and parents’ anxiety around covid-19

| Target | Actions | Lead | Timescale | Success criteria for evaluation |
|--|---|------|-----------|--|
| 1. To maintain existing high standards in supporting children’s wellbeing | <ul style="list-style-type: none"> ▪ Continue to foster a sense of belonging in our inclusive school ▪ Identify children who are having difficulties with emotional self-regulation and show challenging behaviours especially since Lockdown. Working closely with linked Education Psychologist. ▪ Support parent’s anxieties and concerns by having regular meetings and signpost if necessary. ▪ Support the settling of new children through home visits/ video calls and nursery/parent induction ▪ Ensure that the school has up to date safeguarding training, GDPR and Prevent Duty and to revisit regularly to ensure updated information is disseminated ▪ Enhance / maintain the wellbeing area indoors and outdoors ▪ Apply for Harrow Wellbeing bid ▪ Wellbeing champion to attend training and cascade to team (Hannah) ▪ Parents are given a clear message about attendance. ▪ Parents will receive updates about the nursery’s procedures regarding covid-19. ▪ Embed British values into the daily routine daily | All | ongoing | <ul style="list-style-type: none"> ▪ Children are happy and confident ▪ Parents say they are positive about the support given from their child’s key person to help them settle in ▪ Regular liaison with professionals and parents is embedded ▪ SEND meetings are carried out termly with all professionals, parents will receive feedback. ▪ Effective safeguarding policies and procedures are in place and adhered to in line with Keeping Children Safe in Education ▪ Parents feel they are valued as key partners of the school ▪ Parents ensure their children attend nursery regularly ▪ Parents will feel confident about the nursery’s procedures. ▪ Children will access age-appropriate home learning ▪ Staff can support the children’s wellbeing effectively |
| 2. To strengthen practitioner knowledge to ensure all staff can set appropriate level of challenge to develop self-regulation | <ul style="list-style-type: none"> ▪ -Staff to receive training from therapists to support individual children’s learning ▪ -Develop systems to ensure that all children’s needs are taken into account and to stir their curiosity and monitor interaction regularly ▪ Staff will follow individual targets set out on EHCPs. | All | ongoing | <ul style="list-style-type: none"> ▪ -Staff have the knowledge and skills to support individual children and their specific needs ▪ -An embedded system of observations allows focused interventions ▪ -All children feel motivated and involved and build good relationships - targets will be achieved and reviewed |

PERSONAL DEVELOPMENT

Priority 3: PERSONAL DEVELOPMENT Every child will be safe, nurtured and be able to build their self-confidence and independence. Embed a culture of self-assured learning and a whole school approach to mental health and well-being to ensure a strong positive impact on our children and staff.

| Target | Actions | Lead | Timescale | Success criteria for evaluation |
|--|--|------|-----------|--|
| 1. To strengthen strategies to help children develop a caring individuality and a healthy lifestyle | <ul style="list-style-type: none"> ▪ Provide a rich set of experiences that promotes an understanding of people, families and communities (British values, celebration of diversity and equality) ▪ Help children to gain effective understanding of risks ▪ Teach the language of feelings ▪ Staff team to work together to collate evidence and information about how the school promotes and develops health, wellbeing and education – (Healthy Early Years Award) ▪ Develop the wellbeing area which develops understanding and managing of feelings | All | Ongoing | <ul style="list-style-type: none"> ▪ Children are resilient, confident and eager to explore, they have good relationships and know the value of sharing ▪ Children and their families are aware of healthy choices ▪ Families feel supported and involved ▪ Achieve Healthy Early Years Award (Submitted week 2 of Autumn 2 term) ▪ Environment is rich in print including different languages ▪ Children understand how they feel, can manage feelings and discuss them |

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Priority 4: LEADERSHIP AND MANAGEMENT All stakeholders will share and support the Nursery's development ensuring that the finances and future of the Nursery is secure within Harrow Early Years. Leaders will ensure risk assessments and procedures are reviewed adhering to government guidelines regarding covid-19

Autumn 1

| Target | Actions | Lead | Timescale | Success criteria for evaluation |
|--|---|-----------------|-------------|--|
| 1. Continue to implement the Recovery Plan for staff and children returning to Nursery. | <ul style="list-style-type: none"> ▪ Please see table below. | SLT GB | Autumn term | <ul style="list-style-type: none"> ▪ Staff, families and children will feel safe and confident to return to Nursery. ▪ Staff will adhere to the risk assessment and procedures. ▪ Children will all return to Nursery and thrive in our environment. |
| 3. To strengthen partnerships and joint working opportunities with Early Support, other schools, child-minders, PVI settings and parents | <ul style="list-style-type: none"> ▪ Advisory visit ▪ Classroom observation ▪ Engage with Early Years Team and Early Support to increase the profile of the partnership by incorporating ES/Early Years logo/branding and relevant materials/programme of activities ▪ Schedule cycle of meetings with Roxeth Primary ▪ To continue developing a network of PVIs and childminders in the South Harrow area to continue working collaboratively to ensure inclusion fund for training, resources and knowledge sharing is implemented effectively ▪ Deliver parental programmes to reinforce partnerships and parental involvement ▪ Consider to set up childminders network ▪ Continue working with The Helix to support vulnerable children on work experience ▪ Ensure parent engagement supports child development and success ▪ Parents to be encouraged to become involved in fundraising events ▪ Leaders are visible at the start of all sessions to support the children entering the nursery in their correct bubble and ensure families are adhering to social distancing guideline. ▪ Parent questionnaire to be sent home at the end of Autumn 1 asking parents for feedback about nursery covid-19 procedures. | SLT GB JH | Autumn Term | <ul style="list-style-type: none"> ▪ Partnerships are formally established with other settings ▪ Action plan is agreed to move towards a system leadership in EY ▪ Integrated working leads to the most vulnerable children being safer, healthier and developing better, or being referred to specialist services ▪ Improved services for our local children, joint staff development, effective distribution of resources to the advantage of our communities ▪ Student has the opportunity to visit and work alongside nursery professionals in a safe and secure environment. ▪ A strong parent partnership where parents are consulted and supported throughout their child's time within the nursery- ▪ Training for parents / educate parents to support children at home (Home learning) is provided ▪ Staff support EAL parents by translating workshops / documents ▪ Parents are relaxed and engaged in their child's care ▪ Early help /sign posting – support for families and children are provided. ▪ Parents are actively involved in fundraising activities ▪ Analysis of questionnaires will give an overall picture of parents' views regarding procedures. |

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| <p>4. To build capacity into existing distributed leadership model for future working</p> | <ul style="list-style-type: none"> ▪ Further develop Champion roles within the school ▪ Allocate time for professional discussions and sharing practices with local schools, special schools’ partners, and other settings ▪ Involve staff in action research projects and offer targeted training to support change ▪ Link clear tasks to improvement priorities ▪ Ensure that Governors are highly ambitious for the pupils and act on a deep and accurate understanding of the school’s performance and of staff and pupils’ skills and attributes. ▪ (See Governor Action and Development Plan) ▪ Leaders take in to account the well-being of the staff, while also developing and strengthening the quality of the workforce ▪ Update the statutory policies for schools and upload onto the website ▪ Staff restructure | <p>All</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> ▪ Champion areas are evaluated to ensure staff ‘own’ their areas of responsibility and have a solid understanding of the quality of education through the champion areas through evaluation of Intent, Implementation, Impact. ▪ A culture of consultative leadership is embedded. ▪ Planning meetings and regular moderation internally and externally. ▪ A multi-skilled team is established, and staff are ready to take responsibility for improving aspects of the school. ▪ Practice is improved as a result of exchange of skills - ▪ Staffing structure facilitates the delegation of responsibilities ▪ Governors are able to hold the school to account and to support it through changes. ▪ Staff feel satisfied that they are supported within the nursery, and have opportunities to develop ▪ A clear understanding of policies of the setting is adhered to and understood by all ▪ A strong team, lead and supported by strong senior team ▪ Leadership within the classroom |
| <p>5. Governors to strengthen the senior leadership team so that it has the capacity to secure further improvements in mathematics and early communication. <u>Ofsted 2019</u></p> | <ul style="list-style-type: none"> ▪ Develop children’s mathematical development in all areas. ▪ Leaders to review aspects of mathematics and consider precisely what they want children to know and the order in which this will be taught. ▪ Leaders to help staff to plan precisely. Staff need to know how to check children’s understanding systematically and identify any misconceptions they might have. This will ensure that gaps in children’s knowledge do not arise. <u>Ofsted 2019</u> ▪ Leaders to utilise experience of governors for learning walks to improve practice | | | <ul style="list-style-type: none"> ▪ Monitoring and evaluation show that opportunities for promoting mathematical skills are embedded in the weekly planning, unique person plans and the daily provision ▪ Plans will clearly identify success criteria and evaluate children’s learning and next steps. ▪ Displays in the environment will be meaningful and relevant to maths activities set up in the room ▪ Staff will extend children’s understanding of mathematical concepts by providing appropriate resources and using mathematical language. This is evident throughout the environment ▪ Staff are aware of the need to plan exploration of maths through the environment both indoors & outdoors. ▪ Staff are confident in assessing children understanding through attending moderation meetings with leaders. ▪ Feedback from learning walks improves the quality of delivery of service within the nursery |

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| <p>6. Leaders and staff to be aware of mental health and safeguarding issues in staff and children that may have arisen due to covid-19.</p> | <ul style="list-style-type: none"> ▪ Leaders to have one-to-one meetings with staff to discuss any challenges they might be encountering ▪ Work with the Local Authority to ensure services and support systems are in place for a smooth return to school. ▪ To improve teachers' confidence in talking and teaching about mental health and wellbeing in the classroom through the provision of appropriate training, teaching about mental wellbeing ▪ To ensure that additional support and access to services such as educational psychologists, social workers, and counsellors is provided where required ▪ Supervisions | <p>HT</p> | <p>Ongoing</p> | <ul style="list-style-type: none"> ▪ Regular meetings take place with leaders to support staff well-being ▪ Intervention and referrals to take place when necessary ▪ Staff will have received training and are confident about teaching mental wellbeing. ▪ Staff feel that they have the support of leadership ▪ Staff feel their concerns are being listened to and acted upon. ▪ Staff feel confident within the classroom through teacher leadership ▪ Staff are aware of professionals that they can contact if they require further support for their mental health if required |
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Spring1

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| <p>2. To ensure Hillview is able to face national and local challenges in funding</p> | <ul style="list-style-type: none"> ▪ Continue to liaise with Harrow Council regarding funding, bids etc ▪ Review interim arrangements with Early Support to ensure the centre reflects the future service model and user needs (see target 2) ▪ Develop a model that enables partners to enjoy economies of scale with Harrow Special Schools towards Harrow Wellbeing project | <p>SLT GB</p> | <p>Spring term</p> | <ul style="list-style-type: none"> ▪ Consistent high standards of clear communication are in place ▪ Risk is reduced ▪ A formal arrangement between Early Support and Early Years regarding the usage of the space and facilities ▪ Collaboration work with Woodlands and Alexander contribute incisively to SEND strategy |
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Hillview Covid 19 Recovery plan

We recognise that the disruption to learning caused by the pandemic may have impacted on what children have learned. This could result in some children having a wider than usual range of starting points and gaps in their knowledge.

Upon reflection of the Covid 19 pandemic, discussions with parents and other professionals we have carefully planned a structured routine to support the children with their learning journey.

We recognise that for children to flourish and learn, they must feel safe and secure.

All of the children have experienced the Covid 19 lockdowns and restrictions.

During key family calls we learned that many children did not interact with extended family members and spent a lot of time at home with just parent/s, children had limited social interactions in general. Opportunities for children to join groups, visit the park etc were minimal. As a result, parents shared concerns about the transition to nursery.

We introduced a routine that would be consistent and would support the children with a smooth transition. The routine ensures all areas of the EYFS are accessible to the children, there is opportunity for child initiated and adult led activities. We will continue to monitor and adapt the routine to meet the ever-changing needs of the children. The 2-year-olds are welcomed with a soft start, children from the butterfly room have the option of joining this group throughout the day if they wish and vice versa. In the butterfly room the day begins with a group circle, children are introduced to the activities for the day and staff support their learning and engagement.

The structured routine has supported the children to settle happily into the setting. Children know what is happening next and staff are consistent in their approaches. Children's behaviour is good, expectations and boundaries are clear. Children's wellbeing is a priority, the wellbeing areas have encouraged the children to express thoughts and feelings in a safe and comfortable area.

Lever 1: Relationships – we can't expect our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Children -

Staggered settles – short sessions until the child is ready to stay for the full session

Staggered start dates – Children are scheduled to start with a staggered process, giving time for children to settle

2-year-old room – set up specifically to for the younger group – breakaway

Routine is planned with a soft start to ease children into the session

Our family display to support and comfort the children

Parents -

All families receive a call from the key carer to introduce herself and to learn more about the child, needs and interests

Families receive an 'All about me' sheet to read through with the child. This details a photograph, and some information about the key carer

Staff –

Inset training days are planned to promote teamwork

Open door policy to encourage and welcome discussion

Head Teachers are present in the rooms throughout the week to support staff and children

Supervisions – 1:1 discussion with staff.

Staff are kept up to date with risk assessments

Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Children –

The families receive a child focus sheet which help us to understand the child's interests, special events at home, what the parents would like the child to learn and anything new that the child has done. This will inform the planning
Different languages and images displayed

Parents –

Head Teacher is available to the parents at drop off and collection times for discussion
Regular newsletters share information about the nursery and give suggestions of activities for the children to do at home.
Head teacher and teacher leading Regular coffee mornings – with a focus
Kinga to lead online parent workshops
Share Children's centre workshops with parents
Set up bespoke workshops depending on the need ie toilet training / behaviour management to meet the needs of the parents

Lever 3: Transparent Curriculum – all of our children will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our children to heal this sense of loss.

Children – key group time is embedded into the routine to ensure key carer has focus time with key family. The children talk about what they want to do next week. This informs the planning for the following week

Regular observations allow staff to identify gaps in learning which informs future planning and intervention groups.

Interventions – I-Can sessions / Bucket time to support groups

Parents -

Introduce the EY Log which allows parents access to observations and assessments of their child

Staff – This term we focus on getting to know the children and are given time to complete observations

Lever 4: Metacognition – in different environments, children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our children to reskill and rebuild their confidence as learners.

Children –

The first terms focus is the child – All about me. Getting to know each other

The routine is fluid and changeable to meet the ever-changing needs of the children

Planning is based on children's interests with a focus on child-initiated play and a gentle focus activity to support learning / theme / interests

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Children -

Intervention groups are set up according to the needs of the children

Partnership with the children's centre allows bespoke groups and sessions

Wellbeing area has been introduced as a focus area to encourage children to recognise their feelings, talk about their feelings and learn to manage their feelings. This is cosy, comfortable area where children can retreat and rest in the busy classroom

Emphasis on key family time to support the children's transitions

Parents –

Bespoke workshops are provided as and when a need is identified ie toilet training / behaviour management etc.