

# Grove House Nursery School and Children's Centre

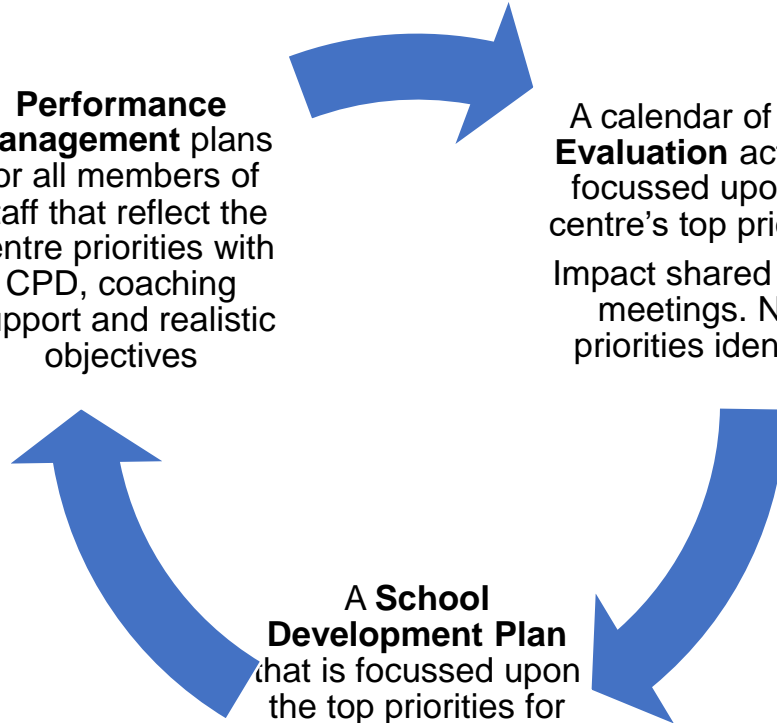
## Development Plan

2024-2027

**Performance Management** plans for all members of staff that reflect the centre priorities with CPD, coaching support and realistic objectives

A calendar of **Self-Evaluation** activities focussed upon the centre's top priorities. Impact shared at key meetings. Next priorities identified

A **School Development Plan** that is focussed upon the top priorities for improving the outcomes for children, underpinned by clear action plans for each priority



## **Grove House Nursery School & Children Centre Mission Statement**

Grove House Nursery School & Children's Centre is a unique provision for children from birth to five years old and their families. The Governors and staff are passionate in ensuring that children are provided with unlimited opportunities to be successful and responsible members of the community. We have a child-centred, inspiring, nurturing and inclusive approach to meeting the needs of all children. Therefore, we develop collaborative and creative working partnerships with parents, families and other agencies, to identify and address barriers to the development of our children.

# Aims



The nursery school is committed to providing a happy and welcoming environment where everyone is valued and cultural diversity is celebrated. In order to achieve this we aim to:

- encourage all children to develop positive self-esteem and become well motivated, independent, resilient learners.
- provide a broad and balanced holistic curriculum, which meets the needs of the individual. Our practice is based on current research and training relevant to children under five.
- provide a safe, secure and stimulating environment, which nurtures a life-long love of learning for children and adults.
- provide access to basic skills, training for work and guidance to family members and the wider community
- offer a range of support to families and signpost them to relevant services where needed.
- involve children/parents/carers/extended family and external agencies as partners in the learning journey.
- provide an inclusive environment where we actively encourage parental/carer involvement in all aspects of the provision, irrespective of race, religion, culture, gender, background, ability or age.
- develop a team where all staff are valued, committed and motivated, with opportunities for both personal and professional development. All staff have high expectations of every child.
- provide a variety of relevant resources, which meet the varying needs of the individual, which reflect the diversity of our community
- ensure that all children are listened to in accordance with the UN Convention on the Rights of the Child and UK legislation (1989 Children Act) and children are free to make choices and to express themselves

## 3 Year School Development Plan 2024-2027

PRIORITIES:	Expected Outcomes: 2024/25	Expected Outcomes: 2025/26	Expected Outcomes: 2026/27
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<p><b>Quality of Education</b></p> <p>An outstanding curriculum in which our intent, implementation and impact are fully aligned; accessible but always ambitious in meeting the diverse needs of all of our children.</p>	<p>Staff to have a good knowledge and understanding of the prime areas of learning and how young children learn and how teaching can support this in the most effective way.</p> <p>Children to make at least 4 steps of progress from their starting points by the end of the academic year.</p> <p>Parents to be involved in children’s learning stories and contribute to their assessments.</p> <p>Characteristics of Effective learning in observations, assessment and learning stories.</p>	<p>Focus on areas of learning identified from baseline assessments and previous years exit data.</p> <p>New cohort of parents to be involved in learning stories and contribute to assessments. Aim to have parent app up and running to enable this in an accessible way.</p> <p>Parents to be involved in the nursery activities and workshops etc in order to develop home learning</p> <p>Continually review the curriculum in line with changing cohort of children.</p>	<p>Review areas of learning to see which need focus.</p>
<p>All children that need additional support have been identified and appropriate plans are put in place.</p>	<p>Baseline assessments carried out and children identified for support. Regular SEND team meetings and supervision carried out.</p>	<p>Continue to develop the work on SEND and the reception provision.</p> <p>Building to be adapted in order to accommodate a more differentiated curriculum for the needs of all children.</p>	<p>Continue to develop the work on SEND and reception.</p>
<p>Children to be engaged in purposeful play, using accessible resources in a calm and stimulating environment</p>	<p>Classroom resources to be organised in order to enable children to develop autonomy. Appropriately labelled baskets/containers in each class to enable access and tidy up to be effective. Resources to be kept in good condition and broken items discarded. Adults to take responsibility for ensuring children are taught how to care for all resources and model this. Displays to be interactive so that children can refer to them and talk about them.</p>	<p>Develop a timeline for implementing the possible plans to re-design the buildings and outdoor areas.</p>	
<p><b>PRIORITIES: Personal Development</b></p>	<p><b>Expected Outcomes: 2022/23</b></p>	<p><b>Expected Outcomes: 2023/24</b></p>	<p><b>Expected Outcomes: 2022/23</b></p>
<p>The engage parents in their child’s learning and in nursery life.</p>	<p>Staff to: Know the names of parent/carers Note when parents/ carers are unable to attend activities put on by the centre and to offer alternatives when physical attendance is not possible.</p>	<p>Parents to be fully involved in the life of the nursery school.</p>	<p>Diversity and inclusion evident in everyday practice.</p>
	<p>Parents report that they have been informed and involved in all aspects of their child’s provision.</p> <p>Keyworkers to invite parents in to talk about their work or hobbies.</p>		

<b>PRIORITIES: Leadership and Management</b>	<b>Expected Outcomes: 2024/25</b>	<b>Expected Outcomes: 2025/26</b>	<b>Expected Outcomes: 2026/27</b>
Recruit new governors to the governing body. Once new children settled, carry out election of parent governors.	Recruit 3 parent governors and an LA governor. Succession planning in place.	Governing body to have full membership and work of the governors developed.	Governing body to have full membership
Staff to be given opportunities to take part in professional development activities.	Moderation sessions enable staff to feel more confident with their assessment judgements.  Training planned with a focus on the prime areas of learning.  Develop leadership roles and skills across the staffing team.	Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community	

**Nursery School Priority 1 2024-25**

<p><b>Improve the enabling environment indoors and outdoors in order to develop an engaging learning and relaxing space for children and adults</b></p>
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What do we want to achieve?	Actions	Success criteria	Timescales and person responsible	Budget allocation
Children to be engaged in purposeful play, using accessible resources in a calm and stimulating environment	<p>Classroom resources to be organised in order to enable children to develop autonomy.</p> <p>Appropriately labelled baskets/containers in each class to enable access and tidy up to be effective.</p> <p>Resources to be kept in good condition and broken items discarded.</p> <p>Adults to take responsibility for ensuring children are taught how to care for all resources and model this.</p> <p>Displays to be interactive so that children can refer to them and talk about them.</p>	Children engaged in a purposeful way and resources are used effectively	Helen to lead	£100 for training and resources.
Garden areas to be improved.	<p>A range of open-ended resources to be made accessible for children.</p> <p>Sheds to be organised in a way to make resources accessible.</p> <p>Outdoor covered area for toddlers.</p> <p>Fences to be repaired/replaced.</p> <p>Enhance our links in the local community area eg exploring community projects such as painting concrete plant pots and litter picking initiatives.</p> <p>Improve entrance pathway, clean back gate areas.</p> <p>Outdoor signs to be replaced/made good.</p>	Garden areas are made more visually pleasing and resources stored and used more effectively	Helen to lead	£2000 for garden resources
Staff communal areas to be more welcoming.	<p>Staffroom seat to be re-upholstered.</p> <p>Put some well-being resources in all communal areas eg adult toilets to have hand cream, air fresheners etc.</p> <p>Put natural elements such a plants, photos of nature in areas to support mental health.</p>	Staff report the communal areas are improved and support well-being.	Helen to lead	£100

**Nursery School Priority 2 2024-25**

**Children to make at least 4 steps of progress from their starting points in the prime areas of learning**

What do we want to achieve?	Actions	Success criteria	Timescales and person responsible	Budget allocation
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A curriculum that meets individual children's needs where planning is informed by formal and informal assessment.	Staff plan robust and creative activities informed by observations and assessment.	Children make good progress from their starting points.	Ruby and Lovejeet to lead	£100
Effective moderation.	Staff to be involved in moderation sessions in pairs or groups	Key worker assessment judgements are consistent with each other.		
All children that need additional support have been identified and appropriate plans are put in place.	Baseline assessments carried out and children identified for support. Regular SEND team meetings and supervision carried out.			
Practitioners are knowledgeable about the prime areas of learning and how to teach children effectively.	SLT to plan relevant training for practitioners. Observations of teaching to be planned with focus on prime areas.	Staff report they feel more knowledgeable about how children learn and develop in the prime areas		
<b>Evaluation</b>				

**Nursery School Priority 3 2024-25**

**100% of parents consulted, report that they feel engaged in their child's learning and development and are actively involved the life of the nursery.**

<b>What do we want to achieve?</b>	<b>Actions</b>	<b>Success criteria</b>	<b>Timescales and person responsible</b>	<b>Budget allocation</b>
<b>Communication with parents</b> To involve parents in their children's learning, through	Keyworker to develop strong relationships with parents. Know	Responses to our parent questionnaires and consultation	Ruby, Lovejeet to lead.	£100 to purchase resources as necessary.

<p>strong parent-keyworker relationships.</p> <p>To develop an effective system to keep parents informed of events and courses.</p> <p>To develop our website as a tool for keeping parents up to date with events and courses.</p> <p>Learning is enhanced by visits to places of interest and parents accompany their child.</p> <p>Parents are involved in the nursery in a variety of ways. Working parents have opportunities to be involved.</p>	<p>what the first name is of all parents in their group.</p> <p>Find out what their job role is and what hobbies/interests they have and arrange visits to talk to children in the nursery.</p> <p>Ensure all meetings events etc are attended by their key children's parents</p> <p>Organise trips linked to children's interests or to expand their cultural capital.</p>	<p>evidence that parents feel involved in their child's learning.</p> <p>90% of parents attend visits that they have been invited to.</p> <p>90% Parents attend events and meetings.</p>		
<p><b>Evaluation Priority 3</b></p>				