

Created; July 2018

# Continuous Improvement Plan

For Wolfson College Day Nursery

*To be reviewed termly*  
**Latest Review Date; September 2019**  
**Next Review Date; December 2019**  
*Created; 7/18 (LP), Reviewed; 11/18 (LP), 3/19 (LP) 6/19 (KJH)*

## Service details

<b>Service name</b>				<b>Registration Number and Date of Registration</b>		
Wolfson College Day Nursery				134014 (12/10/1992) RP518098		
<b>Physical location of service</b>				<b>Physical location contact details</b>		
Linton Road Oxford Oxfordshire OX2 6UD				01865 274 085 (Office) 01865 274 079 (2-5yr Room) 01865 274 074 (0-2yr Room) <a href="mailto:daynursery@wolfson.ox.ac.uk">daynursery@wolfson.ox.ac.uk</a>		
<b>Primary contact at service</b>				<b>Registered Person/ Nominated Individual (Ofsted)</b>		
Karen Hopkins (Nursery Manager) <a href="mailto:karen.hopkins@wolfson.ox.ac.uk">karen.hopkins@wolfson.ox.ac.uk</a>  Kerry Collier (Assistant Manager) <a href="mailto:kerry.collier@wolfson.ox.ac.uk">kerry.collier@wolfson.ox.ac.uk</a>				Barry Coote (Home Bursar)  <a href="mailto:barry.coote@wolfson.ox.ac.uk">barry.coote@wolfson.ox.ac.uk</a>		
<b>Number of Staff</b>				<b>Staff Qualifications</b>		
12				<b>Unqualified: 0</b> <b>Level 1: 0</b> <b>Level 2: 4</b> <b>Level 3 or Higher: 6</b> <b>QTS: 2</b>		
<b>Operating Hours</b>						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:30-17:30	08:30-17:30	08:30-17:30	08:30-17:30	08:30-17:30	Closed	Closed

## Additional information about service

<b>Latest Ofsted Inspection:</b> Good (26/10/18)							
<b>Additional Information:</b> <ul style="list-style-type: none"> <li>• On-site Parking available</li> <li>• Closed for English Bank Holidays</li> <li>• Closed for 2 weeks during August each year and one week at Christmas</li> </ul>							
<b>Children's Groups:</b> Acorns (0- 2.5yrs) Oaks (2-4yrs)				<b>Number of Children on Roll:</b> 33 (June 2019)			
<b>Designated Safeguarding Lead:</b> Karen Hopkins (Nursery Manager) 01865 274085 <a href="mailto:karen.hopkins@wolfson.ox.ac.uk">karen.hopkins@wolfson.ox.ac.uk</a>				<b>Deputy Designated Safeguarding Leads:</b> Nicola Kennedy (Acorns Room Leader) 01865 274074 Chantal Griffiths (Oaks Room Leader) 01865 274079 Rosemary Spearman (Acorns Educator) 01865 274074			
<b>Vulnerable Groups</b>							
Funded 2s	EYPP	SEND	LAC	EAL	Forces	GRT	More able
0	0	0	0	7	0	0	1

## Our Mission and Philosophy

Wolfson College Day Nursery believes in creating a '**home away from home**' for children and families. We believe that by providing children with an environment where they feel safe, secure and supported they will be confident enough to explore the world around them and learn naturally through this exploration. We acknowledge the critical importance of children, parents/guardians and staff as partners in a learning community that promotes the wellbeing, education and development of all children. We encourage family and parent/guardian participation and believe this is a key part of running a successful childcare program. We recognise the value of play. Play is an important part of a child's development. Through play children learn about the world around them and it is, therefore, important to understand how valuable toys and play are in the development of the child.

### We believe:

- All families have the right to quality children's services
- All children are individual it is this individuality that makes them special.
- Children, given the opportunity, are capable individuals who should be encouraged to strive for greatness. We aim to provide these opportunities and see the potential in every child.
  - In embracing families and taking every opportunity to work collaboratively with them.
- That early childhood professionals play an important role in the developing child and by working together as a team they can create a consistent and stimulating environment.

### We aim to:

- Work in partnership with families and the community to provide a quality service
- Provide a caring environment that is accepting of diversity and complementary to a child's home life
  - Create a sense of freedom, trust and security
- Promote parent/guardian participation in the planning, development and evaluation of our programs
  - Encourage children to be active, enthusiastic and creative explorers of their environment
    - Assist children to become independent, confident and inquisitive learners
  - Be flexible and responsive to the changing needs of the children and their families
    - Foster non-discrimination, and create a non-gender biased environment

## Grade Descriptor 1: Overall Effectiveness

A judgement can be made on the sense of achievement and commitment to learning through a Community culture that is evident across the whole setting

- leaders and providers plan, design and implement the EYFS curriculum
- the extent to which the curriculum and care practices that the setting provides meet the needs of the range of children who attend, particularly children with SEND
- the progress children make in their learning and development relative to their starting points, and their readiness for the next stage of their education
- children's personal and emotional development, including whether they feel safe and secure and happy
- whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children
- the effectiveness of leadership and management in evaluating practice and securing continuous development that improves children's education

## Summary of Strengths for GD 1

### Strengths

At Wolfson College Day Nursery we are adapting our provision to include a more child lead approach every child in our setting is a unique individual with their own strengths, interests and areas to improve. We aim to place the children at the centre of our setting to support and nurture their interests and to challenge the child to take risks. We extend children's learning and development in a warm home like environment.

We work with the children from their starting point to support their learning and development following their interests and passions. We use the EYFS as the base of our curriculum workers are knowledgeable of the children's base line and of their needs and next steps. We believe that we need to do all we can to enable children to reach appropriate goals from their starting point. Our curriculum is adaptable, attainable and supportive each child is provided with a variety of activities and play opportunities throughout the day we encourage children to lead their own play and facilitate and extend learning and development. Children have an activity planned for their learning needs weekly and the staff have strong skills in planning in the moment.

Children with SEND are supported well by their key person and team as each child is supported to progress and develop following their special interests. Key person works in partnership with parents/ carers and SEND support workers i.e. EYSENITs.

Leaders and educators support children based on their needs. We support the children holistically by fostering positive relationship's with children and their families so we are aware of outside events which may impact learning and development i.e. children are joining a dance class or a family bereavement. Our nursery nurtures and support children's transition in our setting the free flow affords children to develop relationships with educators in the next room and for children to explore activities in their new room. The nursery communicate with local schools and visits school's to prepare the older children for this important transition, educators work with families regarding transitions i.e. moving or changes i.e. new sibling and support children with changes using books, stories, props and talk times.

We use the key person system to foster warm, nurturing relationships and to support appropriate attachment and bonding relationships with the staff and friendships in their peer group. We have additional staff to ensure the children have one to one time and have flexibility for staff to provide child lead activities and reflection time to support their key groups learning. We have seen this approach is working as the children are making steps in development. Our environment is cosy and inviting we offer cosy areas

available to children throughout the session if they choose to rest or have a quiet time. Children do feel safe in our setting as they have strong relationships with their key people and our nurturing style support the children to feel secure and safe.

We have expanded our free flow time, which has overall affected the wellbeing of the whole nursery. This has effectively reduced accident and peer on peer incidents by over 50%. The option for children to choose where they are spending their time has made a positive impact on the children's wellbeing, the nursery is a harmonious, and calm environment the children are happy.

We have a robust safeguarding and child protection policy and all staff members have attended generalist safe guarding training, we have trained five members of the team to an enhanced safeguarding level. We discuss safe guarding issues, scenarios and complete safe guarding quizzes. We work well with parents/carer's and outside agencies when appropriate to support the children's safeguarding and welfare. We monitor our accident reports at home and at nursery this is reviewed monthly.

We are developing our loose parts resources to support the children's characteristics of effective learning encouraging children to be in charge of their own learning and this is supported by our open-ended play activities.

Management and room leaders regularly audit the environment and learning using the Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale (ECKERS). This ensures the high standards of practice, nurture and health and safety requirements are met. Expectations are high and consistent and the environment supports learning at the child's pace and supports extending children's knowledge. This supports our continuous development as the audits identify areas for improvement.

Staff use peer observations to support peer on peer learning and development supporting our team members to evolve and promote good practice.

The manager holds regular 1:1 supervision times with each team member to discuss the team's wellbeing, concerns, training this also affords the staff to discuss areas of improvement and how we as educators can continue to develop our skills.

Wolfson College Day Nursery works with the Oxfordshire County Council early years team this ensures we have fresh perspective on the nursery to discuss the curriculum and how we support the children in our care.

## Continuous Improvement Plan for GD 1

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Completed
Supervisions	Staff will meet with the manager and discuss practice, policies and staff development	H	The manager regularly meets and completes supervision forms with each team member every two months	July 2018	<i>Supervisions are in place</i>	July 2018
Child lead learning approach	All Children will access the EYFS curriculum following their interests and needs	H	The children will have an activity planned for them weekly by their Key Person following their interests and next steps in learning and development.	July 2018	<i>The child lead planning has been in place and is working well children are making excellent steps in their learning and development</i>	July 2018
Peer Observations	Good practice will be shared and celebrated staff members will regularly observe their team then reflect on the practice seen identifying areas for improvement and celebrating excellent practices	H	Peer observation form to be designed and shared with team L.P	July 2018	<i>Peer observations are in place</i>	July 2018
Maintaining a challenging and safe environment which supports all	All children will use the space safely and well. Activities and play has the flexibility to support individual children's learning and development needs.	H	Manager and deputy manager to complete ITERS AND ECKERS audit to share with the team and plan next steps.	August 2019	<i>1<sup>st</sup> Audit has been completed and next steps shared</i>	20/08/2019 Ongoing audits will happen by annually

children's learning and development							to be completed by Manager/ Deputy
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## Grade Descriptor 2: Quality of Education

A judgement can be made on the effectiveness of teaching, learning and assessment by evaluating the extent to which;

- leaders assure themselves that the setting's curriculum(educational programmes) intentions are met and it is sufficiently challenging for the children it serves
- leaders use additional funding, including the early years pupil premium where applicable, and measures it's impact on disadvantaged children's outcomes
- practitioners ensure that the content, sequencing and progression in the areas of learning are secured and whether they demand enough of children
- children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning
- the providers curriculum prepares children for their next stages

### Summary of Strengths for GD2

## Strengths

At Wolfson College Day Nursery our strengths are that we ensure each child's current knowledge, ideas, culture, abilities and interests are the foundation of our programs. All educators base their program planning on the current interests of the children, and remain flexible to change their program throughout the week according to where the children's interest or questioning leads.

All Educators are involved in the planning process and complete observations of their own key children. These observations then link to our planning and next steps are carried out weekly. By all educators being involved in the planning process, it ensures all key children are at the focus of the programming every week.

All staff support each other in the programming process and are there for each other to support and guide if needed. A weekly meeting takes place in each room on a Friday to discuss the program and plans for the children for the following week.

Staff communicate with parents/guardians on a daily basis through informal chats which also assists in forming the planning to include a child's interest or new skill they are developing at home. Parents/guardians are also provided with 'All About Me' forms on entry to the nursery and then termly after that. This helps educators to get a better understanding of what each child's learning and development is at home and provides opportunities to extend on these whilst they are at the nursery. The Pre-School children are provided with homework journals to complete at home fortnightly. The homework will always be linked to a topic being discussed in nursery during that period and aims at supporting the children to master life skills (e.g. tidying up, taking turns and personal hygiene etc.)

In each child's room, the documentation about each child's day is available to families at all times. Each child has a learning journal of their time at Wolfson College Day Nursery which contains artwork, photos, observations and other pieces that is relevant to each child. This learning journal is also available on request to families whenever they would like it.

All children's agency is promoted throughout the programming and planning as well as daily routines. The children are all encouraged to make up their own beds before nap times, to serve themselves their lunch and clean up after themselves and also to practice simple tasks like putting on their own shoes and coats.

Every child is supported and encouraged to participate in the program, by including a range of large group activities, small group activities and individual experiences that every child can feel comfortable to participate in. Children with additional needs are supported and encouraged to participate in the program. The nursery has a SEND coordinator who is responsible for creating links between the

nursery and external agencies and also parents/guardians so that each child with special educational needs is meeting their highest potential.

At Wolfson College Day Nursery we have extensive, natural grounds around the College, providing a wide range of learning opportunities for the children. The grounds contain big beautiful trees which provide wonderful shade in summer. Our exclusive nursery outdoor area is divided into 2 areas; we have a covered area in the middle of the building and a 'muddy garden' attached to the Acorns room. Both outdoor spaces are utilised regularly throughout the day by all ages of children. The children also participate in regular 'outings' around the college grounds, including sports games in the field, nature hunts in the Bishops Garden and picnics in the park. Our outdoor area provides for plenty of exploration of natural resources- we have trees, plants, dirt with areas for the children to "dig" in, water play, stepping stones and a sandpit for the children to utilise in their play.

The furniture at our nursery is age appropriate for the children and considered suitable for their purpose e.g.-We have small tables and chairs for the children to sit on and provide shelved areas for the toys to be displayed – once again our shelving is all low to provide children choices when selecting activities and resources. The resources provided for the children allow for multiple use and duplicates of toys are provided.

Children are also provided with areas for rest and relaxation in both the indoor and outdoor environment.

We provide regular physical activities such as yoga, dance classes, parachute games and obstacle courses to promote children's gross motor skills, dance and learning through musical and drama skills.

Sustainable practices are embedded throughout the curriculum. All children have junk modelling materials available to them, cardboard boxes are reused for children's imaginative play and, where possible, paper is reused for scrap paper in our creative areas. Each room and outdoor space has a recycling bin as well as a waste bin.

## Continuous Improvement Plan for GD2

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Completed
Links with parents/guardians to be strengthened	Parents/guardians are actively involved in children's learning and development, facilitating each child to reach their full potential.	M	<p>-TED system implemented to support children continuous learning. The teddy goes home with each child to continue whatever learning is currently happening in the nursery</p> <p>-Home learning journals implemented to allow a continuum between home and nursery learning. Parent/guardian, therefore, contribute to room planning</p> <p>-Magic moments to be revamped and more interactive for parents/guardians and educators input</p>	31/10/18	<p><i>-Home learning journals created (07/18)</i></p> <p><i>-Magic moments revamped in Acorns room and parents/guardians provided with a template to complete with a magic moment form home (07/18)</i></p> <p><i>-More regular communication going on through emails and parent evenings (11/18)</i></p> <p><i>-Parent feedback survey sent out on 8/11/18</i></p>	<p><b>Yes-</b> Parents are a lot more involved in the nursery. They receive weekly emails and updates on any changes within the nursery. Their feedback is sought and actioned.</p> <p>(14/11/18)</p>
Links with community to be strengthened	The nursery to have strong link with various aspects of the community. Children to have a greater sense of belonging as they link with the local community and learn about their importance in society.	M	-Oaks room to contact local schools to create connections to support children transitioning to school.	31/10/18	<p><i>-Dentist visited on 29/10/18</i></p> <p><i>-Children explored a post office theme and linked with lodge to</i></p>	Yes- School visits have been made and teachers have visited the

			<p>-LP to contact different companies in the community to create links (dentist, baker, library etc.)</p> <p>-Both rooms to commence trips round the college to link with other departments. Possibly visits to the kitchen to cook, doing some planting with the gardening team etc.</p> <p>Nursery Network meeting has been set up to foster strong links with other local nurseries, schools and health care professionals.</p>		<p><i>learn about the post system. They also engaged in a pen pal system with a nursery in Australia (10/18)</i></p> <p><i>-School links are to be strengthened now and more regular interaction with the rest of the college (11/18)</i></p> <p><i>Links are being made and plans to meet regularly supported training and fostering good relationships. (06/19)</i></p>	nursery July 2019
Cultural capital development of relationships with families	The nursery will run a stay and play session inviting existing parents and new families	L	The stay and play session aims to develop relationships with families, children, staff and new families in an informal play session ran on the weekend to allow working parents the option of attending.		<i>Activities are being planned and poster/flyer designed</i>	
Cultural capital Parent/Family consultations	The one to one meeting with the families and children's key person allows opportunities for families to discuss concerns or challenges they may be experiencing and provide essential	H	The consultations are in place and take place approximately every four months.		<i>This is current practice</i>	July2018

	knowledge to the key person to help nursery prepare the children for future success.					
Cultural capital	Recent parent/ Carer feedback has asked the team to sing new songs with the children	L	Manager will introduce song of the month, to encourage language development	ASAP		
Staff interactions with children	Staff to ensure every interaction is treated as a learning opportunity. Staff to be aware of the importance of open ended questions, meaningful interactions, narrating play	H	<p>-Staff to attend a workshop on meaningful interactions</p> <p>-Positive language and open ended question resources to be made available to the staff</p> <p>-Peer observations to be undertaken, aimed at specifically observing staff interactions with the children and</p>	30/9/18	<p>-Talked to staff about narrating children's play. Discussed it's importance on developing children's language skills (25/7/18)</p> <p>-Interactions workshop booked for September 2018 with LEA</p> <p>-Discussed in staff meeting the importance of open ended questions and discussed what type of questions are 'open ended' (16/8/18)</p>	<p><b>Yes</b>- Staff are aware of best practice and are actively using effective strategies with interacting with the children. Open ended questions are used and peer observation system effectively tackles poor interactions. (14/11/18)</p>
School Readiness	Strong focus on school readiness in the year before school. Children are emotionally ready for the transition. The families are supported	M	-Oaks room to contact local schools to create connections to support children transitioning to school.	2018/19 academic year	-Room routine changed and implemented to be more structured in Oaks room (02/19)	Yes- School visits have been made and teachers have visited the

	throughout the process so the transition is smooth for the children and families alike.		<p>-Staff to hold a parent/guardian evening every year for families of children attending school. Local school to be invited to the parent/guardian evening to chat with the families about the transition.</p> <p>-Room routine to be implemented to start children focusing for longer periods of time of certain activities. School readiness activities incorporated throughout the annual planning.</p>		<p>- Local schools contacted about a potential excursion for the older children to a school to get more experience of a school setting (03/19)</p> <p>-Room have created a 'school book' with photos of their new schools for the children to browse through. Lots of conversations around school have been taking place in the Oaks room (06/19)</p>	nursery July 2019
Characteristics of effective learning	Characteristics of effective learning (CofEL) evident throughout room planning. Each child's progress in displaying characteristics of effective learning is documented and next steps planned.	H	<p>-Minimum of one observation per month dedicated entirely to Characteristics of effective learning</p> <p>-Next steps for the above observation is incorporated in room planning</p> <p>- Characteristics will be included in the majority of observations staff will be supported in how to include CofEL in observations, help sheet and</p>	30/09/18		
				25/06/19		

			<p>handouts will be given to scaffold the change.</p> <p>-A Mark making area will be developed to promote children's free choice and to support the three areas of CofEL Engagement, motivation and thinking.</p> <p>-A celebration basket will be created for children to explore and access. This will be updated throughout the year and will support The Engagement area.</p> <p>-The story area in the covered garden will be developed using props, objects, musical instruments costumes i.e. masks and hats. This will support the motivation area of CofEL.</p>	<p>08/19</p> <p>09/19</p> <p>09/19</p>		
Outdoor Play	Outdoor play in important role in the children's daily routine. Children are accessing the outdoor area daily and experiencing nature play. Excursions around the college grounds are occurring regularly and excursions outside college grounds are occurring termly.	H	<p>-Muddy garden to be developed further</p> <p>-Staff to take children on excursions around the college minimum twice a week until next review date</p> <p>-Planning to incorporate outdoor areas</p> <p>-Covered yard to be made more natural and inviting. Plastic toys to be</p>	ASAP and ongoing	<p><i>-Covered space divided into areas and each staff member developing their set area (07/18)</i></p> <p><i>-Gardening team have started to develop muddy garden(07/18)</i></p>	

			<p>minimised and more wooden natural materials incorporate in the area</p> <p>-LP to look into insurance options for excursions outside the college grounds for upcoming academic year</p> <p>-Forest school/ risky play to be implemented</p>		<p><i>-Plants added to covered yard and plastic toys removed (08/18)</i></p> <p><i>-External excursion have commenced, with trips to the museum and the theatre (12/19)</i></p> <p><i>- Staff member attended outdoor play training (06/19)</i></p> <p><i>- Nursery now have access to a raised garden bed in the college grounds and do weekly excursions to monitor their growing plants (06/19)</i></p>	
<p>Physical development</p> <p>Large and small movements</p>	<p>Free flow play will be incorporated into the daily sessions. Children will have the opportunity to explore the garden in all safe weathers. This will support physical development</p>		<p>KJH introduced Free flow in July 2019</p> <p>A free flow timetable has been made and staff cover the areas and maintain the ratio.</p>	In place	<p><i>Free flow has been successful and continues to support children's learning and development needs</i></p>	<b>July 2019</b>

## Grade Descriptor 3: Behaviour and Attitudes

A judgement can be made on the personal development, behaviour and welfare of children by evaluating the extent to which the provision is successfully promoting and supporting children's:

- playing and exploring
- active learning
- creating and thinking critically.

### Summary of Strengths for GD3

<b>Strengths</b>	<p>At Wolfson College Day Nursery promoting high quality personal development, behaviour and welfare is a top priority within our nursery. A well-established key person system is in place, helping children form secure bonds with educators and also supporting parental/ educator relationships. Key workers all have a 'buddy'. This buddy takes over the key person duties in the absence of their child's key person. Parents/guardians at Wolfson have daily informal meetings with their child's key worker or the key workers buddy to discuss their child's behaviour and welfare. There are also parent/teacher meetings arranged regularly throughout the year to give parents/guardians the opportunity to meet with their child's key worker on a one to one basis to discuss their child's learning and development.</p> <p>When enrolling your child at Wolfson College Day Nursery, we encourage families to participate in some orientation with their child before commencing at the nursery. We do this by inviting the parent/guardian and child to spend some time over a period of days in the room getting to know the key person and the room's routines. This also provides staff with the time to explain the program and observation process in more detail and learn more about the child through discussions with the parent/guardian.</p> <p>Children are provided with stimulating, welcoming environment to encourage them to thrive within the nursery. This also acts a behaviour guidance tool as children are encouraged to use the areas correctly. Children are encouraged to be risk takers as they are viewed as competent, capable individuals. Through risk taking, the children develop awareness of actions and consequences.</p> <p>Children are involved in rule setting for their classrooms. This allows them to take responsibility for their actions and understand choices and consequences. Behaviour guidance systems are put in place if and when needed by the child's key person having a one to one</p>
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meeting with management and then the child's parents/guardians. A plan is put together simultaneously with the parents/guardians to ensure consistency when managing the children's behaviours. This plan is drawn up in line with the nursery's 'Promoting Positive Behaviour' policy.

Each child's health needs are supported by providing three nutritional meals throughout the day. Milk is offered in the morning and afternoon and the children have access to water by being provided with their own drink bottle or for the older children they are able to pour their own drinks through the use of jugs and cups. Outside we have a drinks station for the older children to use whilst the younger children also have access to their drink cups during outdoor playtime. For morning and afternoon tea, the children are provided a different range of fruits and/or nutritious snacks. During meal times a lot of discussion takes place encouraging healthy eating habits amongst the children. We also cater for children who have individual dietary requirements and religious or cultural beliefs.

The children and educators at our nursery follow the hand washing procedure daily and staff role model this at all times. We ensure that children wash their hands before and after meals, after nappy changes, after wiping their noses, after coming inside from the outdoors and as well as on arrival and departure from the nursery which the parents/guardians are encouraged to do to help prevent the spread of germs from the home and from the nursery.

We promote nappy change times to be safe and engaging for the children by singing songs to the babies and engaging in conversations with the older toddlers. Where needed, children are assisted with walking up and down the stairs to the nappy change mat. The children at Wolfson College Day Nursery are provided with adequate time for sleep, rest and relaxation. In the baby's room, the youngest children sleep in cots and their individual routines are followed. The older children that are beginning to transition to Pre-school are encouraged to sleep on the sleep mats. In the Pre-school room we have a set time for sleep but we are mindful of children who wish to rest at different times and provide a cushioned area in each room for them to relax if they wish. The pre-school room provides a rest area in the room where the children are encouraged to relax on the cushions, read a book or just take time out whenever they feel tired or overwhelmed. This area, also includes an 'emotions board' to enable to children to recognise and label their emotions. Children are provided with their own sheet and blanket, any comforters they may need and relaxing music is played to provide a relaxed and calm atmosphere, ensuring the children get a good rest. Our mattresses are wiped and cleaned daily after the children have woken to prevent germs.

We also provide the children with physical outdoor play such as running, climbing, bike riding, swings etc. We encourage physical play at Wolfson College Day Nursery as we are aware how important children's health and physical development is for their health and

wellbeing. All our activities within the nursery are appropriate according to the children's individual needs. As educators we make sure we incorporate these needs within our programs.

The staff at our nursery, fill out a detailed report of any accidents that occur throughout the day. Parents/guardians are notified when they collect their child and are asked to sign the accident report. If the accident is a serious one parents/guardians will be notified by phone immediately and the appropriate actions will be taken. We ensure when we administer medication that a qualified staff member measures and administers the medication to the child and that an assistant in the room verifies the dosage and witnesses the medication being given to the child. The medication is always verified and the date checked by the room leader before measuring up the dosage. Prescribed medications are also checked to ensure that the name on the bottle is the same as the child that the medicine is being given to. Both the room leader and assistant must sign the medication form the parent/guardian filled in. On collection of their child the parent/guardian must sign the form again.

All staff receive appropriate first aid training to ensure they are equipped to deal with emergency situations. Staff also participate in regular safeguarding training to keep them up to date on all laws, regulations and requirements regarding safeguarding and their duty of care.

Children's attendance records are rigorously recorded. Any absences are followed up by the child's key person to ensure the child's safety and to encourage early intervention when necessary.

All the chemicals at the nursery are kept in the laundry, which is inaccessible to the children. The laundry door has a high handle and has a sign on it asking for the door to be kept closed at all times. A spray bottle of food safe sanitiser is kept in the rooms to clean up the tables and other messes. These bottles are kept up on a high shelf. When mopping areas of the nursery a safety sign is always placed near it indicating the floor is wet.

Overall we believe Wolfson College Day Nursery is of high standard with our personal development, behaviour and welfare practices. We all work together to make our nursery a safe and stimulating environment for the children.

## Continuous Improvement Plan for GD3

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Completed
Nappy change areas in both rooms	Both nappy change areas to have steps provided to allow the children to walk up and down independently when having their nappy changed	M	-LP to speak with BC to arrange carpenter to build these steps ASAP	31/10/18	-Meeting with carpenter on 31/7/18 to discuss the steps required for both nappy change areas.  -BC ordered new nappy change areas to be installed ASAP (10/18)	<b>Yes</b> - Children are now able to walk up to the nappy change areas independently (01/19)
Children's self-awareness and emotional intelligence	Children display self-regulation with regards to emotions and behaviour. Children feel confident in expressing their emotions and talking about how they felt	H	-Each room to create an emotions board area so that children are encouraged to reflect on their feelings.  -Each room to have photos and mirrors with emotions so that children can see what emotions look like.  -Staff to use narrative language to describe to the children what their feelings are; e.g. "I can see you are upset, what can we do to make you feel better"  -Staff to read books, singsongs and talk about emotions at circle times	31/10/18	-Oaks have created an emotions board and have displayed mirrors for self-reflection (07/18)  -Interactions Workshop booked for staff for September 2018	<b>Yes</b> - Children are actively labelling their emotions and staff are teaching the children about emotions during their interactions (14/11/18)

			and other appropriate times throughout the day.			
Children's knowledge of choices and consequences	Children to be aware that their choices have consequences. As a result, children respect each other and respect the resources within the nursery. Children follow and understand class rules.	H	<p>-Staff to model appropriate behaviours.</p> <p>-Both rooms to set rules for the children to follow (positive language)</p> <p>-Choices and consequences to be enforced (e.g. if a child rips a book, they must fix it)</p>	ASAP and ongoing	-Golden rules implemented (09/18)	<b>Yes</b> - Staff are consistently teaching the children that if they make a bad choice, there is a consequence and this is actively tackling negative behaviours. (14/11/18)
Family Links Training	The family links nurture programme supports our existing behaviour policy, and offers a parenting programme to support. Manager to arrange a whole team training session.	M	Team to all take part in the same training to promote a consistency in behaviour management and nurturing across the team. To promote a common language and approach to behaviour management	ASAP		

## Grade Descriptor 4: Personal Development

A judgement can be made on outcomes for children by taking in to account the current levels of development and progress and making a relevant judgement on learning outcomes for children by evaluating the extent to which:

- the provision must successfully be promoting children’s personal development. Judgement will be made on the children’s all round development being mindful of the ages and stages of the children in the setting.

### Summary of Strengths for GD4

<b>Strengths</b>	<p>At Wolfson College Day Nursery, outcomes for children are evaluated using a ‘tracking’ system to determine the progress each child is making. The tracking tool allows educators to break down the results into various areas such as; progress for each child’s key group, progress based on age, progress based on gender, progress based on EAL or SEND. The results of this tracking is discussed with educators in group meetings and next steps are planned based on the results.</p> <p>To ensure that children are progressing to their best ability, we ensure each child’s current knowledge, ideas, culture, abilities and interests are the foundation of our programs. All educators base their program planning on the current interests of the children, and remain flexible to change their program throughout the week according to where the children’s interest or questioning leads. All Educators are involved in the planning process and complete observations of their own key children. These observations then link to our planning and next steps are carried out weekly. By all educators being involved in the planning process, it ensures all key children are at the focus of the programming every week. High expectations are embedded within our practice to encourage learning goals to be met.</p> <p>Staff communicate with parents/guardians on a daily basis through informal chats which also assists in forming the planning to include a child’s interest or new skill they are developing at home. Parents/guardians are also provided with ‘All About Me’ forms on entry to the nursery and then termly after that. This helps educators to get a better understanding of what each child’s learning and development is at home and provides opportunities to extend on these whilst they are at the nursery. The Pre-School children are provided with homework journals to complete at home fortnightly. The homework will always be linked to a topic being discussed in nursery during that period and aims at supporting the children to master life skills (e.g. tidying up, taking turns and personal hygiene etc.)</p>
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Two year checks and leaver's reports are completed in a timely manner and the information gathered is discussed with the child's parents/guardians. This information is also passed on to relevant parties when needed (i.e. the child's new nursery or primary school).

Links with external agencies, such as speech therapists etc., is encouraged to promote each and every child's learning and development. External agencies provide support to the nursery in areas that the educators may not have particular experience or education in. Information on EYPP and 2 year funding is available to the parents/guardians to encourage access to resources that may benefit their child's learning and development during their time at nursery.

At Wolfson College Day Nursery we follow, a child lead approach so each child in the setting has their needs met and children's learning and development is extended by providing a learning rich environment and experiences following the children's interests.

## Continuous Improvement Plan for GD4

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Completed
Tracking of children to determine their progress	Tracking to be completed termly and follow up action to be undertaken based on results of the tracking. Staff to be aware of the progress their key children are making and be able to support children from minority groups where needed. Results of the tracking influencing the staff's next steps for the children.	H	<ul style="list-style-type: none"> <li>-LP to be trained on Oxfordshire Tracking tool</li> <li>-Key person completing termly tracking sheet for each of their key children</li> <li>-LP to then implement all data on children progress termly</li> <li>-Staff to analyse data results and plan next steps based on the results</li> </ul>	5 <sup>th</sup> August 2018 and then ongoing	<ul style="list-style-type: none"> <li>-LP trained on tracking tool (24/7/18)</li> <li>-Staff given tracking sheets to complete as part of supervisions (due back 1/8/18)</li> <li>-New reports implemented for all children's tracking data to ensure the information is evaluated and planned for (10/18)</li> </ul>	<b>Yes</b> - Tracking is now up and running. Staff do termly tracking on their key children and reflect on the data to plan next steps for the children. These next steps are then evaluated at the end of the term. (03/19)
Parents/guardians involvement in their child's learning and development	Parents/guardians to be actively involved in their child's learning and development. Parents/guardians to be able to confidently identify the progress their children are making at nursery and feel supported in continuing their learning and development at home.	H	<ul style="list-style-type: none"> <li>-LP to invite all parents/guardians to attend a parent teacher meeting before the end of term</li> <li>-Learning journeys readily available to parents/guardians whenever requested</li> <li>-Termly parent/teacher meetings offered to all families</li> </ul>	17 <sup>th</sup> August and ongoing	<ul style="list-style-type: none"> <li>-All parents/guardians offered parent/teacher meeting(25/7/18)</li> <li>-Home learning board created in Oaks (1/8/18)</li> <li>-Staff informed of 'All about me forms' and folder made for easy access (1/8/18)</li> </ul>	

			<p>-Families to complete an 'all about me' form termly, which document their child's progress at home. This form is used to inform staff planning.</p> <p>-Home learning area created for both rooms. This provides parents/guardians with resources to take home that will support their child's learning in the home environments</p>		<p><i>-Home learning ideas and areas to be evaluated as they are not working effectively. (14/11/18)</i></p> <p><i>-Parent feedback shows that parents want more than termly information on their child's learning and development so staff to find new ways of informing parents of their child's progress (14/11/18)</i></p>	
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## Grade Descriptor 5: Leadership and Management

A judgement can be made on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision and care for children
- improve staff practice, teaching and learning through effective systems for supervision, rigorous performance management and appropriate professional development
- evaluate the quality of the provision and outcomes through robust self-evaluation, taking account of the views of parents/guardians and children, and use the findings to develop capacity for sustainable improvement
- provide learning programmes and a curriculum that has suitable breadth, depth and relevance so that it meets any relevant statutory requirements, as well as the needs and interests of children
- successfully plan and manage the curriculum and learning programmes so that all children get a good start and are well prepared for the next stage in their learning, especially being ready for school
- actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and reduce any differences in outcomes between groups of children
- actively promote British values
- make sure that arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

## Strengths

At Wolfson College Day Nursery, our aims are to;

1. Follow rigorous safe recruitment processes for all new employees.
2. Provide a skilled and engaged workforce of people who are dedicated and love working with children.
3. Maintain sound administration systems that are organised and up-to-date.
4. Provide a safe and healthy learning environment for all staff and children in our nursery.
5. Provide positive and educational learning environments which reflect different cultures and community groups.
6. Display relevant information as required under the Statutory Framework.
7. Create and maintain a positive and professional cultural environment.
8. Provide a team of workers with high values and are of a benefit to our nursery, families and especially the children.
9. Maintain continuity of educators- provide a work environment where staff turnover is low.
10. Children achieve the outcomes of our EYFS programs and that children are provided with a range of interesting and educational experiences that reflect their likes, interests and development.
11. All staff must undergo an enhanced DBS check before being left unsupervised in their role.

On beginning work at Wolfson College Day Nursery, staff have an orientation process to introduce them to all areas of the nursery. A staff information area is set up in the staff room which provides information on the nursery, safeguarding procedures and any interesting or relevant articles to promote staff professional development.

The Continuous Improvement Plan is developed in line with the staff so they are involved in the improvement needed.

All children and staff records/information is filed and stored away in a secure and confidential place that only the Manager and Deputy Manager have access to.

The Manager at the nursery adheres to an open-door policy where the office door is always open for staff to come and discuss any concerns or queries. During confidential meetings or phone-calls, this door is closed to discourage anyone from entering and interrupting, unless it is an emergency. A highly qualified Management team are employed by the nursery. Both managers have previous managerial experience which helps to implement new, fresh ideas. Managers regularly attend networking events and professional developments/trainings to ensure their standards remain high and the nursery continues to strive for excellence.

Wolfson College Day Nursery also offer Apprenticeships and Professional Development opportunities to the Educators in order to further support their learning and development, having a direct impact on the level of care provided to the children.

Wolfson College Day Nursery tries to instil consistency at the nursery in terms of staffing arrangements. Educators are allocated to one room at the nursery and are all employed on a full time basis, help to build a bond between staff, children and their families.

Parent/guardian suggestions and grievances are read and actioned upon to ensure continuous improvement is a priority at the nursery.

Staff ensure correct child/teacher ratios are upheld at all times in accordance with the Statutory Framework to ensure the children are provided with the opportunity to enhance their development through the correct number of contact staff in each room. The Pre-School room has an additional staff member fulltime to assist with activities and the daily routines.

All staff hold correct qualifications or are studying towards them and have relevant and extensive experience in the Early Childhood Industry. All staff at the nursery have completed valid Paediatric First Aid Training and update it regularly, when required. We encourage all staff to reach their full potential by working together as a team and assisting and supporting each other through meetings and everyday work. All Staff have completed full and relevant Safeguarding Training, inclusive of training on Prevent Duty. This training is regularly refreshed with online updates and Staff Safeguarding Quizzes during staff meetings.

British Values are instilled in our practices in numerous ways:

- 1. Rule of Law:** Children and staff talk about feelings, have shared expectations and rules and staff explain the consequences of not following rules to the children.
- 2. Democracy:** Children are given choices and they self-serve their lunch. They are also encouraged to turn take and they are actively involved in setting class rules.
- 3. Individual Liberty:** Children participate in show and tell and they receive constant praise and encouragement
- 4. Mutual Respect & Tolerance:** Multi cultural celebrations are incorporate year round. Multicultural stories, cooking and activities are undertaken. We integrating languages, promote respectful relationships, and implement non-biased practice. All staff are respectful of each other and the Room Leaders role model appropriate standards of work and guide staff to ensure professional standards are upheld as well as their interactions with children and family.

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Complete
Systems to further support staff knowledge of Safeguarding	Staff to have access to various materials that will support their in-depth knowledge of safeguarding duties. Staff should be able to answer questions when asked about anything in relation to safeguarding.	H	<ul style="list-style-type: none"> <li>-Staff to be given regular safeguarding quizzes as part of staff meetings</li> <li>-Staff to be given keyring that they can carry at all times with important safeguarding contacts</li> <li>-Safeguarding board and folder to be introduced to the staff room</li> <li>-Sporadic questions asked to staff by safeguarding leads</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>-Keyrings complete and handed out to staff during supervision meetings (24/7/18)</li> <li>-Safeguarding board and folder revamped and available for staff to use at all times (24/7/18)</li> <li>-One safeguarding quiz already completed for June. New safeguarding quiz ready to give out for July (27/7/18)</li> <li>- LADO training strengthened staff knowledge of safeguarding (18/10/18)</li> </ul>	<b>Yes</b> - Staff are all tested regularly and their knowledge of safeguarding is very strong (14/11/18)
Staff performance and professional development not addressed adequately	Regular supervisions to be carried out, no later than every 8 weeks. Underperformance tackled through early intervention and performance management procedures. Staff/management are able to identify their areas of weakness and determine appropriate professional development moving forward.	H	<ul style="list-style-type: none"> <li>-Supervisions scheduled at the start of every year</li> <li>-Supervision to include section about professional development and document areas staff are interested in developing in</li> <li>-Peer observations to commence in the nursery. This allows management</li> </ul>	31/7/18	<ul style="list-style-type: none"> <li>-Supervision template updated (23/7/18)</li> <li>-All staff first supervision completed (31/7/18)</li> <li>-Training plan discussed with all staff members (31/7/18)</li> </ul>	<b>Yes</b> - Supervisions are now undertaken regularly. Staff are offered training and development and through peer observations, we are adequately

			to make informed decisions about areas of strengths and weakness amongst the staff		- Peer observations commenced and feedback provided immediately. (10/18)	addressing areas for improvement.  (14/11/18)
Support links and networking	The nursery to have strong networking links with other local nurseries. Such links will provide support for both management and other staff development.	M	-LP to contact local nurseries to commence networking  -LEA to provide links for networking with other nurseries  -BC to contact University nursery to try to organise networking meetings  -Management to implement peer system with another nursery to ensure practices remain relevant and to provide a support system for management team	October 2018	-BC arranged for manager of other nursery to spend time in Wolfson College Day Nursery (07/18)  -LP arranged for visits for all staff to local nurseries (17/7/18 and 10/9/18)  -LP has spoken with local numbers managers but a peer to peer system has not yet been implemented (14/11/18)  - LP and KC have visited local nursery to meet with management team. A potential for future internal peer inspections and also joint training sessions were discussed (8/1/19)  -LP and KJH organising network coffee morning for local nursery managers and health visitors (06/19)	
Resources for staff development	Staff to have readily available access to resources that will support them within their role.	M	-LP to create area in the staff room for 'Staff Resources'. This area is to	October 2018	-LP created 'Staff Resources' area in staff room (07/18)	

			<p>be used for storing any books that will support the staff in their jobs.</p> <p>-Ensure ideas and inspiration books are available to staff.</p> <p>-Create Pinterest page for staff involvement to keep them motivated and inspired.</p> <p>-EYFS/ Statutory Framework, Inspection Handbook and Inspecting Safeguarding to be put into folder in the staff room</p>		<p><i>-Books and resources added to area so they are available for staff (01/08/18)</i></p> <p><i>-WhatsApp group created amongst staff to share inspiration and ideas (09/18)</i></p> <p><i>-Staff using Pinterest more regularly to get ideas (10/18)</i></p> <p><i>-Nursery to organise subscription to Twinkle Box account and Nursery World to allow staff access to extra resources (14/11/18)</i></p>
British Values embedded across nursery	Staff to be aware of British values and able to discuss them. British values to be embedded in all nursery practices.	H	<p>-Both rooms to create a British Values board to celebrate cultural backgrounds of all staff and children present at the nursery</p> <p>-Classroom rules created for both rooms.</p> <p>-Children more involved in their daily routine, making decisions and gaining more independence</p> <p>-Embed different languages (only ones relevant to people in attendance) in the nursery</p>	17/8/18 and ongoing	<p><i>-Both rooms have created a 'British Values' board</i></p> <p><i>-Both rooms have started self-serve meal times (July 2018)</i></p> <p><i>-Language welcome signs created for both rooms (01/08/18)</i></p> <p><i>- Golden rules updated and a set sent home with the children so they have access to the rules at home (11/18)</i></p> <p><i>- Bilingual language displayed around rooms for the children with EAL (11/18)</i></p>

					<p><i>-Bilingual books bought and new multicultural resources added to the play spaces (10/18)</i></p> <p><i>- Staff to be tested regularly on the British Values; what they are and what they mean to us (06/19)</i></p>
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