Continuous Improvement Plan
For Wolfson College Day Nursery

To be reviewed termly
Next Review Date: October 2018
## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Registration Number and Date of Registration</th>
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<tbody>
<tr>
<td>Wolfson College Day Nursery</td>
<td>134014 (12/10/1992)</td>
</tr>
</tbody>
</table>

### Physical location of service
- **Linton Road**
- **Oxford**
- **Oxfordshire**
- **OX2 6UD**

### Physical location contact details
- 01865 274 085 (Office)
- 01865 274 079 (2-5yr Room)
- 01865 274 074 (0-2yr Room)
- daynursery@wolfson.ox.ac.uk

### Primary contact at service
- **Angela Jones (Manager)**
  - angela.jones@wolfson.ox.ac.uk
- **Lydia Payne (Deputy Manager)**
  - lydia.payne@wolfson.ox.ac.uk
- **Barry Coote (Home Bursar)**
  - barry.coote@wolfson.ox.ac.uk

### Number of Staff
- 10 (2 currently on maternity leave)

### Staff Qualifications
- **Unqualified:** 1
- **Level 1:** 0
- **Level 2:** 0
- **Level 3 or Higher:** 7
- **QTS:** 2

### Operating Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>08:30-17:30</td>
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### Additional information about service

**Additional Information:**
- On-site Parking available
- Closed for English Bank Holidays
- Closed for 2 weeks during August each year and one week at Christmas

**Children’s Groups:**
- Baby School (0-2.5yrs)
- Big School (2-4yrs)

**Number of Children on Roll:**
- 25 (31/7/18)
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: Effectiveness of the 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.
Summary of Strengths for GD 1

<table>
<thead>
<tr>
<th>Strengths</th>
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<tbody>
<tr>
<td>At Wolfson College Day Nursery, our aims are to;</td>
</tr>
<tr>
<td>1. Follow rigorous safe recruitment processes for all new employees.</td>
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<tr>
<td>2. Provide a skilled and engaged workforce of people who are dedicated and love working with children.</td>
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<td>3. Maintain sound administration systems that are organised and up-to-date.</td>
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<tr>
<td>4. Provide a safe and healthy learning environment for all staff and children in our nursery.</td>
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<tr>
<td>5. Provide positive and educational learning environments which reflect different cultures and community groups.</td>
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<tr>
<td>6. Display relevant information as required under the Statutory Framework.</td>
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<tr>
<td>7. Create and maintain a positive and professional cultural environment.</td>
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<tr>
<td>8. Provide a team of workers with high values and are of a benefit to our nursery, families and especially the children.</td>
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<tr>
<td>9. Maintain continuity of educators- provide a work environment where staff turnover is low.</td>
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<tr>
<td>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.</td>
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<tr>
<td>11. All staff must undergo an enhanced DBS check before being left unsupervised in their role.</td>
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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.
### Continuous Improvement Plan for GD 1

<table>
<thead>
<tr>
<th>Area Identified for Improvement</th>
<th>Desired Outcome</th>
<th>Priority (L/M/H)</th>
<th>Plan to achieve outcome</th>
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</tr>
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</table>
| 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              | - Staff to be given regular safeguarding quizzes as part of staff meetings  
- Staff to be given keyring that they can carry at all times with important safeguarding contacts  
- Safeguarding board and folder to be introduced to the staff room  
- Sporadic questions asked to staff by safeguarding leads | Ongoing        | - Keyrings complete and handed out to staff during supervision meetings (24/7/18)  
- Safeguarding board and folder revamped and available for staff to use at all times (24/7/18)  
- One safeguarding quiz already completed for June. New safeguarding quiz ready to give out for July (27/7/18)                                                                                                                                                                                                 |                |                                                                                                                                                                                                                                                                                                                                                                         |
| 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              | - Supervisions scheduled at the start of every year  
- Supervision to include section about professional development and document areas staff are interest in developing in  
- Peer observations to commence in the nursery. This allows management to make informed decisions about | 31/7/18        | - Supervision template updated (23/7/18)  
- All staff first supervision completed (31/7/18)  
- Training plan discussed with all staff members (31/7/18)                                                                                                                                                                                                                                                                                                           |                |
| 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) |
| 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 be used for storing any books that will support the staff in their jobs.  
-Ensure ideas and inspiration books are available to staff.  
-Create Pinterest page for staff involvement to keep them motivated and inspired.  
-EYFS/ Statutory Framework, Inspection Handbook and Inspecting Safeguarding to be put into folder in the staff room | October 2018 | -LP created ‘Staff Resources’ area in staff room (07/18)  
-Books and resources added to area so they are available for staff (01/08/18) |
| 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 | -Both rooms to create a British Values board to celebrate cultural backgrounds of all staff and children present at the nursery  
-Classroom rules created for both rooms.  
-Children more involved in their daily routine, making decisions and gaining more independence  
-Embed different languages (only ones relevant to people in attendance) in the nursery | 17/8/18 and ongoing | -Both rooms have created a ‘British Values’ board  
-Both rooms have started self-serve meal times (July 2018)  
-Language welcome signs created for both rooms (01/08/18) |
Grade Descriptor 2: Quality of Teaching, Learning and Assessment

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

- teachers, practitioners and other staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children
- assessment information is gathered from looking at what children already know, understand and can do, and is informed by their parents/guardians and previous providers as appropriate
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well
- children understand how to develop as a result of regular interaction and encouragement from staff, and parents/guardians understand how their children should progress and how they can contribute to this
- information for parents/guardians helps them to understand how children are doing in relation to their age and what they need to do to progress; engagement with parents/guardians supports their child’s learning
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- teaching supports children to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning, especially school where applicable.
**Summary of Strengths for GD2**

<table>
<thead>
<tr>
<th>Strengths</th>
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| 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 SEN 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 babies 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

<table>
<thead>
<tr>
<th>Area Identified for Improvement</th>
<th>Desired Outcome</th>
<th>Priority (L/M/H)</th>
<th>Plan to achieve outcome</th>
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<th>Progress notes</th>
</tr>
</thead>
</table>
| 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                | - 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  
- Home learning journals implemented to allow a continuum between home and nursery learning.  
Parent/guardian, therefore, contribute to room planning  
- Magic moments to be revamped and more interactive for parents/guardians and educators input | 31/10/18     | - Home learning journals created (07/18)  
- Magic moments revamped in baby room and parents/guardians provided with a template to complete with a magic moment form home (07/18) |
| 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                | - Big School room to contact local schools to create connections to support children transitioning to school.  
- LP to contact different companies in the community to create links (dentist, baker, library etc.)                                                                 | 31/10/18     |                                                                                |
| 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 | -Staff to attend a workshop on meaningful interactions  
-Positive language and open ended question resources to be made available to the staff  
-Peer observations to be undertaken, aimed at specifically observing staff interactions with the children and  
-Talked to staff about narrating children’s play. Discussed it’s importance on developing children’s language skills (25/7/18)  
-Interactions workshop booked for September 2018 with LEA  
-Discussed in staff meeting the importance of open ended questions and discussed what type of questions are ‘open ended’ (16/8/18) |
| School Readiness | Strong focus on school readiness in the year before school. Children are emotionally ready for the transition. The families are supported throughout the process so the transition is smooth for the children and families alike. | M | -Big School room to contact local schools to create connections to support children transitioning to school.  
-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. | 2018/19 academic year |
**Characteristics of effective learning**

Characteristics of effective learning evident throughout room planning. Each child’s progress in displaying characteristics of effective learning is documented and next steps planned.

- Minimum of one observation per month dedicated entirely to Characteristics of effective learning
- Next steps for the above observation is incorporated in room planning

30/09/18

**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.

- Muddy garden to be developed further
- Staff to take children on excursions around the college minimum twice a week until next review date
- Planning to incorporate outdoor areas
- Covered yard to be made more natural and inviting. Plastic toys to be minimised and more wooden natural materials incorporate din the area
- LP to look into insurance options for excursions outside the college grounds for upcoming academic year

ASAP and ongoing

- Covered space divided into area sand each staff member developing their set area (07/18)
- Gardening team have started to develop muddy garden (07/18)
- Plants added to covered yard and plastic toys removed (08/18)
Grade Descriptor 3: Personal Development, Behaviour and Welfare

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:

- sense of achievement and commitment to learning through a positive culture that is evident across the whole setting
- self-confidence, self-awareness and understanding of how to be a successful learner
- enjoyment of learning and the development of their independence and ability to explore their surroundings and use their imagination
- social and emotional preparation for their transition within the setting, into other early years settings, and into maintained nursery provision and/or Reception class
- emotional security, through emotional attachments with practitioners and carers, and their physical and emotional health
- prompt and regular attendance
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks, including when using the internet and social media
- knowledge of how to keep themselves healthy, including through exercising and eating healthily
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.
Summary of Strengths for GD3

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<tr>
<th>Strengths</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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 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.</td>
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<tr>
<td>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...</td>
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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 age 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

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<tbody>
<tr>
<td>Nappy change areas in both rooms</td>
<td>Both nappy change areas to have steps provided to allow the children to walk up and down independently when having their nappy changed</td>
<td>M</td>
<td>-LP to speak with BC to arrange carpenter to build these steps ASAP</td>
<td>31/10/18</td>
<td>-Meeting with carpenter on 31/7/18 to discuss the steps required for both nappy change areas.</td>
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</tbody>
</table>
| 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, sing songs and talk about emotions at circle times and other appropriate times throughout the day. | 31/10/18 | -Big school have created an emotions board and have displayed mirrors for self-reflection (07/18)  
-Interactions Workshop booked for staff for September 2018 |
| 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 | -Staff to model appropriate behaviours.  
-Both rooms to set rules for the children to follow (positive language)  
-Choices and consequences to be enforced (e.g. if a child rips a book, they must fix it) | ASAP and ongoing |
Grade Descriptor 4: Outcomes for Children

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

- all children progress well from their different starting points
- children meet or exceed the level of development that is typical for their age so that they can move on to the next stage of their education.

The following must be evaluated;

- whether children are working at typical levels of development for their age, including whether they are exceeding or reaching or are likely to reach typical levels of development for their age
- whether children who are disadvantaged or under-performing are catching up quickly
- children’s progress at age two
- whether outcomes are consistent across areas of learning
- whether children are developing skills in the prime and specific areas of learning that help them to be ready for school
- how well children with special educational needs and/or disabilities are supported to make progress
- how quickly children who speak English as an additional language gain the skills they need to communicate effectively.
## Summary of Strengths for GD4

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 SEN. The results of this tracking is discussed with educators in group meetings and next steps are planned based on the results.</td>
</tr>
</tbody>
</table>

To ensure that children are progress 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. |

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.) |

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.
## Continuous Improvement Plan for GD4

<table>
<thead>
<tr>
<th>Area Identified for Improvement</th>
<th>Desired Outcome</th>
<th>Priority (L/M/H)</th>
<th>Plan to achieve outcome</th>
<th>Due</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 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               | -LP to be trained on Oxfordshire Tracking tool  
- Key person completing termly tracking sheet for each of their key children  
- LP to then implement all data on children progress termly  
- Staff to analyse data results and plan next steps based on the results | 5th August 2018 and then ongoing | -LP trained on tracking tool (24/7/18)  
- Staff given tracking sheets to complete as part of supervisions (due back 1/8/18) |
| 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               | -LP to invite all parents/guardians to attend a parent teacher meeting before the end of term  
- Learning journeys readily available to parents/guardians whenever requested  
- Termly parent/teacher meetings offered to all families  
- 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. | 17th August and ongoing | -All parents/guardians offered parent/teacher meeting (25/7/18)  
- Home learning board created in Big school (1/8/18)  
- Staff informed of ‘All about me forms’ and folder made for easy access (1/8/18) |
|   |   | -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 |   |