

Created; January 2024

Continuous Improvement Plan

For Wolfson College Day Nursery

To be reviewed Annually
Next Review Date; January 2024

Service details

Service name				Registration Number and Date of Registration		
Wolfson College Day Nursery				134014 (12/10/1992) RP518098		
Physical location of service				Physical location contact details		
Linton Road Oxford Oxfordshire OX2 6UD				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				Registered Person/ Nominated Individual (Ofsted)		
Chantal Griffiths (Nursery Manager) chantal.griffith@wolfson.ox.ac.uk Wayne Gregory (Deputy Manager) wayne.gregory@wolfson.ox.ac.uk				Huw David (Development Director and Governing Body Fellow) huw.david@wolfson.ox.ac.uk		
Number of Staff				Staff Qualifications		
7				Unqualified: 1 Level 1: 0 Level 2: 1 Level 3 or Higher: 3 QTS: 2		
Operating Hours						
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

Latest Ofsted Inspection: Good (26/10/18)							
Additional Information: <ul style="list-style-type: none"> • 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: Acorns (0- 2.5yrs) Oaks (2-4yrs)				Number of Children on Roll: 26			
Designated Safeguarding Lead: Chantal Griffiths (Nursery Manager) 01865 274085 chantal.griffith@wolfson.ox.ac.uk				Deputy Designated Safeguarding Leads: Wayne Gregory (Deputy Manager) 01865 274079 Lilia Oliva Garcia (Acorns Room Leader) 01865 274074 Rosemary Spearman (Acorns Room Educator) 01865 274074			
Vulnerable Groups							
Funded 2s	EYPP	SEND	LAC	EAL	Forces	GRT	More able
0	0	2	0	11	1	0	0

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: Quality of Education

A judgement can be made on the quality of education by evaluating the extent to which;

- The provider's curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider's curriculum intent and what it means for their practice. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.
- Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.
- The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.
- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- The provider's curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- The provider has the same ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is still ambitious and meets their needs.
- Children benefit from meaningful learning across the EYFS curriculum.
- Practitioners understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support, including for staff with less experience and knowledge of teaching.
- Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.

- Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts.
- Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children.
- Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning.
- Practitioners share information with parents about their child's progress in relation to the EYFS. They help parents to support and extend their child's learning at home, including how to encourage a love of reading.
- Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the EYFS curriculum.
- Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
- Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
 - From birth onwards, children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development.

Summary of Strengths for GD1

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 programmes. All educators base their programme planning on the current interests of the children and remain flexible to change their programme throughout the month/term 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, some of which are done in the moment and one will be written. Practitioners provide a minimum of three observations a month with one written next step that will be placed on the board as well as on Tapestry for the parents to see how we further children's learning. We also do termly planning that we place on the board. This comes from the termly report and will be the biggest area of need. If we feel the child has confidently achieved this during the term then we will change it to another area of need identified in the termly tracking. Many activities, based on the child's current interests, will be planned throughout the term to develop this.

All staff support each other in the programming process and are there for each other to support and guide if needed. A monthly meeting takes place in each room to discuss the programme and plans for the children for the following month; this may change throughout the month to reflect current interests of the children.

Staff communicate with parents/guardians on a daily basis through informal chats. These also assist in forming the planning to include a child's interest or new skill they are developing at home. Parents/guardians are also provided with an 'All About Me' section on Tapestry which they are encouraged to update. Parents are also able to add their own observations to Tapestry. 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. A monthly newsletter provides activity ideas linked to a topic being discussed in nursery during that period and aims at supporting parents in carrying on this learning at home. We also share our planning on Tapestry with parents to further support this.

The documentation about each child's day is available to families at all times on Tapestry. Each child has a learning journal of their time at Wolfson College Day Nursery which contains photos and observations. This learning journal is available to families at all times through Tapestry.

The nursery promotes all children's independence throughout the programming and planning as well as daily routines. The preschool children and the older Acorns children are all encouraged 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 programme, 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. The nursery has a SENCO 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 reaching their highest potential. Our SENCO has a level 3 SENCO qualification and has also taken additional training to support him in this role.

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 mature trees which provide wonderful shade in summer. Our exclusive nursery outdoor area is divided into two 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 used regularly throughout the day by children of all ages. The children also participate in 'outings' around the college grounds, including sports games in the field, nature hunts in the Bishop's Garden and picnics at the college playground. 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 use in their play.

The nursery furniture is age appropriate for the children and considered suitable for their purpose: for example, we have small tables and chairs for the children to sit on and provide shelved areas for the toys to be displayed – 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, parachute games and obstacle courses to promote children's gross motor skills, dance and learning through musical and drama skills.

We have recently introduced Spanish lessons with our two Spanish QTS team members.

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 GD1

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.	H	<ul style="list-style-type: none"> - Article about the benefits of working in partnership to be added to the newsletter and reminders of home observations to be shared through a group memo on Tapestry. - Parent events to be planned at least once a term to give parents an opportunity to be more involved in the nursery. - Reminders of parent 'Stay and Play' opportunities where parents can come into the nursery to read a story or carry out an activity with their child and child's peers. - Add potential suggestions on how parent can support working towards next steps in termly reports. 	02/24 & ongoing	<ul style="list-style-type: none"> - <i>Christmas event organised.</i> - <i>Reminder added to newsletter email.</i> - <i>Suggestions added to reports.</i> 	
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	M	<ul style="list-style-type: none"> - Oaks room to contact local schools next year to create connections to support children transitioning to school. 	05/24		

	the local community and learn about their importance in society.		<ul style="list-style-type: none"> - WG to plan trips in the local community to create links (shops, library etc.) - Nursery Networking to be set up to foster strong links with other College nurseries. - Community events for families to be shared with parents via the newsletter or Tapestry. 	Ongoing	<ul style="list-style-type: none"> - <i>In place and going smoothly. Kim from LCSS attended last meeting and a bigger meeting is planned with other independent nurseries</i> 	
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	<ul style="list-style-type: none"> - 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. - Build staff confidence in working on WellComm next steps and using the big book of ideas with the children that are amber or red. 	Ongoing	<ul style="list-style-type: none"> - <i>Language Lead in place and learning regularly shared in staff meetings</i> - <i>WellComm assessments up to date and next steps shared with team and parents</i> 	

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	<ul style="list-style-type: none"> - Oaks room to contact local schools to create connections to support children transitioning to school. - Parents to be offered meetings with their child's key person to discuss their child's development and school readiness in the summer. - School readiness activities incorporated throughout the planning. 	05/24		
Outdoor Play	Outdoor play plays an 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	<ul style="list-style-type: none"> - Staff to take children on excursions around the college minimum twice a week until next review date. - Forest school training to be looked into for the next financial year. 	ASAP and ongoing		
Activities	Children would like to do more science, chasing games, playing and have more funny pictures in the nursery.	H	<ul style="list-style-type: none"> - Create science group activity bags. - Play more chasing games i.e. What's the time Mr Wolf. - Team to spend more quality time playing and interacting with children. - Provide more humour-based pictures in the room. 	02/24 and ongoing		

Water Play	Team would like to revamp this area to make it more engaging for the children.	M	Replace water tray. Sort out/locate water toys. Add labelling to the area.	02/24	<i>Water tray replaced</i> <i>Water play drops set added</i>	
Baby area in the covered garden	Team would like to make this safer for the non-mobile babies and update the activity board.	H	Change furniture and add large cushions around so the area is more sectioned off but still accessible.	02/24	<i>Furniture changed and soft mat and cushions added</i> <i>Updates to the board are in progress</i>	
Art Area	Team would like to make the area more engaging by rearranging supplies.	M	Rota in place so that team have designated areas set up daily and update as needed. Add labelling to the area. Rearrange supplies.	02/24		
Reading area	Team would like to make the area more inviting.	M	Rota in place so that team have designated areas set up daily and update as needed. Rotate books and throw out broken books. Remove cushions that are not needed. Provide a fluffy mat for comfort.	02/24		

			Update board.			
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Grade Descriptor 2: Behaviour and Attitudes

A judgement can be made on the behaviour and attitudes of children by evaluating the extent to which;

- The provider has high expectations for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children's positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them. Children are developing a sense of right and wrong.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners.
- Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.
- Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.
- Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.
- Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. When children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.

Summary of Strengths for GD2

Strengths

At Wolfson College Day Nursery promoting high quality personal development, behaviour and welfare is a top priority. 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 person's 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 person on a one to one basis to discuss their child's learning and development.

When enrolling a child at Wolfson College Day Nursery, we require families to participate in some orientation with their child before commencing at the nursery. We do this by inviting the parent/guardian on their child's first visit to spend some time in the room getting to know the key person and the room's routines. This also provides staff with the time to explain the programme and observation process in more detail and learn more about the child through discussions with the parent/guardian.

Children are provided with a 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.

Children are involved in rule setting for their classrooms. This allows them to take responsibility for their actions and understand choices and consequences. Positive behaviour is encouraged through age appropriate behaviour guidance systems that 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 child's behaviour. This plan is drawn up in line with the nursery's 'Promoting Positive Behaviour' policy.

The Nursery has a named SENCO who has obtained their level 3 SENCO qualification. Their training in SENCO related areas is updated regularly and they work closely with the team and families to develop support plans and ensure these are followed within the nursery.

Continuous Improvement Plan for GD2

Area Identified for Improvement	Desired Outcome	Priority (L/M/H)	Plan to achieve outcome	Due	Progress notes	Completed
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 feel.	H	<ul style="list-style-type: none"> - Oaks to redo emotion display alongside mirror. - Staff to use narrative language to describe to the children what their feelings are; e.g. "I can see you are sad, what can we do to make you feel better". Staff also to expand on language used to name emotions by using a wider variety of feeling based words. - Staff to read books, sing songs and talk about emotions at circle times and other appropriate times throughout the day. - Staff to use personalised social stories with children that need more support in this area. 	02/24		

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	<ul style="list-style-type: none"> - Staff to model appropriate behaviours. - Both rooms to display and discuss/encourage Golden Rules daily (positive language). - Choices and consequences to be enforced (e.g. if a child rips a book, they must fix it). - More explanations to be given to children (e.g. the sand stays in the tray or we won't have any left to play with). - Children to be given more choices. - Timers to be used to support turn taking and sharing. 	ASAP and ongoing		
Children's ability to communicate their emotions and understand emotion related language	Children to be able to communicate their own emotions as well as understanding emotions shown/expressed by others	H	<ul style="list-style-type: none"> - Consistent use of the WellComm toolkit. - WellComm next steps to be shared with parents and staff team. - Consistent use of the Mantra lingua Pen with EAL children including emotion words. - Locate EAL training for new team member. 	Ongoing	<ul style="list-style-type: none"> - WellComm assessments complete. - WG on continued Language Lead Training. 	

Grade Descriptor 3: Personal Development

A judgement can be made on the extent to which the provision is successfully promoting children's personal development by taking in to account the ages and stages of development of the children in the setting and effectiveness of the provision on children's all-round development. This will be determined by evaluating the extent to which:

- The curriculum and the provider's effective care practices promote and support children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.
- The curriculum and the provider's effective care practices promote children's confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.
- A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the '[Statutory framework for the early years foundation stage \(applies from 1 September 2021\)](#)', which set out the personal, social and emotional development (PSED) area of learning). Relationships between staff and babies are sensitive, stimulating and responsive.
- Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time.
- Practitioners help children to gain an effective understanding of when they might be at risk, including when using the internet, digital technology and social media and where to get support if they need it.
- Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.
- Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us, and contribute positively to society; developing children's understanding of fundamental British values; developing children's understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people.
- The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality.

- The provider ensures that these rich experiences are planned in a coherent way in the curriculum and they considerably strengthen the provider's offer.
- The way the provider goes about developing children's character is exemplary and is worthy of being shared with others.

Summary of Strengths for GD3

Strengths	<p>At Wolfson College Day Nursery, outcomes for children are evaluated using a 'tracking and report' system to determine the progress each child is making. The tracking tool allows educators to determine if there are concerns or not with how a child is developing in the seven areas of learning. Reports will then be written describing how the child has been developing and documenting their next steps. The report will be shared with parents and they are offered a meeting to discuss the results in more detail.</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 programmes. All educators base their programme planning on the current interests of the children, and remain flexible to change their programme throughout the month/term 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 within a week. 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>British values are instilled in our practices in numerous ways:</p> <ol style="list-style-type: none"> 1. Rule of Law: Children and staff talk about feelings, have shared expectations and rules, and staff explain to the children the consequences of not following rules. 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 choose their own book to take home for the weekend and discuss their choice with peers. Children help to choose and set up activities and they receive constant praise and encouragement. 4. Mutual Respect & Tolerance: Multicultural celebrations are incorporated year round. Multicultural stories and activities are undertaken. We integrate home languages, promote respectful relationships, and implement non-biased practice. All staff are
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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 in as their interactions with children and family.

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 an 'All About Me' section on Tapestry. Parents are also able to share observations from home on Tapestry. 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.

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., are 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.

Each child's health needs are supported by providing two nutritional meals and a healthy snack 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. The older children are able to pour their own drinks through the use of jugs and cups at meal times. For morning snack, the children are provided with 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. To further promote healthy eating habits and dental hygiene we have joined "Healthy Smiles".

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.

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 Acorns room, the youngest children sleep in cots and their individual routines are followed. The older children that are encouraged to sleep on the sleep mats and those over 2 years sleep in a separate area. In the Oaks 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 cushions 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 of how important children's 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 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 serious parents/guardians will be notified by phone as soon as reasonably possible 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 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 qualified staff member 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 cupboard in the Oaks and the cupboard under the hand washing sink, the Acorns nappy change unit, in their kitchen under the sink or the staff room Cupboard which are 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, the nappy change unit and staff room cupboard

have child locks, and the rooms are inaccessible without an adult due to a child gate and door with high handle. 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 a high standard with our personal development 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
Parents/guardians involvement in their child's learning and development	Parents/guardians to be actively involved in their child's learning and development and understand the pedagogy used within the nursery. 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"> - Learning journeys readily available to parents/guardians on Tapestry. - College term parent/teacher meetings offered to all families. - Families encouraged to complete an 'all about me' page on Tapestry. - Document sent out for new parents alongside the CIP to explain more about our pedagogy. - Parents encouraged to add observations from home on Tapestry. - Observations to be spread out more evenly throughout the month so parents get more regular updates on their child's development. - Learning at home ideas to be added to termly reports. 	Ongoing		
EAL and communication	All children's communication will develop well.	H	<ul style="list-style-type: none"> - Consistent use of the WellComm toolkit. 	Ongoing		

			<ul style="list-style-type: none"> - Consistent use of the Mantra lingua Pen with EAL children. - EAL training to be provided for new staff member. - Increase displays of diversity, cultures and additional languages in the Acorns room. - Oaks room to increase use of Makaton. 			
Key Person relationship	Key person to support their key group with intimate care when possible	H	<ul style="list-style-type: none"> - If the key person is performing another duty at the time of their key child needing intimate care, another member of staff will cover them. - Key person to spend more time with new key children to build stronger bonds and knowledge of the child's personality, needs and interests. 	Immediate		

Grade Descriptor 4: 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:

- Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice.
- Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners (including those who are newly qualified) build and improve over time. Leaders have effective systems in place for the supervision and support of staff.
- Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education.
- Leaders engage effectively with children, their parents and others in their community, including schools and other local services.
- Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload, to avoid any unnecessary burdens.
- Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently.
- The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.
- Leaders protect staff from harassment, bullying and discrimination.
- The provider has a culture of safeguarding that facilitates effective arrangements to: identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation; help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children.
- Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues

Summary of Strengths for GD 4

Strengths

At Wolfson College Day Nursery, we aim 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 who are 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. Ensure that 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 are 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, a sign will be put on the door to discourage anyone from entering and interrupting, unless it is an emergency. A highly qualified management team are employed by the nursery. 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 to 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 to 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.

Most permanent staff hold correct qualifications or are studying towards them. The unqualified staff member plans to pursue her qualification in the near future. All staff have relevant and extensive experience in the early childhood sector. All staff at the nursery have completed valid Paediatric First Aid Training and update it 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, including training on Prevent Duty. This training is regularly refreshed with online updates and staff safeguarding quizzes during staff meetings.

Continuous Improvement Plan for GD 4

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"> - Staff to be given regular safeguarding quizzes as part of staff meetings to build confidence. - Sporadic questions asked to staff by safeguarding leads to build confidence. 	Ongoing	<ul style="list-style-type: none"> - <i>Staff are already being asked safeguarding questions.</i> - <i>Last safeguarding quiz done in December</i> 	
Staff performance and professional development	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"> - Calendar notification to be set up for meeting reminders. To be supported by Huw. - Peer observations to commence in the nursery. This allows management to make informed decisions about areas of strengths and weakness amongst the staff. <p>ECERS & ITERS to be done yearly.</p>	Ongoing	<ul style="list-style-type: none"> - <i>New training provider with a variety of training for staff to access.</i> <p><i>ITERS recently done by Wayne & Chantal.</i></p>	
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	<ul style="list-style-type: none"> - CG to continue networking meeting with other college nursery managers. - CG or WG to attend Nursery networking meetings at minimum once a term. 	02/24	<ul style="list-style-type: none"> - <i>College nurseries are now having regular meetings. CG has visited two other college nurseries and plans to visit the other two soon.</i> 	

Resources for staff development	Staff to have readily available access to resources that will support them within their role.	M	<ul style="list-style-type: none"> - Revamp 'Staff Resources'. This area is to be used for storing any books that will support the staff in their jobs. - Schemas folder to be created. - Ensure ideas and inspiration books are available to staff. 	02/24	<ul style="list-style-type: none"> - Curriculum folders in the process of being updated. - Schemas folder created - Idea and inspiration books available 	