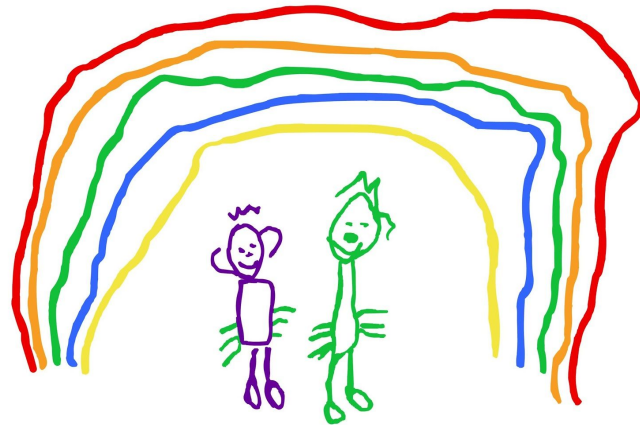


# Magdalen Gates Preschool



Magdalen Gates  
Preschool

## Development Plan for 2017-2018

agreed at a meeting of Magdalen Gates Preschool on .....

Target	Action	Who?	Resources	Timescale	Monitoring	Evidence of success	Links to Ofsted judgements
<b>SAFEGUARDING</b>							
<b>Staff and trustees clear and up to date on policy and practice</b>	Lead practitioners to update themselves on safeguarding policy and practice regularly (annual). Lead practitioners to update all other staff, volunteers & trustees on policy and practice	PW, NH, JN	NCC fortnightly emails forwarded to all staff, LSCB website, in-house training (policy update and quiz), trustee meetings include a safeguarding section	Annual	trustees	Following new safeguarding guidelines from ofsted - everyone up to date on safeguarding practice	Safeguarding
<b>Charity operating safely and effectively</b>	Trustees to be offered safeguarding training for committees	NH and VC to attend in Sept 17	fwd LEA training dates to trustees, update trustees on safeguarding through trustee meetings	annual	trustees	Trustees are aware of responsibilities, policy and practice	safeguarding
<b>All staff trained in neglect</b>	All staff to access neglect training from Educare via Preschool Learning Alliance	All staff (except those who have done it...	Time	by July 18	trustees, PW	All staff able to spot signs of neglect and know what to do	Safeguarding, personal development, behaviour & welfare
<b>Staff training</b>	All staff up to date with safeguarding and other related training	all	check training requirements at supervision meetings	ongoing	trustees, PW	All staff completed relevant training	safeguarding
<b>LEA Safeguarding Audit</b>	self-audit before LEA visit in Autumn Term	NH, PW	time	one morning	PW/NH to report back to trustees	passed safeguarding audit	safeguarding
<b>staff meetings</b>	include 5 minutes on safeguarding in all staff meetings - quiz question, what if... or a scenario	PW	time	every staff meeting	NH	staff able to answer any quick question on safeguarding	safeguarding

## STAFF DEVELOPMENT and TRAINING

All staff at least Level 3 qualified in the long term as an investment in our staff	HSH - level 3 course from September 2016 LW - Maths GCSE with a view to doing level 3 in the future RB - maths GCSE - would like to do EYTS	HS, RB, HSH, LW	Time	this is a long term project in order to support the interests and needs of our staff	Trustees, PW	all staff at least level 3	Leadership & management
All staff up to date with compulsory courses and in relevant issues in early years	use supervision meetings to check. All to do PLA reflective practice course this year	all staff to do reflective practice online with Preschool learning alliance by Easter 18	time - use key person overtime	ongoing, all staff to	PW, NH, trustees	All staff trained in relevant issues in early years and areas of interest	Leadership & management
All staff trained in areas of personal interest (see below)	use NCC or PLA online to choose	all	time - use key person overtime	ongoing	PW, NH, trustees	all staff trained in reflective practice	leadership and management
RB's interests	speech & language, autism, support plans, EYTS						
LW's interests	autism, signing, S&L difficulties, support plans, being an effective communicator						
HSH's interests	autism						
HS's interests	an early years practitioner course, best practice room, free courses online						
FK's interests							
PW's interests							
JN's interests	Safeguarding lead practitioner, forest school						

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

<b>successful inclusion fund applications for relevant children</b>	get to know new children and apply for relevant support	Leanne	time - one afternoon of office time as SENCO??	by christmas 17	PW, NH, trustees	support in place for relevant children	Personal development, behaviour and welfare
<b>children able to anticipate what is going to happen now and next</b>	now and next board	Leanne	time	by easter 18	PW, NH, trustees		Personal development, behaviour and welfare
<b>inclusion self evaluation</b>	carry out self evaluation of inclusion practice as discussed at Senco network	Leanne / PW	time	ongoing	PW, NH, trustees		Personal development, behaviour and welfare

## TEACHING, LEARNING and ASSESSMENT

<b>Promote well-being among children and families</b>	Observe children's well-being alongside observations of COEL	all key persons	Time	from Sept 17	PW / NH / trustees	Well-being monitored and next steps in place if necessary	Personal development, behaviour and welfare
<b>Key person group time</b>	All key persons to have group time mornings and afternoons once a week to focus on small group activities and PSED and Communication skills. Include talk about children's learning	all key persons	Time, ideas based on needs and interests of the key person group	from Sept 17	PW / NH / trustees	Relationships built in a small group to build personal, social and emotional development and communication skills	Personal development, behaviour and welfare

	journeys, add children's comments on sticky notes, children could stick in pictures						
<b>High quality adult-child interactions from all staff</b>	Use performance management observations of staff and peer observations of staff to ensure this is happening all the time	all staff	time	from Sept 17	PW / NH / trustees	Every adult-child interaction is purposeful and promoting learning	teaching, learning and assessment
<b>New learning journey folder format</b>	use in the moment child-led observations to cover all 7 areas of learning over the year. Key persons to add photos of their key children and short obs when they observe a new next step emerging. Photos to be stored in organised folders on computer, one per key person	key persons	time key persons able to have a small amount of office time each week to print photos for the folders	from Sept 17	PW, NH, trustees	children and families able to see each child's developmental milestones in each area of learning and to see how they are learning (COEL)	teaching, learning and assessment
<b>planning for individual children's next steps</b>	key persons to feed into planning process half termly or weekly, by way of a chart on the wall or post it notes	key persons	small amount of time, chart on wall	from Sept 17, when key persons have got to know children	PW, NH, trustees	key persons able to feed into planning for their key children, JN to be able to plan for individuals interest and needs	teaching, learning and assessment

## ENABLING ENVIRONMENTS - INDOOR

<b>Rich, varied, imaginative and challenging</b>	Messy / sensory play - build in a programme of messy / painty, sensory play indoors	JN plus one other to assist	Time, budget to replace open-ended resources and worn out natural materials	Asap, all year round	PW, trustees - photos on website of children involved and engaged in messy, sensory	Children engaged, showing high levels of well-being and involvement indoors	Teaching, learning and assessment
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<b>experiences based on children's interests and needs available indoors all the time</b>					activities (permissions obtained obviously)		
<b>regular music and movement</b>	look into use of ....	JN	time	by Easter 18	PW, trustees	all children accessing regular music, movement or physical development sessions	well being
<b>phonics phase one built in to carpet time through games and songs</b>	use letters and sounds phase one and jolly phonics to build early phonics skills through songs and games at carpet time and key person time. Develop listening skills	JN, all	time, JN and NH attending cluster phonics training	towards end of year	PW, trustees	all children begin to have the skills for early phonics including listening and some early sounds (SATPIN)	teaching, learning and assessment
<b>Books - sorted out and renewed</b>	sort through book selection and remove those that are torn or broken, refine selection so less out at one time	JN, HS	time	by end of year june 18	PW, trustees	books sorted out and renewed	teaching, learning and assesment
<b>book and bounce sessions for the children</b>	two sessions of book and bounce - one morning and one afternoon but at different times of year and different day to cover as many children as possible	PW, to book with Hannah Woodhall if available	time, small amount of funds	by end of year june 18	trustees	most children accessed a book and bounce session	teaching, learning and assessment

## ENABLING ENVIRONMENTS - OUTDOOR

Rich, varied, imaginative and challenging experiences based on children's interests and needs available outdoors all the time	1. All 7 areas of learning planned for outdoors, based on children's interests and needs	JN with input from All key persons	time	asap	trustees	Children engaged, showing high levels of well-being and involvement outdoors	Teaching, learning and assessment
	2. Messy / sensory play - build in a programme of messy / sensory / painty play outside all year round	JN plus all key persons	Time, consumable resources such as paint, dough ingredients and foam	asap	trustees	Messy children having messy fun, helping to tidy up at the end	Teaching, learning and assessment
introduce some early mindfulness with the children - indoor and outdoor	through stories (Yoga babies by Fearne Cotton) and games ( <a href="https://childhood101.com/yoga-for-kids-a-walk-through-the-garden/">https://childhood101.com/yoga-for-kids-a-walk-through-the-garden/</a> ) using yoga poses and breathing - , very simple. Lay down outside, look at the clouds, breathe in and out slowly, what can you see...	all staff	carpet time or outdoors	by Christmas	trustees	all children able to be calm and still for a few seconds and breathe	well being

## PARTNERSHIPS

Parent workshops programme for 2016-2017	Sessions to include - rainbow readers, learning journey drop in, maths 4 me, library visit for families, rainbow café, talking together, phonics workshop, mark making workshop	PW, all staff, NH	time	All year	PW, trustees	Families engaged in parent workshop programme - parent partnership statistics show 95% families involved in at least 1 initiative	Teaching, learning and assessment
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<b>The Bears</b>	build on use of the bears going home to include a simple activity or question	PW	time	by February half term	trustees	a focus for the bear going home.	teaching, learning and assessment
<b>Parent information morning</b>	why we do what we do, what does learning look like	PW, NH, all staff	one morning	Friday 3rd November 9.00am	trustees	many families attending to find out more about their preschool	leadership and management

## LEADERSHIP and MANAGEMENT

<b>All leaders and managers up to date on ofsted and government</b>	Leaders and managers to attend NCC briefings, keep up to date with ofsted and gov through email notifications (eg foundation years) Pass on relevant info to all staff. Use staff FB group to share new guidance.	PW, NH, JN	Time Forward fortnightly NCC newsletter to all staff	ongoing all year	trustees	All leaders and managers continue to keep up to date with practice	Leadership & management
<b>SEF fully updated</b>	Update SEF - link to development plan online and website	NH, PW	time	by Christmas 17	trustees	Complete SEF available to ofsted online	Leadership & management
<b>leaders and managers up to date on early childhood education issues</b>	leaders and managers keep up to date with issues in early childhood education through nursery world magazine, extra training and research. Pass on relevant info to all staff. Use staff FB group to share best practice.	PW, NH, JN	time - partly use key person overtime	ongoing all year	trustees	leaders and managers up to date with best practice in early childhood education and care	leadership and management
<b>staff training on phonics, questioning and interacting and the progress monitoring journey</b>	through the year, beginning with the progress monitoring journey	NH all staff	time - first one Friday 6th October 2017	all year	trustees	all staff have the same message about various issues	leadership and management



<b>HS to shadow key person role</b>	to enable professional development with a view to embarking on an early years qualification	HS and RB	now	all year	PW / trustees	HS understanding the role of the key person	leadership and management
<b>observe and assess involvement over the setting using the Leuven involvement scales</b>	to help us look at which areas of learning and which areas of the environment children are most involved in	NH	asap, at various times through the eyat	all year	trustees	use observations to feed into evaluation of planning	leadership and management

## Magdalen Gates Preschool Development Plan 2017-2018 - BUSINESS PLAN

Strengths	Weaknesses	Opportunities	Risk analysis / Threats	Target / Future market	Marketing	Budget	Position in the market
<p>Outstanding Ofsted grade</p> <p>Website, improved design and mobile friendly</p> <p>Staff : children ratios</p> <p>Staff qualifications and experience</p> <p>Management committee stable and experienced</p>	<p>Funding for "free" places does not cover cost of delivery</p> <p>Funding rates from April 2017 could go down</p> <p>Old fashioned unincorporated charity structure - to be updated 2016/17 to a CIO</p> <p>Lease expires in February 2019 - explore options with NCC and NPS</p>	<p>Fill spaces to a target of 97%</p> <p>Marketing using website &amp; prospectus leaflet, plus introduce other forms of marketing and communication eg. Email newsletter</p> <p>Extend offer to include opening all day from September 2017 to increase flexibility and to enable us to offer some 30 hour spaces to eligible families</p> <p>Childcare sufficiency in North Norwich means there are not enough nursery places for all the 0-5s - room for growth</p>	<p>Costs - if rent increases or funding decreases - keep a reserve in the bank account</p> <p>Fire - insurance cover for this</p> <p>Lease - ends in February 2019</p> <p>Competition from new nurseries (free schools opening with nurseries)</p>	<p>All children and their families in North City and city centre aged 3-4</p> <p>Families with children aged 2, eligible for 2 year old funding or private if space available</p>	<p>Website</p> <p>First Steps</p> <p>Prospectus leaflet signposting to website</p> <p>Primary School</p> <p>Health visitors</p> <p>Doctors surgeries</p> <p>Library</p> <p>Leafleting streets</p> <p>Newspaper</p>	<p>See separate budget spreadsheet</p>	<p>Nearby:</p> <p>Children's centre (North City)</p> <p>Lots of childminders</p> <p>Preschools / nurseries (once up a time, treehouse, patchwork, pavilion preschool, chapelfield day nursery, st giles day nursery etc.)</p> <p>Primary schools</p> <ul style="list-style-type: none"> <li>*Magdalen Gates Primary - no nursery</li> <li>* Mousehold infant and nursery</li> <li>* Angel road infant - no nursery</li> <li>* Charles Darwin Free school and nursery</li> <li>* St Clements Hill Primary free school from 2017) no nursery</li> </ul> <p>See childcare sufficiency report for North Norwich (<a href="https://www.norfolk.gov.uk/children-and-families/childcare-and-early-learning/childcare-advice-and-guidance/childcare-sufficiency-assessment">https://www.norfolk.gov.uk/children-and-families/childcare-and-early-learning/childcare-advice-and-guidance/childcare-sufficiency-assessment</a> )</p>