

CENTRE DEVELOPMENT PLAN

2022 – 2025



“Be inspired by our creative learning adventure”.

Nursery School- OFSTED Outstanding, December 2018.
Day care- OFSTED Good, June 2023

Head of Centre: Katarina Bingham
Chair of Governors: Chris Armstrong-Stacey, Jennie Watson- Jones
School Effectiveness Officer: Alice Boom

Our Vision Statement

Norcot Early Years Centre provides an inclusive, safe, stimulating, and outstanding teaching and learning environment where everyone can achieve their individual potential.

Our Values

Nurture: We provide a nurturing environment where everyone's mental health and well-being is at the core.

Opportunities: We offer inclusive and stimulating teaching and learning opportunities which enables children to reach their full potential.

Respect: We respect all members of our community.

Celebrate: We celebrate, value and embrace the different cultures, background, heritage, language, faiths, traditions and sexual orientation of our children.

Outstanding: We aim for outstanding outcomes for all children through our curriculum intent and implementation.

Trust: We embed a culture within the Norcot community that builds trusting relationships with staff, parents and children enabling us to safeguard all centre users.

Our Aims

Our aims for our children are to:

- ✚ provide an inclusive, safe and stimulating environment that develops lively enquiring minds and enthusiastic learners ready for their next stage in life.
- ✚ deliver a broad, balanced, inclusive, coherently planned and sequenced curriculum with reference to the guidance provided in the EYFS.
- ✚ celebrate their individualities, uniqueness and build upon their success to enable them to reach their full potential.
- ✚ enable them to feel valued and respected so they can grow into confident citizens.

Our aims for our families are to:

- ✚ embrace their importance and work in partnership to support their child's well-being and learning.
- ✚ ensure confidentiality at all times.
- ✚ offer support and signpost to other services.

Our aims for our staff are to:

- ✚ provide opportunities for their professional development including, time to reflect and improve their practice.
- ✚ value their commitment, enthusiasm, professionalism and make them feel included in all we do by giving them a voice in decision making.
- ✚ protect their mental health and well-being.

Our aims for our community are to:

- ✚ feel a sense of belonging.
- ✚ build and nurture good relationships and work together to enhance and support the Centre.
- ✚ value and respect their background, faith, sexual orientation, religions, cultures and individual needs.

MAIN OBJECTIVES/ KEY INDICATORS

1. All the children in Early Years Social Communication Difficulties Resource Base make accelerated progress through targeted researched based intervention

2. Early Years High Needs Resource Base is set up and all children's needs are fully met through targeted researched based intervention

3. Increased attendance promotes children's learning, increases attainment and prepares children for school.

4. Centre is free from Mental Health discrimination, guided by emotional intelligence, and characterised by supportive and nurturing cultures where everyone can thrive

5. Governors deeper and up-to-date knowledge and good understanding of the Centre enhances the effectiveness of their role

6. Curriculum is extended beyond the academic by providing the cultural capital the children need to be educated citizens and prepare them for future success

7. The Centre is recognised for high quality SEND provision and is awarded Inclusion Award Level 2

8. Forest school (Learning through Nature) fosters a holistic development of all children, fostering resilient, confident, independent and creative learners.

9. Deepen staff pedagogical and content knowledge (CPD) which will enhance the teaching and improves all children's attainment.

INTENT Objectives/ Aims	IMPLEMENTATION Actions	Lead staff/ governor	Timescale	Resource	Monitoring/ Evaluation	IMPACT Success Criteria
<p>1. All the children in Early Years Social Communication Difficulties Resource Base make accelerated progress through targeted researched based intervention.</p>	<ul style="list-style-type: none"> • Appoint and support Team Leader so that she successfully completes probation period, receives training and feels confident, supported and knowledgeable in leading and managing the Resource Base. • Follow admission criteria rigorously. • Deliver individual interventions that meet the needs of the children. • Develop effective curriculum and its implementation that meets the needs of all the children, simplify or pre-teach new vocabulary. • Carry out review using AET standards with external professionals annually. • Carry our LA annual review • Speech and Language Therapist (SALT) supports the staff, children and the families and are part of the provision (every three weeks). • Develop a new assessment system through creating a Developmental Learning Journal • Review and audit resources to meet individual needs. 	<p>Inclusion Lead Curriculum Governor</p>	<p>July 2024</p>	<p>Time Resources £10,000</p>	<p>Learning walks Lesson observations Child's voice PEPs EHCPs Developmental Learning Journal Governors/ LA visits</p>	<ul style="list-style-type: none"> • Team Leader is appointed and manages and leads the Resource Base effectively and supports the staff and families. • Admitted children meets the criteria • PEP accurately identifies children's starting points, strengths and barriers to learning and enables targeted interventions to support and meet their need. • Staff confidently deliver high quality interventions and are supported by SALT and Inclusion Lead. • All children can access curriculum and prepares them for their next stage. • LA annual review identifies areas for development • AET standards identifies strengths and areas for development which feed into further improvements. • Developmental Learning Journal is used and all staff are confident in assessment • Case study shows an accelerated progress
<p>2. Early Years High Needs Resource Base is set up and all children's needs are fully met through targeted researched based intervention.</p>	<ul style="list-style-type: none"> • Create SLA with LA • Agree on a financial model and staffing structure • Appoint and support Team Leader so that she successfully completes probation period, receives training and feels confident, supported and knowledgeable in leading and managing the Resource Base. • Appoint all staff and provide induction and thorough training • Follow admission criteria rigorously. • Deliver individual interventions that meet the needs of the children. • Develop effective curriculum and its implementation that meets the needs of all the children, simplify or pre-teach new vocabulary. • Carry our LA annual review • Appoint Speech and Language Therapist (SALT) and Occupational Therapist to support the staff, children and the families • Review and audit resources to meet individual needs. 	<p>Head of Centre Curriculum Governor</p>	<p>July 2025</p>	<p>Time Set up cost £10,000</p>	<p>Learning walks Lesson observations Child's voice PEPs Governors/ LA visits</p>	<ul style="list-style-type: none"> • SLA is agreed and signed by all parties • Team Leader is appointed and manages and leads the Resource Base effectively and supports the staff and families. • Admitted children meets the criteria • PEP accurately identifies children's starting points, strengths and barriers to learning and enables targeted interventions to support and meet their need. • Staff confidently deliver high quality interventions and are supported by SALT, OH and Inclusion Lead. • All children can access curriculum and prepares them for their next stage. • LA annual review identifies areas for development • Case study shows an accelerated progress • Resource Base is fully staffed and staff are trained and feel confident • Families are upskilled and feel supported

<p>3. Increased attendance promotes children's learning, increases attainment and prepares children for school.</p>	<ul style="list-style-type: none"> • Review and update Attendance policy. • Create clear flow chart for monitoring procedures for absences. • Inform parents of their roles and responsibilities including the benefits of good attendance to minimise absences. • Monitor daily attendance to ensure safeguarding is paramount and respond in accordance to Safeguarding/Attendance policy. • Make regular welfare calls to offer support to families and encourage them to bring children in • Deliver exciting curriculum to ensure children want to come to the nursery. • Follow procedures for children missing from Education if family cannot be contacted. • Investigate to the use of electronic register 	<p>Safeguarding/ Welfare Lead</p> <p>Safeguarding governor</p>	<p>July 2023</p>		<p>Flow chart</p> <p>SIMS records</p> <p>Registers</p> <p>CPOMS records</p> <p>Policy/ producers</p>	<ul style="list-style-type: none"> • All stakeholders are implementing updated policies and procedures. • Any concerns about absences are followed and reasons for all absences are obtained daily. • All staff aware of procedure and follow flow chart • The occurrence of persistence absence are reduced through rigorous strategies • Parents demonstrate and understand the importance of regular and prompt attendance in promoting the child's learning • Admin staff record on CPOMS daily absence and liaise with SMT. • Children off for prolonged periods or on repeated occasions are monitored as this could be a warning sign for safeguarding issues.
<p>4. Centre is free from Mental Health discrimination, guided by emotional intelligence, and characterised by supportive and nurturing cultures where everyone can thrive.</p>	<ul style="list-style-type: none"> • Review Mental health and well-being policy, strategies, systems and procedures. • Create a wellbeing charter with all staff • Create a structured and transparent approach to prioritising everyone's mental health and wellbeing • Create the conditions and promote an open culture to drive positive MH&W outcomes for everyone • Build confidence and capability, with particular focus on line managers and wellbeing leads. • Drive down staff workload by ensuring that they do not complete 'paperwork' that creates unnecessary burden. • Engage with staff, be aware and take account the pressure on them. • Introduce annual well being paid time • Leaders to receive training in 'Role of the Senior Mental Health Lead for Early Years'. • Support staff during difficult conversation with parents to protect them from possible harassment and bullying. 	<p>Safeguarding/ Welfare Lead</p> <p>Safeguarding governor</p>	<p>July 2023</p>	<p>Time</p> <p>Subscription to online training £750 per annum</p>	<p>Staff supervision</p> <p>Performance Management/ Appraisal</p> <p>Staff attendance record</p> <p>Back to work interview</p> <p>Governors/ LA visits</p>	<ul style="list-style-type: none"> • Strategies, systems, procedures and policies are reviewed and followed. • Reviewed procedures have a positive impact and staff feel supported and guided. • There is no evidence of mental health stigma and the centre has an open and understanding culture. • Reduced workloads mean that the staff can spend more time with the children and increase their attainment. • Physical and mental health have the same considerations when managing staff absences. • Staff have a voice in decision making. • Engagement with staff show improved well-being and mental health • Leaders have increased knowledge through relevant training. • Parents wellbeing is supported by signposting.
<p>5. Governors deeper and up-to-date knowledge and good understanding of the Centre enhances the effectiveness of their role.</p>	<ul style="list-style-type: none"> • Receive up to date training, ensuring better understanding of the role so that they can carry it out effectively. • Carry out individual skills and experience audit. • Subscribe to Governors Hub. • Elect new chair of governors/ co chairs • Conduct termly visits with a clear focus, give constructive feedback and next steps. 	<p>Clerk to Governors</p> <p>Chair of governors</p>	<p>July 2024</p>	<p>Time</p> <p>Training</p> <p>Governors Hub £400</p>	<p>Minutes of the meeting</p> <p>Records from visits</p> <p>Skills audit</p>	<ul style="list-style-type: none"> • Governors receive up to date training. • New governors are inducted and understands their role • Governors with specific responsibility are appointed based on the skills and experience audit and conduct termly focused visits. • Governors Hub is in use. • Minutes of the meeting show challenges through questioning and ensures that Head of

	<ul style="list-style-type: none"> • Explore specific responsibilities - Safeguarding Wellbeing; Inclusion; Curriculum; and Health and Safety. • Governors with additional responsibility have termly meetings with the lead staff. • Explore succession plan and appoint those who are ready to 'shadow' 					Centre is accountable for providing high quality, inclusive education and ensures that strong vision, shared policy, practice and strategies are in place and that resources are managed well.
6. Curriculum is extended beyond the academic by providing the cultural capital the children need to be educated citizens and prepare them for future success.	<ul style="list-style-type: none"> • Coherently plan rich experiences across all areas of the curriculum • Seek out opportunities from external providers, such as Berkshire Maestros, U-sport, Yoga, Football coach, Groovy Movers, Millers Ark, Lockart, Earthsong music • Organise visits from essential/ key members of our community- dental nurse, police team, fire brigade, recycling team, nurse, road safety team • Weekly visits to the library • Termly plans show planned visits • Regular visits to the park/ river etc 	Head of Centre Curriculum governor	July 2023	Time PP&D funding	Learning walks Lesson observations Child's voice Governors/ LA visits External providers observations	<ul style="list-style-type: none"> • Children have a rich range of experiences across all areas of development and learning increasing their cultural capital and sense of the world around them. • Children show knowledge, behaviour, and skills that they can draw upon which demonstrate their cultural awareness and competence. • Children discover wider range of interests and talents and further develop their skills and knowledge. • Children receive the best possible start to their early education. • Medium plan overview shows planned visits
7. The Centre is recognised for high quality SEND provision and is awarded Inclusion Award Level 2.	<ul style="list-style-type: none"> • Agree and implement SEND/ Inclusion charter that reflects our inclusive culture across the Centre. • Create an action plan for Level 2 Inclusion Award for meeting the assessment criteria. • Collate and submit evidence towards each outcome. 	Inclusion Lead Curriculum Governor	July 2024	Time Training	Inclusion Award 2 evidence folder	<ul style="list-style-type: none"> • SEND charter is implemented and embedded across the Centre and reflects inclusive practice. • Collected evidence meets the assessment criteria towards the award. • The Centre is awarded Inclusion Award Level 2.
8. Forest school (Learning through Nature) fosters a holistic development of all children, fostering resilient, confident, independent and creative learners	<ul style="list-style-type: none"> • Provide Forest school training, including use of ropes, fire lighting, cooking, safe use of tools etc. • Offer all children the opportunity and hands on experiences, take supported risks appropriate to the environment and to themselves. • Create Forest school 'manual' which includes risk assessment, session plans, safeguarding information etc. • Collate a resource bank of ideas to improve staff knowledge. • Inclusion Lead provides regular modelling of the strategies. • Purchase resources and equipment necessary and store them in the chalet in Woodside for easy access. • Create manual to support staff delivering Forest School • Gain 'Forest School' award- Woodland Trust 	Inclusion Lead Curriculum Governor	July 2025	Time LTN resources £1,000 Training	Learning walks Lesson observations Child's voice Woodside observations Governors/ LA visits	<ul style="list-style-type: none"> • Forest school sessions positively impact on children's holistic personal development, learning, mental health, and well-being. • Staff are confident, knowledgeable and supported in delivering Forest school sessions and are able to apply learnt strategies across all areas of learning and development. • Children show confidence, self-esteem, resilience, risk taking and problem-solving skills within their chosen exploration. • Children are independent in organising their personal protective equipment. • Children show accelerated progress in all areas of EYFS. • Forest school 'manual' is in use. • Resources are labelled and easily accessed • Centre gains Forest School award by National Woodland Trust.

<p>9. Deepen staff pedagogical and content knowledge (CPD) which will enhance the teaching and improves all children's attainment.</p>	<ul style="list-style-type: none"> • Identify areas for improvement based on children's attainment, supervision meetings, Performance management and Centre's priorities. • Deliver focused Continuous Professional Development based on staff CPD audit. Provide opportunities and time for self-studies. • Daycare manager to complete EY SENDCO qualification • Assign and train Communication and Language Champion • Assign and train Maths Champion and Deputy Maths Champion • Assign and train Two years old champion. • Appoint Early Help Support Worker • Selected Level 3 EYPs to complete Level 5 • Five practitioners to complete EY PDP 'Building Success' delivered by Education Development trust and disseminate the training to all staff. • Inclusion lead to gain 'Autism Education Trust' trainee status • Curriculum Lead to complete NPQLT (leading teaching) • Safeguarding lead to complete NPQEYL (Early Years Leadership). • Inclusion Lead to complete ' Children's Social, Emotional and Mental Health' postgraduate degree • Team Leader is on track to complete EY QTS • Weekly CPD sessions and planned, delivered and evaluated 	<p>Head of Centre</p> <p>Chair of governors</p>	<p>July 2025</p>	<p>Time</p> <p>Subscription to online training £750 per annum</p> <p>Supply cover for EY PDP for five staff 5 x £1,000</p> <p>External training £1,000</p>	<p>Staff supervision</p> <p>Performance Management/ Appraisal</p> <p>CPD timetable</p> <p>CPD audit Data</p> <p>Governors/ LA visits</p>	<ul style="list-style-type: none"> • High quality training and development is well planned and delivered. • Staff pedagogical and content knowledge enhance the teaching of the curriculum. • All teaching is at least good, with increased number of outstanding during monitoring visits. • Children's attainment show improvement • All staff are regularly supported and engaged in modelling the lessons • Identified staff complete qualifications and training and share their knowledge with the rest of the staff. • Staff show responsibility for their own learning through self-study. • External providers deliver training and support the staff. • Weekly CPD are evaluated and planned to reflect the needs of staff • CPD audit is carried out termly and impact evaluated • Staff knowledge increase quality of teaching and learning • Identified staff complete National Professional Qualifications
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Autumn Term 2022

Spring Term 2023

Summer Term 2023

Autumn Term 2023