**October 2013**

Planning to meet the needs of the range of age groups. Younger children have a shorter attention span and also require activities to be presented in a different way to that of the older children. Therefore it is not usually appropriate to include them in the same large group activities. We will provide group time in a more appropriate way by supporting the 2 year olds and those at a similar developmental stage, elsewhere, while at the same time continuing with story time, show and tell and songs with the other children. This will enable us to provide activities at a level targeted for those children in each group, who should be able to focus better and therefore learn more from the experiences. The children will not be pre divided but this will be assessed each day as children’s attention can be affected by tiredness, peer groups and other factors which change on a day to day basis.

One group will be taken either out to the decking or to the other end of the room. There will be a separate song book with props to support the younger children and they will take part in a lot of action songs and rhymes also.

*Evaluation: this is working extremely well. The older children listen well to stories and have a greater opportunity to learn new words, ask and answer questions and reflect on experiences that have taken place that day. They are able to focus without distractions. The younger age group enjoy age appropriate activities which are specifically pitched at their level of understanding. The activities are short and active. However, taking the children to the other end of the room is not always a success as the area is rather small and the children need to be able to access other resources when they are ready to. Mostly the outside decking is used but the weather is sometimes too wet. We will continue but we will review this again.*

Song choice review: All staff made song suggestions which include counting songs and rhymes also in order to offer a wider range of song choice to the children. In order to help the children choose, the songs will be typed up, laminated with a picture and offered to the children a few at a time, for them to choose.

*Evaluation: We now have 2 song books so that they can be offered to both groups of children at the same time. Children are enjoying making choices and are given this opportunity on a daily basis, morning and afternoon to support language development and literacy. We can support some of the songs with Makaton signs.*

Progress Monitoring: this process has been reviewed. The paperwork has been streamlined so that staff now fill out one form only per child. We now have an electronic system for progress monitoring.

*Evaluation: This is less time consuming for all staff. The forms provide a best fit assessment of the level of development of each child which enables us to track children’s progress and identify any concerns which are more easily highlighted. The electronic system is also much faster and provides printable data for key workers to monitor their group of children as well as each individual.*

Home visits: this has been discussed as a way of enabling us to provide for the needs of the children by getting to know them in their own environment; who lives in their house, what pets they may have, what they like to play with and spend time doing. It would also help the children get to know who their key worker will be as well as providing an opportunity for parents to ask questions in a more relaxed environment without the distractions of the busy setting. We will be researching this by contacting other settings and giving out questionnaires to parents.

Home learning: parents do not seem to be using the lending library or story sacks so much now it is in the trolley and not on the table. We will move it nearer the children’s drawers and remind parents in the newsletter and each day that they can take books home once they have filled out their child’s library card. The baking box is not being used either. The box is large and difficult to carry if you have children to walk with, therefore we will look out for a more suitable container on wheels.

*Evaluation: the trolley of books is now next to the children’s drawers and the story sacks are hung up next to it. We have been talking to the children about the books and suggesting they borrow them which has helped. The lending library is now being used a lot more. The library cards have been adapted to include a section for feedback which helps us decide the types of books to offer when we change them around.*

Parent consultations take place; an opportunity to share information, update records and discuss any issues or concerns.

Staff Supervisions take place; providing staff with the opportunity to discuss their role, any issues arising, training opportunities and Safeguarding etc.

Transition review: updated questionnaire is sent to Banwell Primary requesting feedback regarding support for smooth transitions for children moving up to school.

Staff Training: Leaders, Managers and Owners Briefing, attended by Lisa and Vikki (Chairperson).

Inter Agency Child Protection for Managers: Attended by Lisa, Safeguarding Practitioner and Vikki, Safeguarding Officer.

Child Protection Case Conference Training: Attended by Lisa and Vikki.

Policy Reviews: Parental Involvement, Staffing and Employment, Student and Volunteer, Drugs and Alcohol, Key Person Policy. All policies were up to date with current practice and legislation.