

# IMPROVEMENT PLAN: BRENTRY EARLY EDUCATION AND CHILDCARE 2018/2019



Mission	Families in our community supported to enable our children to be the best they can							
5 Year Aims (2014 – 2019)	<ul style="list-style-type: none"> <li>➤ Improved resilience of children and families</li> <li>➤ Impact of deprivation reduced</li> <li>➤ Opportunities provided to build confidence, skills and values for life and learning</li> <li>➤ Provision of wide range of high quality early education and childcare solutions</li> </ul>							
2018-2019 Improvement Areas	<b>IA1:</b> Improve the impact of Pupil Premium Income on outcomes for children	<b>IA2:</b> Improve assessment and tracking of children <b>BS PRIORITY TARGET 3</b>  <b>BS PRIORITY TARGET 4</b>	<b>IA3:</b> Improve emotional wellbeing of children	<b>IA4:</b> Improve the impact of staff's interactions with children  <b>BS PRIORITY TARGET 1</b>	<b>IA5:</b> Narrow the GLD gender, SEND, BME and poverty gap of children in our reach area <b>BS PRIORITY TARGET 3</b> <b>BS PRIORITY TARGET 4</b>	<b>IA6:</b> Improve the physical environment  <b>BS PRIORITY TARGET 2</b>	<b>IA7:</b> Reduce the impact of Gender on our children	In addition to the 8 improvement areas we will annually undertake:
Improvement Activities	Train second Forest School Leader to reduce occasions of cancelled sessions  Explore the option of Play Therapy via external providers  Attempt to reinstate "Active 8" - Fitness programme.  Explore use of "Active 8" resources within continuous provision.  Plan expenditure of PP money for the year  Make PP spend more responsive to individual needs	Develop our usage of Tapestry data through snapshots <b>to inform practice</b>  Establish Integrated 2 Yr review with HVs (Jackie and Jo) alongside SALTs.  Implement cohort tracking within LP meetings on Monthly basis  Identify weaker staff and support  Increase usage of Tapestry for 'Teachable'/WOW moments  Communicate ITM to parents  Children and families to be involved in choosing the story of the term. Children to vote on which story they would like.	Continue Develop and evaluate Family Group concept.  Clarify our approach to Behaviour Management and use of Supportive Interactions Strategy  Host a School Admissions Evening  Daycare rooms to pilot information boards on free and cheap opportunities for activities to do as a family particularly those that promote exercise  Explore how to increase communication between family support and key people  To better understand how to support the needs of children experiencing DV  KM to deliver session at inset day on the effects of DV on the child	Begin Peer Observation using elements from BEEL. Target 2 Observations per year, consider use of video to aid self-reflection.  Promote Home Learning Environment at least 3 times/year using Talking Tips style advice.  Embed Bucket Time effectively for each room  Increase the use of variety of small groups for targeted work.  Use Family Groups to build positive relationships with key children and parents.  Access Learning, language and loving it training	Re-embed elements of story-telling when introducing Story of the Term. Re-establish Parent events with a minimum of 1 per seasonal terms. Children and families to be involved in choosing the story of the term. Children to vote on which story they would like.  Spend DAF money based on Parent-Practitioner decision  Identify multi-cultural Champion to drive more inclusive practice and events  Increase access to community and invite member of the community to Children's Centre.  Family Groups to lead community trips	Ensure correct balance of resources in line with ITM planning  Hold formal review of single Pre-school unit to ensure effectiveness of new approach by Oct Half term.  Termly Walk-arounds scheduled and happening in all rooms every seasonal term  Maintain the standard and usage of the Playpod and loose part play in general.  Develop wider range of resources for the large garden  Develop areas of investigation in the Large Garden  Visit other settings to get inspiration for improvements	Develop links regarding BBAP research with PVI and Primary schools???  Embed standard use of Anytime is Story time approaches in pre-school  Devise and run 1 BBAP inspired research project  Address lack of male role-modelling in our practice	<ul style="list-style-type: none"> <li>➤ <b>Safeguarding Audit July 2019</b></li> <li>➤ <b>H&amp;S Audit October 2018</b></li> </ul>