

Tunstall Nursery School Priorities for 2025 /2026

| <i>What are we working on this year?</i> | <i>What is the goal?</i> | <i>How will we achieve it?</i> |
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| <p style="text-align: center;"><u>QUALITY OF EDUCATION</u></p> <p>1. To develop and utilise a range of communication strategies (linked towards becoming a total communication setting)</p> | <ul style="list-style-type: none"> • Staff and children will effectively use key Makaton signs when communicating • Improved communication strategies will be evident in the environment (displays, staff / children interactions, use of visual cards). • Children will effectively communicate (using improved vocabulary and sentence structure) at their own level | <ul style="list-style-type: none"> • Continue to enhance the language rich environment • Participate in Oracy Project • Have oracy / vocabulary focus for evaluation/CPD. • Makaton training / reminder for all staff • Utilise widgets / photos and objects to support visuals for core books • Review core books and supplementary book selection, ensuring suitability for the young children in this years' in take • Continue to further develop role play area- to encourage further language development • Further develop small world play, puppets, purchase more items to support language development |
| <p style="text-align: center;"><u>BEHAVIOUR AND ATTITUDES</u></p> <p>To ensure that pupils continue to build positive relationships, are active and motivated. Staff effectively support children to develop key conflict resolution strategies.</p> | <ul style="list-style-type: none"> • Children are aware of boundaries and follow nursery routines effectively. • The nursery environment is calm and happy, children work well independently and as part of a group. Children will develop a good range of strategies for conflict management and self-regulation, ensuring a positive learning atmosphere. • The nursery environment prioritises nurture and structure, predictability and organisation. Children are aware of expectations and routines particularly in story time. Staff have consistent and high expectations of children's behaviour. • Staff consistently utilise a range of strategies to ensure oversight of the whole nursery whilst focussing on a group activity. Staff also use consistent strategies to further enhance concentration and focus during story times | <ul style="list-style-type: none"> • Whole staff training on 'best practice in the nursery'– positioning, self-regulation, preparation, with a focus on adult led sessions etc. • Continue to ensure consistent approach dealing with conflict/anger (encourage turn taking and self-regulation through co-regulation) – 'I know that you are angry but it's not ok to hurt somebody' • Continue to ensure a consistent approach with sharing and turn taking. Mostly children are encouraged to give the toy up when they have finished. A name list is used to help turn taking, sand timers are used for key resources or short turns |

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| | <ul style="list-style-type: none"> • Staff to continue to write co-regulation plans together for those children who need additional support, to ensure staff and parents use a consistent approach • Key worker/SENCO to review co-regulation plans termly or as required to update and ensure strategies are working • Organise parental workshop on Mindfulness about how children’s brains develop, what is happening to our brain when we are upset or angry and how to support children’s emotions through co-regulation and mindfulness • Embed the use of ELSA as a strategy and intervention within the nursery, this may be part of a child’s self-regulation |
| <p>To continue to promote attendance amongst all groups of children in the setting with a focus on those from disadvantaged backgrounds and those with SEND</p> | <ul style="list-style-type: none"> • Attendance will be improved across the setting, impacting positively on progress and outcomes of children. • Parents will have a better understanding of the importance of attending nursery daily, this will support good attendance as children move on to school • Actively monitor attendance, calling parents when their child is absent to ascertain why they are not in nursery • Meet with parents regarding low attendance as applicable. • Parents will use Bromcom to report absence / make leave requests • All leave requests will be assessed on individual circumstances. Leave for holidays will be unauthorised. • Publicise that staff are able to give medication such as Calpol to support children attending nursery when they are unwell but able to participate in learning, with help of medication. |
| <p><u>PERSONAL DEVELOPMENT</u></p> <p>To further develop and embed within the curriculum opportunities and experiences for children within the local community. Developing talents and interests and preparing them for future success (with a particular focus on disadvantaged and SEND).</p> | <ul style="list-style-type: none"> • Children are offered a broad range of experiences, enabling them to develop talents and interests • All children will have been offered the opportunity to participate in a whole school trip every term – broadening horizons and widening experiences and interests. • Children are offered a ‘Hook’ each term to enhance their experiences at nursery (e.g. aliens leave letters in the nursery). • Children will go on local trips (for example, to Tesco, the post office, other local schools, nursing homes) • To organise several family trips to local places of interest, such as Morden Hall, Wandle Park, Deen city farm • To set up a parent / child gardening team – developing interests and skills • Arrange exciting opportunities within the nursery - Mitcham zoo, clay pot making, theatre groups • Invite parents in to show case talents – musical instruments, art, singing, dance, cooking, sport etc • Attend performances and talent show at PHI |

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| <p>To further enhance and utilise the family style atmosphere and experience for children during lunch club to enhance communication and oracy skills (using visuals and Makaton as well as spoken language) educational trip)</p> | <ul style="list-style-type: none"> • Lunch club will be a happy and sociable experience for children. Children will be involved in conversations, staff will be facilitating and modelling – enhancing children’s language and communication skills • New furniture will be ordered for family room that supports family style dining. • Staff to involve children in setting up tables for lunch club – bringing chairs, laying table cloths and lunch boxes. • Staff to sit and engage with children during lunch time – further enhancing vocabulary acquisition and social interactions (such as turn taking and questioning) |
| <p>To further develop the use of sensory pathways. Developing an understanding of and effectively utilising a range of strategies to better support children with sensory needs</p> | <ul style="list-style-type: none"> • Staff will have a clear and consistent understanding of how to best support children with sensory needs • Children with sensory needs will be better supported in the nursery environment through a variety of strategies • Children will be offered a range of interventions (planned and spontaneous), developing a proactive approach • CPD– in house utilising Croydon OT website • Add new interventions to SEND and ISP plans for children with sensory needs Key Workers • Purchase resources to further support individuals / interventions • Sensory pathways planned for in the outdoor area |
| <p><u>LEADERSHIP AND MANAGEMENT</u></p> <p>To utilise existing strategies and develop further strategies to demonstrate the schools continued commitment to staff wellbeing / workload by achieving the Croydon wellbeing mark.</p> <p>Ensure leadership at all levels and succession planning remains strong with a particular focus on skilling up class teacher with a view to a senior role in the future</p> | <ul style="list-style-type: none"> • The Nursery provides a supportive working environment where all members of staff feel supported and valued, ensuring the best learning environment possible for all children. • Leaders at all levels will maintain the culture that enables pupils and staff to be the best they can be. • Staff questionnaires to include questions about staff work load and wellbeing. • Wellbeing week for pupils and staff – including – rehydration (lots of flavoured water for staff), yoga sessions, mindful walk, meditation, gratitude practice (age appropriate). • Regular 1:1s and supervision for staff • ‘Open door’ policy – staff encouraged to share good practice / seek advice from staff at all levels |

To embed Sustainability and Climate Change Action Plan (based on DfE's Sustainability and Climate Change Strategy) across all areas of school life focussing on: Decarbonisation, Adaptation and Resilience, Biodiversity and Climate Change and Green Careers - Governors and Leadership team to be involved

- Staff across the school including Governors will encourage sustainable values and practices in all areas including: the curriculum, wellbeing, school budget, healthy living, community work.