



# LITTLE VIPS DAY CARE DEVELOPMENT PLAN 2026

*To be read alongside:*

- *Nursery Self Evaluation Form (SEF) for detail about nursery context, aims, vision and priorities;*
- *Headteacher's & Nursery Managers reports to governors for actions and evaluation of impact;*
- *Nursery visit reports, (Ofsted Apr 24), peer review for validation of judgements.*



## CONTEXT

Little VIPs Day Care is a governor led nursery providing daycare for children from nine months up to nursery age. Situated adjacent to Lowther Endowed School, it transferred from private ownership in July 2024 and is now an integral part of the nursery community.

The nursery has a NOR of 64, with a small percentage of children receiving EYFS PP, SEND support or EAL support. The nursery's vision and values are centred around achieving, caring, and enjoying, with a strong emphasis on individualised learning through play and outdoor experiences.

Little VIPs Day Care – where every child is valued, celebrated, and supported to thrive. We provide high-quality care and education within a safe, nurturing, and homely environment. At Little VIPs, we recognise that every child is unique, with their own interests, strengths, and needs. That's why we offer personalised support to help each child flourish at their own pace. Our dedicated and passionate team of early years professionals create a stimulating, caring atmosphere where children feel happy, confident, and inspired to learn and grow.

### Learning Through Play

At Little VIPs, learning through play is at the heart of our approach, supporting every stage of a child's development. Our carefully designed indoor and outdoor environments offer endless opportunities for children to explore, investigate, and discover in a safe and engaging way. With a homely atmosphere, we nurture a strong sense of comfort, belonging, and confidence.

We regularly refresh our resources to reflect the seasons, the wider world, and the evolving interests of the children. This dynamic approach inspires curiosity, imagination, and wonder, helping children to grow into confident, motivated learners who are excited to engage with the world around them.

### Outdoor Learning

Outdoor learning is a true passion and a cornerstone of life at Little VIPs. We know how vital time outdoors is for children's overall development, which is why we have worked hard to create inspiring outdoor spaces that enrich their learning every day. Thanks to generous donations and the addition of new outdoor furniture and resources, our environment continues to grow and improve—offering exciting opportunities for play, exploration, and discovery.

Set within the beautiful Lowther Estate, our outdoor areas provide a safe, diverse, and stimulating natural setting. Here, children can be active, creative, and connected with the world around them. Outdoor learning encourages vital skills such as problem-solving, teamwork, and resilience, while nurturing a lifelong love of nature and learning.

## IMPROVEMENT PRIORITIES FOR 2026 – 2027

The 2026-2027 priorities reflect the need to fully embed the nursery within school governance, implement the EYFS Framework 2025, consistently embed new phonics and maths curricula, and enhance technology use to support early learning. The Development Plan addresses all key OFSTED framework areas with targeted actions to raise quality from the “Expected Standard” towards “Strong Standard,” ensuring continuous improvement and strong foundations for future inspections as follows:

- Fully embed Little VIPs Day Care as an integral part of the school, with clear governance and management roles.
- Implement the new EYFS Framework 2025 through well-planned continuous provision, including pre-nursery children.
- Embed ELS phonics scheme consistently across EYFS.
- Introduce and embed a high-quality EYFS Maths curriculum with continuous provision.
- Increase use of appropriate technology in EYFS to support early learning.
- Promote reading for pleasure within EYFS.
- Review and adapt EYFS environment to support oracy development and curiosity.
- Engage parents and carers in EYFS learning through workshops and regular communication.
- Positive feedback from staff, parents, and pupils on EYFS provision.
- Attendance and intake numbers at Little VIPs and Reception stabilise or improve.

## Action Plans by OFSTED Focus Area

### 1. Safeguarding

#### Current Position:

- Strong understanding of safeguarding among staff.
- Clear, accessible policies and procedures.
- Ongoing staff supervision and support.
- No specific areas for development highlighted.

#### Key Priorities:

- Maintain and regularly update safeguarding policies and practice.
- Continue staff training and vigilance to ensure safeguarding remains robust

#### Actions:

- Schedule annual safeguarding training and refreshers for all staff.
- Conduct regular safeguarding audits and scenario-based staff discussions.
- Review and update safeguarding policies in line with latest statutory guidance.
- Ensure all new staff complete safeguarding induction promptly.

#### Success Criteria:

- 100% staff completion of safeguarding training each year.
- Updated safeguarding policies communicated and accessible.



- No safeguarding incidents due to policy lapses.
- Positive feedback from safeguarding audits.

**Timescales:**

- Ongoing with formal review each term.

**Responsible Persons:**

- Headteacher also Designated Safeguarding Lead (DSL), Nursery Manager also Deputy Designated Safeguarding Lead (DDSL)

**Resources Required:**

- Training budget, external safeguarding trainers, time allocated for training sessions

**Monitoring and Evaluation:**

- Termly safeguarding audits, staff training records, DSL reports to leadership team and governors.

## 2. Inclusion

**Current Position:**

- Strong personalised approach valuing each child's uniqueness.
- Support tailored to individual needs.
- Limited detailed evidence on inclusion of disadvantaged pupils and SEND provision.

**Key Priorities:**

- Develop and document clear strategies for supporting SEND and disadvantaged children.
- Improve monitoring and tracking of progress for all vulnerable groups.
- Ensure staff training on inclusive practice and differentiation.

**Actions:**

- Review and update SEND and inclusion policy.
- Introduce termly pupil progress meetings focusing on SEND, EAL, and disadvantaged children.
- Provide targeted CPD on inclusive pedagogy and differentiation.
- Engage parents of vulnerable groups through regular communication and workshops.

**Success Criteria:**

- Clear inclusion policy aligned with school practice.
- Demonstrable progress for SEND and disadvantaged children.
- Positive parental feedback on inclusion and support.
- Staff confidence and competence in inclusive practice.

**Timescales:**

- Policy review and initial training by end of Term 2 2026.

- Ongoing progress monitoring each term.

**Responsible Persons:**

- SENDCo, Headteacher, Key Persons

**Resources Required:**

- Time for meetings and training, external inclusion consultant if necessary, resources for differentiated provision.

**Monitoring and Evaluation:**

- Termly progress reports, SEN review meetings, parental engagement records.

### 3. Curriculum and Teaching

**Current Position:**

- Play-based learning central to curriculum.
- Well-designed indoor and outdoor environments.
- Regular refresh of resources.
- New EYFS Framework 2025 in progress.
- New phonics (ELS scheme) and Maths curricula need embedding consistently.

**Key Priorities:**

- Fully implement EYFS Framework 2025 with continuous provision.
- Embed ELS phonics across EYFS, KS1, and SEND.
- Introduce and embed high-quality Maths curriculum with continuous provision elements.
- Develop EYFS/KS1 technology use to support learning.

**Actions:**

- Develop detailed curriculum maps and planning incorporating new EYFS framework.
- Deliver phonics training with external English Hub support; monitor implementation fidelity.
- Train staff in new Maths continuous provision approach; update resources accordingly.
- Pilot and evaluate use of age-appropriate technology tools and apps in EYFS/Year 1.
- Regularly review indoor/outdoor environment to support oracy, curiosity, and thematic learning.

**Success Criteria:**

- EYFS Framework fully embedded with clear continuous provision plans.
- Consistent use of ELS phonics evident in planning and practice.
- Improved Maths outcomes and engagement recorded.
- Increased confident use of technology to enhance learning.
- Positive feedback from staff and parents on curriculum delivery.

**Timescales:**

- Curriculum maps and initial training completed Term 1-2 2026.
- Phonics and Maths embedding monitored throughout the year.



- Technology pilot launched Term 2 with review at Term 4.

**Responsible Persons:**

- EYFS Lead, Phonics Lead, Maths Lead, ICT Coordinator, Headteacher

**Resources Required:**

- Training budgets, phonics and maths resources, technology hardware/software, staff release time.

**Monitoring and Evaluation:**

- Learning walks, planning scrutiny, pupil progress meetings, parental and staff surveys, external partner feedback.

## 4. Achievement

**Current Position:**

- Individualised learning supports potential achievement.
- Curriculum embedding may impact short-term achievement gains.

**Key Priorities:**

- Establish robust systems to track child development and achievement.
- Use data to inform personalised learning and interventions.
- Monitor impact of new phonics and maths curriculums on outcomes.

**Actions:**

- Implement or upgrade assessment and tracking tools aligned to EYFS 2025.
- Hold termly pupil progress reviews to identify next steps.
- Provide targeted support/interventions for children not meeting expected milestones.
- Report achievement progress regularly to leadership and governors.

**Success Criteria:**

- Reliable and consistent tracking data for all children.
- Demonstrable progress towards developmental milestones.
- Closing of gaps for vulnerable groups.
- Positive trends in phonics and maths outcomes.

**Timescales:**

- Assessment system operational by Term 2 2026.
- Pupil progress reviews each term.

**Responsible Persons:**

- Assessment Lead, EYFS Lead, SENDCo, Headteacher

**Resources Required:**

- Assessment tools, staff training, intervention resources.

**Monitoring and Evaluation:**

- Termly data reviews, intervention impact analysis, governor reports.

## 5. Behaviour, attitudes and establishing routines

**Current Position:**

- Safe, nurturing environment encourages good behaviour and comfort.

**Key Priorities:**

- Develop clear attendance monitoring and promotion strategies.
- Establish consistent behaviour management approaches aligned with school values.

**Actions:**

- Set up attendance tracking and early intervention systems.
- Communicate attendance expectations and support strategies to parents.
- Develop behaviour policy aligned with caring ethos, including positive reinforcement.
- Train staff in behaviour management techniques appropriate for early years.

**Success Criteria:**

- Attendance rates maintained or improved.
- Clear behaviour expectations understood and followed.
- Reduction in behaviour incidents or concerns.
- Positive parental feedback on behaviour and attendance communication.

**Timescales:**

- Attendance systems and behaviour policy completed by Term 2 2026.
- Monitoring ongoing each term.

**Responsible Persons:**

- Attendance Officer, Behaviour Lead, Headteacher, Key Persons

**Resources Required:**

- Attendance software or tools, behaviour management training, parental engagement materials.

**Monitoring and Evaluation:**

- Attendance reports, behaviour incident logs, parent and staff feedback.

## 6. Children's welfare and well-being

**Current Position:**

- Strong emphasis on valuing and supporting every child.



- Outdoor learning is a cornerstone and supports well-being.
- High standards of care and modelling kindness.

### **Key Priorities:**

- Extend programmes supporting social-emotional development and well-being.
- Foster resilience, teamwork, and respect through structured activities.
- Continue to build on outdoor learning as a vehicle for personal growth.

### **Actions:**

- Embed planned activities targeting well-being skills (e.g., circle time, mindfulness).
- Develop outdoor learning plans to include personal development goals.
- Provide staff training on supporting emotional literacy and resilience.
- Engage parents in well-being initiatives and share strategies to support at home.

### **Success Criteria:**

- Observable improvements in children's social skills and emotional regulation.
- Staff confidence in well-being support increased.
- Positive feedback from parents on children's personal development.

### **Timescales:**

- Initiate programmes from Term 1 2026, with ongoing development.

### **Responsible Persons:**

- Well-being Lead, EYFS Lead, Headteacher

### **Resources Required:**

- Training, well-being activity resources, outdoor learning materials, parental engagement sessions.

### **Monitoring and Evaluation:**

- Staff observations, child development records, parent/staff surveys.

## **7. Leadership and Governance**

### **Current Position:**

- Clear vision and values driving school improvement.
- Committed leadership team with regular staff and parent engagement.
- Nursery not yet fully integrated into school governance and management.

### **Key Priorities:**

- Complete full integration of nursery within school governance and management structure.
- Strengthen leadership roles to support curriculum and quality improvements.
- Develop robust systems for monitoring, evaluation, and evidence gathering.

**Actions:**

- Define and embed clear governance roles and responsibilities for nursery.
- Nursery representation at school governing body meetings.
- Implement rigorous monitoring schedules for all priorities.
- Use feedback loops from staff, parents, and external partners to inform leadership decisions.
- Develop evidence base aligned to OFSTED criteria for self-evaluation and inspection readiness.

**Success Criteria:**

- Nursery fully represented within governance structure.
- Clear leadership accountability demonstrated.
- Effective monitoring and evaluation systems in place.
- Positive governance reports and feedback.

**Timescales:**

- Governance integration completed by end of Term 3 2026.
- Monitoring systems operational by Term 2 2026.

**Responsible Persons:**

- Headteacher, Chair of Governors, Nursery Manager, School Business Manager

**Resources Required:**

- Governance training, meeting time, evidence management tools.

**Monitoring and Evaluation:**

- Governance meeting minutes, leadership review reports, self-evaluation documentation.