



LITTLE VIPS DAY CARE DEVELOPMENT PLAN 2026 - 2027

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 Jun 26), 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 2026, 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 “Strong Standard” towards “Exceptional 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 2026 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:

- Safeguarding is embedded within the culture of Little VIPs and is understood by staff to be everyone's responsibility.
- Staff receive regular safeguarding updates through supervision, staff meetings and professional development opportunities.
- Leaders maintain effective safeguarding systems, including safer recruitment, induction procedures, record keeping and ongoing monitoring.
- The DSL and DDSL maintain oversight of safeguarding practice and work effectively with external agencies when required.
- Policies are reviewed regularly and reflect current statutory guidance.
- Positive relationships with families support early identification of concerns and early intervention where appropriate.

Key Priorities:

- Maintain a strong safeguarding culture through regular training, monitoring and reflection.
- Ensure staff remain up to date with emerging safeguarding themes and local safeguarding priorities.
- Strengthen parental awareness of safeguarding responsibilities and available support.
- Continue reviewing safeguarding systems to ensure best practice and compliance.

Actions:

- Deliver annual safeguarding training and regular updates throughout the year.
- Undertake termly safeguarding audits and action planning.
- Include safeguarding discussions within supervision and team meetings.
- Review policies in line with statutory updates.

- Share safeguarding information and guidance with families through newsletters, meetings and displays.
- Maintain robust induction procedures for all new staff.

Success Criteria:

- 100% staff compliance with safeguarding training requirements.
- Staff demonstrate confidence and consistency when responding to safeguarding concerns.
- Safeguarding audits demonstrate strong compliance and effective practice.
- Parents report understanding safeguarding procedures and who to approach with concerns.
- External monitoring confirms safeguarding systems remain effective.

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:

- Inclusion is a strength of the nursery and is reflected throughout the environment, curriculum and daily practice.
- Staff identify emerging needs early and work effectively with families and external professionals.
- SEND training and inclusion reviews have strengthened staff confidence and understanding.
- Children with additional needs are supported through personalised approaches, targeted interventions and curriculum adaptations.
- Leaders maintain a strong commitment to ensuring all children can access learning opportunities and experiences.
- Diversity, equality and inclusion are promoted through resources, celebrations, books and learning experiences.

Key Priorities:

- Further strengthen evidence of impact for SEND and vulnerable groups.
- Continue developing staff expertise in supporting increasingly complex needs.
- Ensure inclusive practice remains embedded across curriculum development.

- Further strengthen partnership working with families and professionals.

Actions:

- Hold termly inclusion review meetings.
- Continue staff training linked to SEND and inclusion priorities.
- Review intervention effectiveness and progress of identified children.
- Develop provision mapping and impact monitoring.
- Continue reviewing resources and environments to reflect diversity and inclusion.
- Increase opportunities for parental engagement linked to inclusion and SEND support.

Success Criteria:

- Clear evidence of progress for children receiving additional support.
- Staff confidence in inclusive practice continues to improve.
- Parents report feeling supported and involved.
- Inclusive practice is evident throughout the curriculum and environment.
- Monitoring demonstrates positive outcomes for vulnerable groups.

Timescales:

- Policy review and initial training by end of Autumn 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:

- A progressive three-year curriculum has been developed and implemented across all nursery rooms.
- Curriculum planning is aligned with EYFS and Development Matters guidance and reflects children's developmental stages and interests.
- Staff use a balance of planned experiences, continuous provision and in-the-moment learning opportunities.
- Outdoor learning remains a significant strength and is embedded throughout the curriculum.
- Communication and language, personal development and wellbeing are prioritised across all areas of learning.

- Curriculum monitoring, planning reviews and staff discussions support consistency and quality across the nursery.
- Phonics, mathematics and curriculum progression have been strengthened through ongoing professional development and curriculum review.
- Resources and environments are reviewed regularly to support children's curiosity, independence and engagement.

Key Priorities:

- Continue embedding and refining the three-year curriculum to ensure consistency across all rooms.
- Further strengthen progression in communication and language, early mathematics and literacy.
- Develop the purposeful use of technology to support learning and development.
- Strengthen curriculum impact monitoring and evidence gathering.
- Continue reviewing environments and continuous provision to maximise learning opportunities.
- Further develop opportunities for reading for pleasure and storytelling throughout the nursery.

Actions:

- Undertake termly curriculum reviews across all rooms.
- Continue learning walks, planning scrutiny and environment audits.
- Review progression documents and curriculum mapping annually.
- Develop additional mathematics opportunities within continuous provision and daily routines.
- Continue embedding phonics through consistent approaches and staff coaching.
- Introduce age-appropriate technology experiences to support learning where appropriate.
- Further develop reading areas, story sessions and opportunities to promote a love of books.
- Review curriculum adaptations to ensure provision meets the needs of all learners, including children with SEND.
- Share curriculum information regularly with parents through newsletters, displays and workshops.

Success Criteria:

- Consistent implementation of the curriculum across all rooms.
- Children demonstrate increasing knowledge, skills and confidence across all areas of learning.
- Staff confidently articulate curriculum intent, implementation and impact.
- Evidence demonstrates clear progression throughout the nursery.
- Improved outcomes in communication and language, mathematics and literacy.
- Positive feedback from parents regarding children's learning and development.
- Monitoring demonstrates high-quality teaching and curriculum implementation.

Timescales:

- 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:

- Staff use observations, assessment and professional knowledge to identify children's next steps.
- Curriculum progression supports children's development across all seven areas of learning.
- Assessment systems have been strengthened to support planning and monitoring.
- Children make progress from their individual starting points through personalised support and high-quality interactions.
- Leaders increasingly use assessment information to monitor progress and identify priorities.
- Transition arrangements support continuity of learning and development.

Key Priorities:

- Further strengthen assessment analysis and use of data.
- Improve evidence of progress and attainment across all groups of children.
- Monitor the impact of curriculum developments on outcomes.
- Strengthen intervention monitoring and evaluation.
- Continue reducing barriers to learning for vulnerable groups.

Actions:

- Hold termly progress meetings.
- Review assessment systems and consistency of practice.
- Track progress of SEND, EAL and vulnerable children.
- Evaluate intervention effectiveness termly.
- Share achievement information with governors.
- Continue staff training linked to assessment and child development.

Success Criteria:

- Clear evidence of progress from starting points.
- Assessment information is accurate and consistent.
- Improved outcomes for vulnerable groups.
- Leaders can demonstrate the impact of curriculum developments.
- Children are increasingly prepared for transition to school.

Timescales:

- Assessment system operational by end of Autumn 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:

- A positive behaviour policy has been implemented and embedded across the nursery.
- Children are supported through nurturing relationships, clear expectations and consistent routines.
- Staff understand the importance of promoting positive behaviour through modelling, praise and responsive interactions.
- Children demonstrate increasing confidence, independence and self-regulation appropriate to their age and stage of development.
- Strong key person relationships support children's emotional wellbeing and sense of security.
- Attendance is monitored and positive relationships with families support regular attendance and punctuality.
- The nursery environment promotes respect, kindness, inclusion and positive attitudes towards learning.

Key Priorities:

- Continue embedding consistent behaviour management approaches across all rooms.
- Strengthen attendance monitoring and early intervention procedures.
- Further develop children's emotional literacy and self-regulation skills.
- Continue supporting staff in responding effectively to increasingly complex behavioural and emotional needs.
- Develop evidence of the impact of behaviour and wellbeing strategies.

Actions:

- Review behaviour records and attendance information termly.
- Continue staff training linked to emotional development and behaviour support.
- Embed emotional literacy opportunities throughout the curriculum.
- Support families through consistent communication and guidance.
- Monitor implementation of behaviour policy through observations and supervision.
- Review transition arrangements to ensure emotional wellbeing is prioritised.

Success Criteria:

- Consistent implementation of behaviour expectations across the nursery.
- Children demonstrate positive attitudes towards learning.
- Attendance remains stable or improves.
- Reduction in behaviour incidents requiring intervention.
- Increased evidence of children's emotional resilience and self-regulation.
- Positive feedback from parents regarding behaviour support and communication.

Timescales:

- Attendance systems and behaviour policy completed by end of Autumn 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:

- Children's welfare and wellbeing are central to all aspects of nursery life.
- Strong key person relationships support secure attachments and emotional wellbeing.
- Children are cared for within a safe, nurturing and inclusive environment.
- Outdoor learning plays a significant role in promoting physical health, resilience, confidence and wellbeing.
- Staff know children and families well and provide personalised support where needed.
- Healthy lifestyles, independence and personal development are promoted throughout daily routines.
- Strong partnerships with families support children's emotional wellbeing and development.
- Transition arrangements help children feel secure and confident during periods of change.

Key Priorities:

- Further strengthen children's emotional literacy and wellbeing.
- Continue developing opportunities for resilience, independence and self-care.
- Increase parental engagement in wellbeing initiatives.
- Strengthen evidence of the impact of wellbeing strategies.
- Continue enhancing outdoor learning opportunities that promote personal development.

Actions:

- Deliver planned wellbeing and emotional literacy activities.
- Continue reviewing outdoor learning opportunities and resources.
- Share wellbeing information and support strategies with parents.
- Provide staff training linked to emotional wellbeing and mental health.
- Monitor children's wellbeing through observations and discussions.
- Review transition arrangements annually.

Success Criteria:

- Children demonstrate increasing confidence, resilience and independence.
- Positive relationships are evident throughout the nursery.
- Parents report feeling supported and involved.
- Staff demonstrate confidence in supporting wellbeing needs.
- Children are well prepared for transitions.
- Monitoring demonstrates positive wellbeing outcomes.

Timescales:

- Ongoing

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:

- Leadership and governance arrangements are now securely established within the school's wider structure.
- Leaders have a clear understanding of the nursery's strengths, priorities and areas for development.
- Self-evaluation, monitoring and quality assurance processes are embedded and inform ongoing improvement planning.
- Staff supervision, appraisal and professional development systems support continuous improvement.
- Leaders actively seek feedback from staff, parents, governors and external professionals.
- The nursery benefits from strong governor oversight and accountability.
- Curriculum development, safeguarding, inclusion and wellbeing remain key priorities within leadership monitoring.

- A positive culture of reflection, collaboration and professional growth is evident across the nursery.

Key Priorities:

- Continue strengthening leadership capacity and succession planning.
- Further refine quality assurance and evidence gathering systems.
- Strengthen evaluation of curriculum impact and outcomes.
- Continue supporting staff development and leadership opportunities.
- Ensure inspection readiness through robust self-evaluation and monitoring.

Actions:

- Maintain annual self-evaluation and development planning cycle.
- Continue governor monitoring visits and leadership reviews.
- Develop leadership responsibilities across the staff team.
- Review professional development needs through supervision and appraisal.
- Continue collecting evidence of impact linked to improvement priorities.
- Regularly evaluate curriculum, inclusion and wellbeing initiatives.

Success Criteria:

- Leaders demonstrate a clear understanding of nursery strengths and next steps.
- Monitoring activities lead to measurable improvements.
- Staff feel valued, supported and confident in their roles.
- Governors maintain a strong understanding of nursery provision.
- Improvement priorities are achieved within agreed timescales.
- Inspection evidence demonstrates sustained improvement and strong practice.

Timescales:

- Governance integration ongoing.
- Monitoring systems operational by Autumn 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.