

09 Early years practice procedures

09.16 Prime times – planning procedure

- The next steps in children's development and learning are planned following on from what has been discovered during the observations and assessments staff have done as well as information from parent/carers.
- All planning has the involvement of the SENCO, ENCO, all staff members, parent/carers and children's input. Staff meetings brainstorm ideas, themes, topics, activities and resources. All staff are invited to add to the planning whenever appropriate.
- All key staff are responsible for the collection of data in the form of observations and Possible Lines of Development (PLOD) for their key children. The specific needs of individual children are found out by looking, listening and noting the activities of a child or group of children.
- Observations are both formal and informal and are carried out as the staff work with the children. Carrying out regular observations is vital as it ensures that the child are put at the centre of the pre-school's practice. It enables the staff to identify each child's likes and dislikes and their responses to different situations. Next steps in children's development and learning can then be planned.
- Observations are to be recorded either in written form, photographs or artwork. Group observations are gathered on a half termly basis based on one particular activity and learning intention, as are more specific adult led observations such as extension groups.
- EYFS PLOD are used for each child to identify strengths and areas that require further development. The deputy manager and key person have a meeting at the end of each term to discuss each child's development over the 7 areas of learning and what can be done to help them meet their next steps.
- Curriculum targets are set at the beginning of each term and the key person records how their individual key children are meeting these and informs the deputy manager and SENCO of any requirements that may be needed.
- Summative assessment is required with the addition of evidence of information from parent/carers using the Contact Books. All information is relevant in order that medium and short term planning may be made.
- Daily evaluation is undertaken in respect to each element of equipment utilised and all seven areas of learning and development. Next steps can then be plotted against the evaluations to assist future planning.

- With evidence and input from children, evaluations, next steps, parent/carers and key persons, a brainstorming plan is drawn up of what's working and what is not. Key persons input help create activities to support individual children with a wide range of freely chosen play and well-planned adult led tasks. Activities for both indoor and outdoor are balanced with quiet times and spaces throughout the sessions.
- The termly curriculum includes the 7 areas of learning plus:
 - focus time and registration
 - children's choice
 - outdoor activities
 - messy play and sand and water play
 - One Planning
 - quiet times/areas
 - parent observations for future planning
 - story and circle time
 - snack
 - craft
 - small group activities.
 - learning intentions and differentiation
- A typed plan indicating all required equipment, learning intentions and differentiation needed is completed.
- Every key person has a plan so they can identify what their key children need.
- This plan is also displayed on clipboards in the main room and is accessible by all staff. Old plans are stored in the cupboard.
- If a specific piece of equipment/activity does not fulfil the child's requirements i.e. potty training, sharing resources, PSE issues, a separate plan is made for the child.
- All plans and Specific Learning Objectives are updated as needed.
- The plan is subject to change to suit individual needs, inclement weather or One Planning and is flexible to adapt.