



ANNUAL REPORT 2018-19



1. ENSURE THAT CHILDREN & ADULTS LEARN

The quality of teaching, learning, and assessment has been given high priority this year. Harnessing the sum of what everyone in the setting knows and shares has helped the setting be more effective in enhancing the learning and development of the children. As the amount of sharing knowledge and expertise increases, the setting's capacity to add value to the lives of children has also increased.

What we have done:



the Investigator room, outdoor Bankside play area, and Kitchen.



the planning systems to ensure activities and experiences are tailored to each child's needs.
Practitioners have developed their skills and confidence to be able to meticulously plan rich, varied, and imaginative experiences that enthuse and engage children.



looked at how early literacy is promoted effectively and developed a more systematic approach with play and fun at the heart of it.
Disco dough, Wiggle as you squiggle, Letter and Sounds are now part of what we do.



at knowing what and when each child and adult have learned through observation.
Investing in resources such as iPads and working with other settings to share best practise has helped us to know your child even better.



environments marketing backdrops.

2. DEVELOP A CULTURE OF COLLABORATION

Parents are children's first and most enduring educators. When parents and practitioners work together the results have a positive impact on the child's development and learning years. This year we have continued to build an effective partnership with parents.

In collaboration with the Action Students, we have been able to provide rich and varied learning opportunities, utilising these students more effectively for specific projects. As a result, we have been able to reflect and value the diversity of the children's experience. Our network of partnership has increased the enhancing all areas of the nursery life.

What we have done:



have enjoyed weekly cooking sessions of food from around the world and have learnt about the different cultures that these foods originate from.
Families have also had opportunities to join in with Tiger tea parties, Sports Day, Christmas sing-along, Easter parades, Build a rocket competition, book swap, and many more activities.

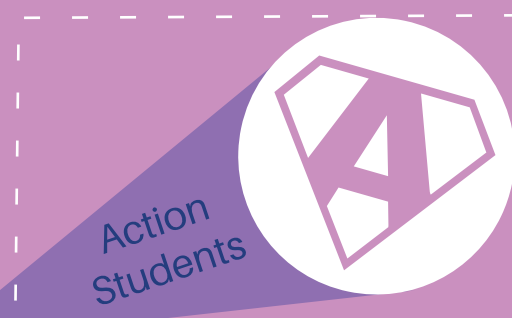


for Children in Need Fund and collected Poppy funds for British Legion.



is now part of the nursery day. To promote oral hygiene daily toothbrushing has been introduced in partnership with Leicestershire community dental service.

With the support of the students, the nursery has been able to explore and utilise the University Campus. The children waved the University Chancellor and Vice Chancellor off to the degree ceremonies and were delighted when VC Bob attended the nursery graduation for the first time.



have volunteered many hours of service to the nursery. Activities have included engineering activities and play sessions to promote science with STEM students, IT training for staff, intergenerational play sessions with the Abbyfield trust and much more.

With the support of the students, the nursery has been able to explore and utilise the University Campus. The children waved the University Chancellor and Vice Chancellor off to the degree ceremonies and were delight when VC Bob attended the nursery graduation for the first time.



with The School of Sport, Exercise, and Health Sciences on an 'Early movers' video development which promotes physical development in young children.

In addition, a successful bid was made to The Enterprise Project Group to develop a project on promoting physical development in Early Years settings.



In every small community there should be a service for children under five. This service should honour the needs of young children, celebrate their existence, and cherish their families.

At the heart of high quality early years education is the ability to build a setting where children and adults have a sense of belonging, feel safe and secure, and have a desire to learn together. Building a community of learners has been at the heart of Loughborough Campus nursery this year.

lsu.co.uk/nursery

3. REMOVE BARRIERS TO SUCCESS

Building a collaborative culture is a question of will. We have strived to harness like minded people who are determined to work together and therefore we have found a way. Achieving success has not only been about what we need to change. For success to occur, a number of things have needed to stop happening. We have asked ourselves 'What is it like to be a child here?'

What we have done:



to ensure that sufficient numbers of good quality places are available to meet the increased demand created by the extension of free places to 30 hours.

With careful planning and a few unavoidable changes, the extension of funded places has been successful.



a range of experiences and activities to promote emotional wellbeing for children and adults within our community.

The Happy to be Me project developed practitioner's skills and knowledge on supporting children's wellbeing and behaviour as well as those children who experience trauma in their lives. The senior managers attended Mental First aid training to be able to support staff, parents, and students who may need a little extra care and concern. A random act of kindness week and Valentine messages from the Student Executive Officers are examples of what we have done to help to spread the happiness.



received back from the parent survey asked we looked at ensuring a smoother transition between rooms.

We have reviewed how we help children to achieve this seamless transition. We have produced two story books for parents to share with their child prior to transition. The books, Seth becomes an Explorer and Coco and the Investigators video goes to Nursery help the children to become familiar with their new room.



of the children is paramount. To provide the highest standards of care, all staff are qualified as Paediatric First Aiders.

The kitchen received a makeover to enable Munch on Tour to continue to provide a valuable service

4. FOCUS ON OUTCOMES FOR CHILDREN & ADULTS

This year we have worked to ensure that in our nursery, all children in the provision -including disabled children and the most able- are making substantial and sustained progress that leads to outstanding achievement. We have had an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social, and emotional development to give children the foundations for future learning.

What we have done:

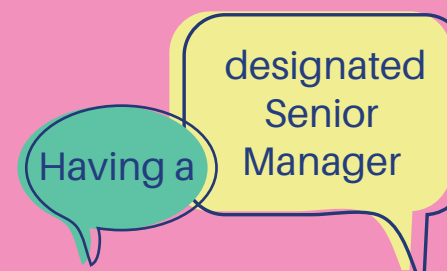


our assessments are accurate and reflect each child's strengths and abilities.

We ensure that we use this information to inform our practise and make improvements, identifying any extra support that a child may need. This cohort analysis has been a valuable tool to improve our practice.



Responding when a child or adult experiences difficulty in learning has included the SENCO supporting and training of all staff whose key children have additional needs.



as a Communication Lead has enriched the support received by children with additional needs within the setting.

It has also sustained and developed best practise and provided extra support for those children who need it



Raising the awareness of parents about Early Years Pupil Premium has helped to identify 4 children in this circumstance who already use the setting.