

Operational Plan Guidance

WHAT IS AN OPERATIONAL PLAN

An operational plan is the blueprint for managing your setting, how you are going to run your service. The operational plan should be a living document, which will need to be reviewed and updated.

You could include the following:

- Your aims and objectives
- Your policies and procedures
- The use of space
- The grouping of children
- The activities you provide (use of equipment and resources)
- The staffing structure
- Staff deployment including the use of volunteers and students
- The management of staff, for example supervision, staff meetings, training and appraisal
- How you obtain and respond to feedback from parents and others

WHAT SHOULD THE OPERATIONAL PLAN LOOK LIKE?

Ofsted does not prescribe a format but advises that the plan need not be a single document.

Most of you will have a lot of the documents already in place, these will just need to be brought together, you will then have to see which information you will need to add.

You can put these together in a box file, lever arch file or lots of small files, if you think that this will be more helpful to you. It would also be a good idea to include an index.

You could have a folder for each area under the EYFS, Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Other settings break down the operational plan under the Every Child Matters Outcomes e.g. Helping children to be healthy, protecting children from harm or neglect, Helping them stay safe, Helping children enjoy and achieve and Helping children make a positive contribution. You will also need to include in this, how you work with and include parents, and how you liaise with other agencies.

Below are some ideas of what could be included under each area of EYFS. Though the list may look long it is important to remember that most of this will already be in place, it is just a case of pulling together examples of blank documents, explaining practice and (in the case of policies and risk assessments) referring the reader to the relevant files. Some examples may not be relevant to your setting or you may feel you need to include something that is unique to your setting, **this document is only guidance, you should put your operational plan together in a way that works best for your setting.**

Unique Child

1.1 Child Development

- Profiles (How these are put together)
- Observation Record (Blank)
- Consent Forms (Blank)
- Individual care/learning plans (Blank)
- Staff training on child development

1.2 Inclusive Practice

- Equality & diversity Policy
- SENCO policy & role of SENCO
- Training log
- DDA (environment)
- Dietary needs (how these are addressed)
- Staff recruitment procedures
- Resources
- Inclusion Statement/admissions policy
- Children's Rights
- Parental involvement
- Working with other agencies

1.3 Keeping Safe

- Safeguarding policy & procedures
- Training
- H&S Policy (Sample checklists & room plans)
- Risk assessments (refer to folder)
- COSHH & RIDDOR
- Food Hygiene (Safer food better business/ baby food preparation/ dummies/ Sterilising/ nappies/ checklists & records fridge temp/food temp etc)
- Fire evacuation procedure & record of drills
- Staffing & ratios
- CRB's/ ISA registration/ disciplinary & grievance procedure & staff induction procedure.
- Committee / owner details
- Complaints procedure
- None collection policy/collection policy
- Security
- Visitors records
- First aid training
- Accident & incident records (Blank)
- Critical incident policy
- Behaviour policy
- Medication policy & procedures

- Confidentiality policy
- Data protection
- Outing procedures
- Public liability insurance
- Electrical equipment safety checks
- Environmental health inspection reports
- Ofsted report

1.4 Health & well being

- Health & Hygiene practices & policy
- Medical consent forms / administration
- No Smoking policy
- Sun protection policy
- Healthy eating policy & practices
- Examples of Menus
- How snack time runs
- Nappy changing / toileting
- Sickness policy
- Exclusion Guidelines
- Dietary requirements / likes & dislikes (child's preferences)
- First aid box checklists / records
- Emergency medication & treatment (procedures & consents)
- Animals
- Behaviour management / physical intervention
- Sleep / rest procedures – record keeping
- Access to outdoor play
- Parental involvement policy / home link records

Positive Relationships

2.1 Respecting each other

- Behaviour management
- Positive images
- Links to other professionals
- Staff training (behaviour & PSED)
- Confidentiality policy
- Aims & objectives

2.2 Parents as partners

- Partnership with parents policy
- Equality & diversity policy
- Sample newsletter / parents evening dates
- Example of daily diaries (if used)

- Open door policy
- Complaints / comments / suggestions / survey questionnaires
- Parent helpers / trips & events / parent representation (on committees)
- Confidentiality
- Admissions Form - involving parental input on their child's development
- Parents notice board (to clearly display Ofsted report / registration certificate / Complaints procedure with Ofsted address / Public liability insurance/ admissions policy & fee structure)

2.3 Supporting learning

- Role of adult
- Continuous provision / planning / learning through routines
- Room plans
- Outdoor area plan
- Staff training
- Recording children's voices (children's choices & their say in their setting)
- External agency support

2.4 Key person

- Role of the key person
- How key worker groups are established
- Staff development & contingencies – holidays & staff absence
- Daily diaries / sheets
- Parents evening / open door policy
- Maintenance and sharing of the child's development records
- Transition policy (into nursery or pre school / from room to room / to school)

Enabling Environments

3.1 Observation, assessment & Planning

- Observation formats
- Planning examples/ forward activities / child initiated activities
- Evaluation & next steps
- Staff structure & deployment
- Learning Journey
- Daily routines
- Photos of effective practice & activities
- Continuous provision

3.2 Supporting every child

- Staff qualifications & experience
- Observations

- Individual learning plans
- Learning Journey
- Planning next steps for each child
- Parental involvement – sharing information
- Working with other agencies
- Key person / continuity of care

3.3 The learning environment

- Risk assessments
- Floor plans
- Photos of children at play
- Children's work
- Inclusion
- Children's choice – free flow indoor & outdoor
- Cleaning records & safety check
- Room temperature
- Areas for rest & relaxation
- Meeting the needs of children in a shared space (eg setting has one room with children aged 2 to 5 yrs or outdoor areas)

3.4 The wider context

- Partnership working with other carers eg: nurseries, pre schools or childminders
- Relationships with schools setting may 'feed' into
- Transition policy
- Settling procedure for new children
- Links to outside agencies
- Communication between settings (in the case of a chain of nurseries)

Learning and Development

4.1 Play & exploration

- Inventory of equipment
- Planning
- Room plans / outdoor plan
- Photos
- Role of adult
- Outings, trips & Visitors (eg police visiting setting to talk to children)
- Risk assessments
- Behaviour management

4.2 Active learning

- Children's rules

- Child consultation
- Logging of children choice
- Care and learning plans
- PSED
- Role of the adult

4.3 Creativity & critical thinking

- Role of the adult (consultation with children)
- Planning
- Continuous provision
- Parental involvement at planning & evaluation stages
- Childs development records / learning journey

4.4 Areas of learning and development

- Child development – staff training
- Profile
- Planning
- Resources
- Relationships – staff/ children/ Parents/ other agencies
- Visit reports from EYAT or Development officer
- Ofsted recommendations
- SEF & Action plans

(In the case of the last 3 points, these are the areas of learning and development of the setting)