

EY OAG Action Research Project Story of Implementation

Garretts Green Nursery School



1. School Context

- Complexity of physical needs this year.
- Pre/non walkers on entry
- 2 children relying on walking frames, one wearing splints, one with overnight leg and foot brace
- 42% SEND register
- 53% EAL
- 49% Red for WellComm
- 54% Low well-being scores on Leuven
- 33 (43%) in nappies at the start of the year (15/33 SEND)

2. Background / Baseline / Priorities

Baseline of children

Our baseline showed extremely high numbers of SEND and EAL, far greater than previous years. Children's language and well-being were very low, and physical needs presented new challenges. At the start of the year, 33 children (43%) were not toilet trained, and many lacked self-help skills and independence, e.g. arriving at Nursery and waiting by their peg for an adult to remove coats.

Baseline with staff

Staff rated their understanding (1-9). Areas of least confidence were: independence and eating (food play and equipment); independence and dressing (fastening and dressing through play); gross motor development (opportunities and scaffolded support in groups); fine motor development (including sharing approaches with parents); and personal care routines to build independence.

KEY PRIORITIES:

Bathroom routines; consistent expectations for independence; embedding a total communication approach; teaching children to 'manage' themselves; developing independent dressing; scaffolding gross and fine motor development; and consistent food play across Nursery.

3. Actions Taken

- Training; Helen and Alison- OT training on food Pt 1 (January) Whole staff Pt 2 (April)
- Helen sharing OT information with Lunchtime staff, e.g. around seating positions/independence
- Staff training on OAG delivered by Alison.
- Physical disability training (5 staff AF, EA, KK, NW, RL)
- Fun with food Part one disseminated to staff
- 'In house' Sensory circuits training- all staff 4th/11th March
- Groovy Movers Curriculum - songs developed for fine/gross motor control- breaking down into smaller steps- e.g. skills needed to put on shoes.
- Startwell principles further embedded- parent workshops/challenges/characters in teaching
- Toileting workshops/ parent packs, bespoke parental support
- Physical development- approaches with parents- newsletter/social media.
- Planned opportunities for food play, and a range of cooking experiences
- Forest School for all children including step by step dressing and small tool use

4. Impact

- Staff confidence to plan opportunities for children to explore edible foods through play.
- Lunchtime staff have become better 'role models' at lunch time, eating with the children, describing food in positive ways
- Children are now drinking out of open cups, learning to pour, and ability to use utensils
- Children in nappies reduced from 33 to 20 (26%) with 14/20 SEND.
- Parent confidence to engage in messy flour/food play
- An increase in children's personal hygiene, independence and self-help skills
- Children have developed an understanding of physical exertion on their bodies demonstrated in Groovy little movers.
- Children are more regulated due to sensory circuits, staff more confidence in knowledge, understanding and delivery.
- Increased encouragement for parents to access OT advice line- many parents have.

5. Reflections & Next Steps

Reflection

We have noticed wider staff confidence in working with children with disabilities

Next steps

- Targeted Fun with food group for parents
- Audit pre-writing strength and fine motor control- skill development during free-flow, and advise for parents
- Lunchtime- independence development and continue to embed food play throughout