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## INTRODUCTION

The aim of this guidance is to assist you in creating an Operational Plan. It has been devised as a step-by-step guide to help you include all the essential information needed to meet the Welfare Requirements as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).

This document does not constitute an Operational Plan but provides guidance to enable you to create your own.

This document bears particular importance given the changes to the Childcare Act 2006 and the introduction of the Early Years and Childcare Registers which replace the Ofsted National Standards.

An Operational Plan is a portfolio or collection of all your policies and information on how your setting runs, for your staff, parents/carers and Ofsted. Your Operational Plan should, as a minimum, include the points highlighted in this guidance.

Within your Operational Plan you can be creative by using photos, flowcharts, diagrams, charts etc.

### **Remember:**

This is a working document and needs to reflect your individual setting.

- Review the Operational Plan at least termly to ensure all information is current; this can be done at the same time as your self-evaluation form;
- Report all significant changes to Ofsted at the earliest opportunity. (See page 30 of the Statutory Framework for the EYFS).
- To help Ofsted make judgements about the overall quality of your care (and where applicable nursery education) Inspectors will ask the important question 'What is it like for a child here?' They will make 4 main judgements on the following:
  - How effective is the provision in meeting the needs of children in the EYFS?
  - How effectively are children helped to learn and develop?
  - How effectively is the welfare of children promoted?
  - How effectively is provision in the EYFS led and managed?

For those on the Childcare Registers this will help you to ensure good practice and high quality childcare.

## **DESIGNING YOUR OPERATIONAL PLAN**

Clearly write the name and any logos for your setting on the front cover of your Operational Plan.

By making your Operational Plan appealing, interesting and up to date, this document can then serve the purpose of informing parents.

If the Operational Plan doubles as information for parents you may choose not to include all the policies and procedures. You will then need to mark clearly from where these documents can be obtained.

## **BACKGROUND INFORMATION**

This information is useful to those within the community considering attending your group. It is also invaluable when applying for outside funding for your group.

This should include:

- History of the group (how it started, when, where etc);
- Any developments;
- Location;
- Mention any previous funding.

## **AIMS AND OBJECTIVES**

Include a short statement outlining the goals and future plans for self improvement of your group.

Give details of any changes you may be planning for the future.

This could include:

- The purpose of your group;
- Any plans for expansion;
- Future training plans;
- Any plans for Quality Assurance;
- How you are meeting local needs;
- How your setting meets the requirements of the EYFS;
- How your setting complies with the registers.

## STAFF

Refer to Page 29 of the Statutory Framework for the Early Years Foundation Stage

### Recruitment, Selection and Retention

In this section you will need to make reference on how your staff is being managed. You can refer to your staff policies when talking about items such as contracts and grievance procedures etc.

Also include details about:

- Staff meetings;
- Staff appraisals;
- Supervision.

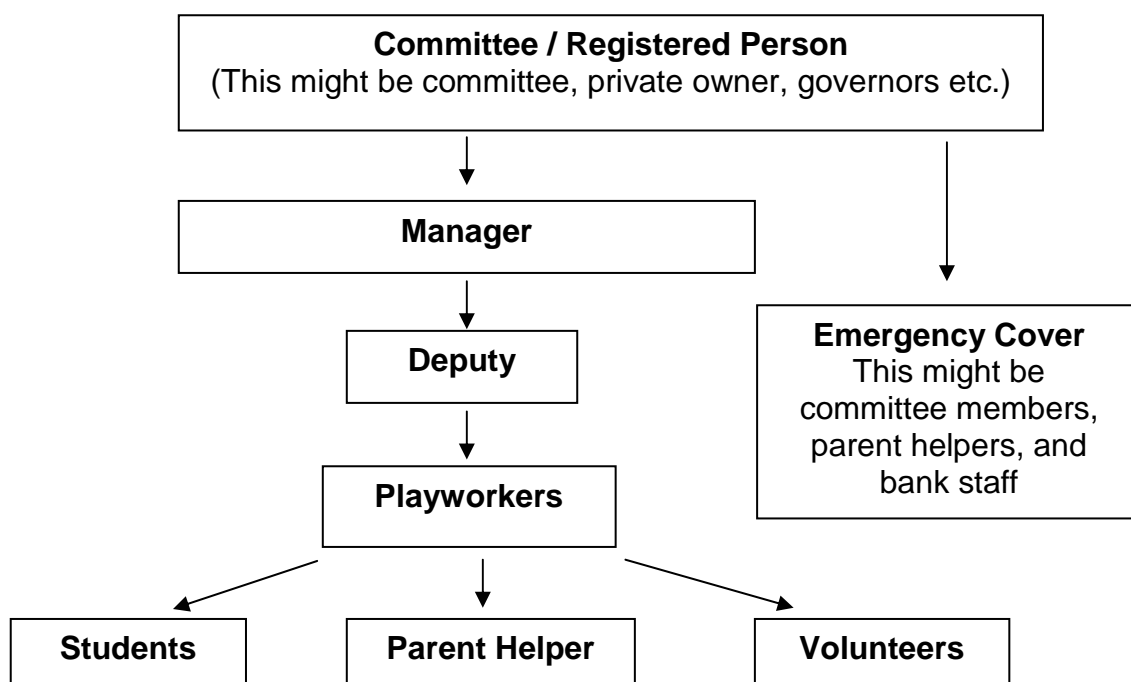
### Structure

The staff structure explains to parents the different roles of staff and their names within your group.

Explaining the deployment of staff will help you meet the Welfare Requirements under the EYFS.

- Include the committee/employer/registered person, along with all staff and volunteers by name;
- The staff structure can be shown in many ways (flow chart, photos, lists).

An example of a flow chart:



## Qualifications

This section will be useful information for parents. List further training and any training plans you have.

Ofsted will want to know staff qualifications along with the ratios of qualified staff and the qualifications held.

- You need to show that all supervisors and managers hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC)) and half of all other staff must hold a full and relevant level 2 qualifications (as defined by CWDC). For further advice refer to:  
[http://eypquals.cwdcouncil.org.uk/public/guidance\\_for/ofsted/index.asp](http://eypquals.cwdcouncil.org.uk/public/guidance_for/ofsted/index.asp)

## Roles and Responsibilities

It would be useful to explain the role and responsibility of each member of staff.

Special emphasis should be given to the following roles:

- SENCO, inclusion and behaviour;
- Safeguarding practitioner;
- First Aid;
- Fire officers;
- Key workers.

You may combine some of these roles.

## Volunteers, Students and Parent Helpers

This can be used to explain the expectations of staff concerning parent help.

You will need to ensure reference is made to the recruitment and retention policies and procedures that will need to be undertaken by volunteers, students and parent helpers.

Explain the checks that are carried out on individuals (including the CRB checks). Remember that Ofsted now only check the Registered Person (committee or owner) and Manager. It is vital that your recruitment policy ensures that robust procedures are in place in order that all new members of staff are thoroughly checked.

You need to consider:

- Policies concerning students and volunteers;
- Supervision of unvetted staff;
- A daily record must be kept of all volunteers, students and parent helpers. This can be included in the visitors' book.

**Please note:**

- You will need to ensure that all adults looking after children or having unsupervised access to them are suitable to do so;
- Staff/Volunteers/Students under the age of 17 cannot count towards the ratios and should be supervised at all times. Individuals aged 17 and over who are on long-term placements may be included in the ratios if the provider is satisfied that they are competent and responsible;
- You will need to obtain enhanced Criminal Records Bureau (CRB) Disclosure, which includes a Protection Of Children Act list/List 99 check, in respect of all people who are likely to have unsupervised access to the children and you must keep records to demonstrate to Ofsted that the checks have been done, including the number and date of the enhanced CRB Disclosure.

## **Visitors**

You will need to think about:

- What is your policy on visitors?
- Where is this policy displayed?
- Are visitors aware of your policy?

Make sure that it puts the safety of the children in your care and your staff first.

- What systems (as reflected in your risk assessment) are in place to prevent visitors walking directly into the children's area?
- What is the protocol followed during their visit?
- All official visitors should carry a form of identification. If you are unsure of the validity of their visit, telephone their department to double check;
- It is better to be safe and sure than to be at risk.

## **Visitors' book**

This should include the following:

- Full name of visitor;
- Time of arrival and departure;
- Purpose of visit / organisation;
- Vehicle registration;
- Signature in / out.

# **WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

Refer to Page 23 of the Statutory Framework for the Early Years Foundation Stage

## **WHAT IS IT LIKE FOR A CHILD HERE?**

### **Children**

This section will provide information for parents, staff, volunteers and committee members on what your setting offers and what they need to be aware of. This could be part of the parents' handbook or prospectus for your group.

Include the following details:

- Children's records that are kept and how parents can access them;
- How long these files will be kept for;
- Systems that are used to care for the children, including key worker systems;
- How parents can arrange a time to talk to the staff in the setting;
- Consent forms in relation to outings, photos displayed, transport, first aid; emergencies; observations and the general terms and conditions;
- Other relevant policies.

### **Activities**

Providers must engage with, and provide the following information for parents;

- the type of activities provided for the children;
- the daily routines of the provision;
- food and drinks provided for the children

Include outings, general activities, planned topics etc. Where appropriate to your group include reference to the Early Years Foundation Stage.

If there are more than one group at the same premises list them all separately.

## **Hours of Operation**

Detail all types of provision operating from the premises (e.g. Breakfast club, After School Club) with their opening times.

Include policies and procedures for the late collection of children and for uncollected children detail any charges.

## **Information for Parents**

Consider how information is made accessible to parents (newsletter, e-bulletin, notice board, different languages, Braille etc.)

Consider how to share confidential child information with parents on a daily basis using the key worker system.

You will need to make the parents aware of all your policies and procedures and where to find them.

You may consider the use of suggestions and comments box / questionnaires / open days, evenings, newsletters and posters.

## **CONCLUSION**

Keeping your Operational Plan up to date will assist with the preparation for your Ofsted inspection.

It will help to demonstrate how you are meeting the requirements of the Statutory Framework for the EYFS.

The Operation Plan should be available to Ofsted as soon as they arrive, this will allow staff to continue their duties.

Above all this will demonstrate your professional approach to the quality of the care, development and the welfare of children.

## RELEVANT DOCUMENTS

- The Early Years Foundation stage (May 2008 version). **DCSF-00261-2008**  
If you have the earlier version (published in 2007) of this document you will also require a list of the amendments. Annex B.

- Special Educational Needs toolkit – ref. **DfES 0558 2001**
- What to do if you are worried a child is being abused?–**DFES-04320-2006**

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or

**Email:** [online.publications@teachernet.gov.uk](mailto:online.publications@teachernet.gov.uk)

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- Access to the Self Evaluation Form (hard copy or online)
- Policies, procedures and recruitment guidance for day care settings
- Health and safety at a childcare provision
- Recruitment, retention and selection guide
- Voluntary committee handbook
- Training directory
- Termly training bulletin

Contact: Devon Early Years and Childcare Service

**Telephone:** 0800 056 36 66

or

**Email:** [registrationandinspectionssupport@devon.gov.uk](mailto:registrationandinspectionssupport@devon.gov.uk)

- The Spotty Book, Notes on Infection Diseases in Schools

Contact: Devon Health Protection Unit on 01803 861833.

**The above documents can also be found online via:  
[www.devon.gov.uk/docbank](http://www.devon.gov.uk/docbank)**