### EYPP action plan - Date: Autumn 2016, Spring 2017, Summer 2017

**Setting name:** Village pre-school  
**Practitioner name:** Leader E

<table>
<thead>
<tr>
<th>Aim/Intended outcome</th>
<th>Actions</th>
<th>By whom</th>
<th>Resources needed + Estimated cost</th>
<th>How will this be monitored?</th>
<th>Evaluation/Impact?</th>
</tr>
</thead>
</table>
| To train and equip 2 practitioners to facilitate Forest school at the Pre-school. This will benefit  
  - 6 children who are receiving EYPP funding for the whole year. They will be a pilot group, experiencing outdoor activities as part of the practitioner training.  
  - The upskilled practitioners will be able to offer a full Forest school programme, once qualified, which will be offered to all 3 and 4 year old in | Practitioner 1 to attend Level 3 Forest school training (12 months), including assessment.  
Practitioner 2 to attend Level 2 Forest school training( 6 months) | Leader E to arrange Training which is to be provided Locally by an Early Years setting. | Total cost £1,198  
Autumn Term £580.35  
4 children x15 hours  
1 child x13 hours for 15 weeks  
Spring term £553.32  
4 children x15 hours  
1 child x14 hours  
1 child x13 hours for 12 weeks  
Summer Term £507.21  
4 children x15 hours  
1 child x14 hours  
1 child x13 hours for 11 weeks | - Portfolio,  
- Practice observations,  
- Children’s voice.  
- Parental feedback  
- Supervisions  
- Assessment for level 3 practitioner.  
- Children’s records (see below) |
Autumn 2017.

- The Quality and range of Pre School Provision will improve.
- Outcomes for children will be better.
- Children will broaden their life experience by enjoying an enhanced curriculum.

### Cohort Analysis

<table>
<thead>
<tr>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E and (from Spring) Child F</th>
<th>As agreed with parents and carers, this group of 5 children will spend two hours a week in our developing garden area. They will initially be introduced to the environment and build relationships with 2 practitioners and each other. The programme will then be planned around individual choices and interests. Parents to receive initial information in a letter and a handbook, with key person discussion. Parents to have ongoing updates and opportunities for input via tapestry and closed Face book group (permissions for photos)</th>
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</thead>
<tbody>
<tr>
<td>Practitioners 1 and 2</td>
<td>Practitioner 1</td>
<td>Observation form (scoring e.g. confidence, language development, Emotional, behavioural development, social and physical skills and levels of well-being and self-chosen challenge/involvement)</td>
<td></td>
<td></td>
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<tr>
<td>Written Observations and photographs.</td>
<td></td>
<td>Progress Summaries Parents input on tapestry and Face book page.</td>
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</tbody>
</table>
Child G (has 1:1 support to enable her to access the learning environment safely and play alongside other children).

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<tr>
<th>Purchase additional resources to enhance the outdoor curriculum, and equip the garden for our developing Forest school. NB These to be risk assessed/used by trained Forest school practitioners.</th>
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</thead>
<tbody>
<tr>
<td>Bow saw, wooden hand drill Loppers Junior Bill Hook Secateurs Knife Tarpaulin Tool box Fire safety net Fire steel Stand for storm kettle</td>
</tr>
<tr>
<td>Leader E Autumn 2016 £284.63 +VAT £56.93 £341.56 total cost</td>
</tr>
</tbody>
</table>

Transition

Reception class teacher from Feeder school visited the emerging Forest school and decided to do her own level 3 training. Children can now continue their forest school experience when they move onto school.