

The quality and standards of the Early Years Foundation Stage

Overall effectiveness: the quality and standards of the early years provision

- 2.23 The overall effectiveness of the early years provision is good
- 2.24 Staff ensure that all children including those with SEND or EAL make good progress in relation to their starting points. The provision meets the needs of all the children who attend and provides a very caring environment in which children thrive and enjoy their learning.
- 2.25 Dedicated and committed staff ensure that the children in their care are nurtured, happy and secure in the setting. Children's personal, social and emotional development is outstanding as a result of the calm environment and the very good support and understanding given. Parents value the welcoming, caring atmosphere and the daily contact with staff.
- 2.26 The arrangements for children's safeguarding and welfare are highly effective. Regular risk assessments of indoor and outdoor learning environments alongside up to date training and comprehensive documentation ensure children are safe.
- 2.27 The setting benefits from good leadership and a strong team who work together to evaluate provision and identify areas for future development. However, processes for supporting parents' understanding of how their child is progressing in relation to their age need strengthening and existing arrangements for staff supervision need to be developed.

Effectiveness of leadership and management

- 2.28 The effectiveness of leadership and management is good.
- 2.29 All staff work well together and set high expectations for the care of the children. They consider the effectiveness of the provision and seek to ensure the children are happy and secure.
- 2.30 Leaders appraise staff effectively. Appraisals lead to the identification of training needs, which benefit individuals and the setting. The leadership team operates an open- door policy, which gives staff the opportunity to discuss any ideas, make suggestions or raise questions. However, whilst informal arrangements for supervision are in place these are not utilised as strongly as possible to develop staff's professional skills to support children's welfare and development.
- 2.31 There is a culture of constant evaluation in the setting. Leaders seek the views of staff and parents and take these into account when devising the action plan for the EYFS. Staff share good practice, discuss concerns and suggest ways to improve children's learning experience. Routines are well embedded and ensure children are cared for. The welfare and development of the children are a focus in regular staff meetings.
- 2.32 Learning programmes provide a well-balanced experience for the youngest children, focusing on their development in the prime areas of learning. Staff monitor the needs and interests of each child and place these at the heart of the provision in the baby room. Staff use day to day assessment of children's learning effectively to identify the next steps in their development. They track children's individual achievements to monitor their progress against expectations and to ensure they are prepared for the next stage in their learning.
- 2.33 Staff show consistently high expectations of children's behaviour. They gently distract them where necessary and encourage them to share toys and be kind to one another. Staff embed equality, diversity and British values into the life of the setting. Leaders ensure that the needs and particular interests of every child are recognised, including the careful planning of appropriate activities. Resources such as simple jigsaws and books reflect different cultures and many celebrations from around the world are integrated into the children's learning experiences.

- 2.34 Safeguarding is effective and prioritised highly. Leadership is very knowledgeable and ensure that all staff remain up to date with their training. Leaders review updates sent from the local safeguarding children's board and all staff meetings have safeguarding on the agenda. All staff understand their responsibilities in keeping children safe.
- 2.35 In interviews and in questionnaires parents expressed positive views about the early years provision. They are very happy with the level of care their children receive and welcome the daily contact with staff, whom they find approachable and friendly.

Quality of teaching, learning and assessment

- 2.36 The quality of teaching, learning and assessment is good.
- 2.37 High expectations are evident throughout the setting in the thoughtful and appropriately challenging teaching and in the targets that staff set for children. Key persons have a detailed knowledge of the children in their care. They support their learning using commentary and questioning to encourage children to explore ideas and think about their activities.
- 2.38 Children under two can use key persons' names and respond happily when encouraged to say or sign please and thank you.
- 2.39 The suitably qualified staff throughout the setting understand the needs of the age group. They carefully plan to develop children's personal, physical and communication skills. Staff engage with children using age appropriate language and enhance their learning by encouraging them to explore activities. The youngest children can concentrate on activities independently, for example when mark making with coloured pencils or playing in the sand.
- 2.40 Weekly planning sheets reflect staff's understanding of the types of activities that engage and interest the children and move their learning and development forward. They show a good awareness of children's individual needs and ensure that activities and interests are tracked carefully so that children's next steps in learning are identified.
- 2.41 Staff work in partnership with parents. Parents are offered a home visit and the opportunity to attend the setting with their child prior to them starting in the nursery. Staff gather information to ensure key people have a very good understanding of the needs and interests of the children. Once children have settled into their new surroundings an assessment is carried out which is shared with parents. Parents are kept fully informed about their child's day in the setting by means of a daily diary and feedback at the end of each day. At present parents can contribute to their child's learning informally and they are invited to take their child's learning record home at any time. However, there is no regular and active encouragement to do so. Information for parents is not as focussed as possible to help them understand how their children are doing in relation to their age and how parents can support children in their learning.
- 2.42 Teaching supports the development of children's personal, social, communication and physical skills. It also reflects a commitment to the promotion of equality and diversity through the recognition of individual needs and the celebration of different cultures. The curriculum is underpinned by a focus on the characteristics of effective learning, which ensures that all children are given opportunities to develop as enthusiastic and independent learners and are ready for the next stage in their learning.

Personal development, behaviour and welfare

- 2.43 The personal development, behaviour and welfare of children are outstanding
- 2.44 There is an extremely positive culture in the setting. Staff create a calm, nurturing atmosphere, and show an excellent understanding of how to support the development of children's confidence and well-being. They give children time to explore and persevere with ideas and interests. For example, very young children were absorbed when mark making and carefully turned the pages of writing books and concentrated as they produced marks on the pages. Children enjoy exploring books and will listen and respond to a whole story with engagement and enjoyment.
- 2.45 Strong relationships are evident between staff and children. The children respond well to encouragement and want to please. They are proud of their achievements, such as when saying 'look, look' when completing a drawing. Very young children playing outside with boats in a water tray enjoyed the freedom to push them hard to force water out onto the ground. Children sing and dance when engaged in activities demonstrating an enthusiasm and enjoyment of learning.
- 2.46 Very good arrangements are in place to ensure a smooth transition between rooms so that children and parents can build up trust and confidence in a new key person. There is very good communication between the existing key person and the new one and the process is managed so that children are emotionally prepared to make the move.
- 2.47 Staff promote good health and hygiene routines, particularly hand washing before eating. Children have a choice of fruit at snack time and are offered either water or milk. Practices within the setting contribute to the development of healthy lifestyles. There is a strong focus on developing good eating habits. Children eat a wide range of healthy meals and have access to water throughout the day. They show confidence and manage risk very well as they navigate their way around the baby room and outdoor environment.
- 2.48 Adults support children to develop independence and to recognise the importance of sharing and listening to others. They encourage children to take turns during circle time and effectively teach children the importance of listening to each other and having consideration for others' feelings.

Outcomes for children

- 2.49 Outcomes for children are good
- 2.50 All children including those with SEND progress well from their starting points and in line with expectations for their age. Children make good progress in their personal, social and emotional development. Favourable ratios, nurturing interactions and many group social occasions such as snack times, mealtimes and when participating in stories and songs promote the development of good relationships and early communication skills.
- 2.51 Children under two display high levels of curiosity and engagement in what they find around them. They can use spades and press buttons. They play with balls of different sizes. They can listen and respond to ideas expressed by others in conversation or discussion, such as when responding to questions about the characters in a book about animals. All children including those who are very young, demonstrate high levels of independence when eating, handling and using cutlery and finding their own drinking cup.
- 2.52 By the end of the EYFS most children meet, and some exceed the early learning goals for this stage of education.

Compliance with statutory requirements

2.53 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

Recommendations for further improvement

The school is advised to make the following improvements to its provision for children in the early years.

- Formalise supervision procedures to fully support staff development and so the welfare of children.
- Strengthen the processes for supporting parents' understanding of how their child is progressing and how they can work with the setting to support their child's learning.