

Quality of Education	
<i>Good/Outstanding grade descriptors</i>	<i>Evaluation of practice</i>
<p>Good</p> <p><i>Intent</i></p> <ul style="list-style-type: none"> ▪ Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. ▪ The provider’s curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. ▪ The provider has the same ambitions for almost all children. For children with particular needs, such as those with high levels of SEND, their curriculum is still ambitious and meets their needs. <p><i>Implementation</i></p> <ul style="list-style-type: none"> ▪ Children benefit from meaningful learning across the EYFS curriculum. ▪ Practitioners understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support, including for staff with less experience and knowledge of teaching. ▪ Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In doing so, they respond and adapt their teaching as necessary. ▪ Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. ▪ Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts. ▪ Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children. ▪ Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children’s needs and promote their focus on learning. ▪ Practitioners share information with parents about their child’s progress in relation to the EYFS. They help parents to support and extend their child’s learning at home, 	<ul style="list-style-type: none"> ▪ We follow the Educational Programmes set out in the Statutory Framework for the Early Years Foundation Stage. The Leaders and practitioners are extremely experienced and knowledgeable and understand and implement the curriculum to an outstanding standard. They constantly research new ideas and evaluate the quality of the environment and the activities that are provided for the children. The management team have undertaken training in line with the new EYFS Reforms for September 2021 and have cascaded the new information to the practitioners through team meetings and have provided them with a curriculum training pack. ▪ We deliver a broad, stimulating, engaging and enriched curriculum that ignites children’s love of learning, sparks their imagination, develops thought-provoking responses and fosters a sense of awe and wonder. The Educational Programmes from the Statutory Framework for the Early Years Foundation Stage (DfE, 2021) underpins our core teaching and learning principles with a well-balanced approach of child initiated learning and adult led activities. Each term the children are ‘hooked’ into a broad ‘I wonder’ theme topic which enables Practitioner’s to nurture their natural curiosity where they are able to search for meaning and ask numerous question which then drives them into a deeper engagement of learning. ▪ We use a planning format based on the Early Years Inspection framework so that we can focus on ‘intent’, ‘implementation’ and ‘impact’. We use a variety of systems to contribute to our planning cycle. For example, each practitioner makes decisions about the current knowledge of their key children and next steps in learning. Room leaders then use this information to inform the weekly plan, ensuring that the activities provided are meeting the needs of individual children. ▪ We plan as a team on a monthly basis; however Room Leaders meet with management on a weekly basis to discuss planning for the following week. Planning is reviewed every day; we keep a daily reflective diary to ensure we are monitoring the impact of our teaching, and to note any key observations. Children are central to the setting’s planning cycle; they share their thoughts, feelings and ideas with Practitioner’s and this is documented in our ‘floor books.’ They are able to record their learning, goals, aspirations and achievements; they recall their experiences and take ownership for their own education which in turn empowers them to become independent learners. ▪ We recognise that children learn at different levels and have different needs and interests. We identify as early as possible any children that may have additional needs or need extra support through our robust registration and tracking procedures. This includes an in-depth registration process, meetings with parents,

including how to encourage a love of reading.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the EYFS curriculum.
- Children are ready for the next stage in their education, especially school, where applicable. They have the knowledge and skill they need to benefit from what school has to offer when it is time to move on.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.
- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
- Children articulate what they know, understand and can do in age-appropriate way, holding thoughtful conversations with adults and friends.
- From birth onwards, children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development.

Outstanding

The provider meets all of the criteria for a good quality of education securely and consistently. The quality of education at this setting is exceptional. In addition, the following apply:

- The provider's curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider's curriculum intent and what it means for their practice. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.
- Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.
- The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for

baseline assessments, transition information and cohort tracking. We have excellent systems for SEND and family support and use additional funding such as 2 year old funding and EY Pupil Premium to provide additional support where needed. This may include intervention teaching and/or the purchase of resources to support learning.

- A rigorous supervision program and commitment to continuing professional development are in place and help to ensure that gaps in practitioner knowledge are overcome. We use a combination of coaching and peer support, internal and external training to fulfil these needs and the appraisal/supervision process ensures that this is bespoke to the needs of each practitioner. Each half term, Practitioners will have 'Pupil Progress Meetings' where they will complete formative and summative assessments to monitor your child's progress.
- Development of communication and language is highly valued in the setting. We identified that some of our 'communication friendly spaces' needed improving. We have purchased resources to develop a 'cosy corner' in each room to allow children to have the opportunity for quieter times where they are able to share books (both fiction and non-fiction) with peers and adults. Our home corners have also been refurbished making this more inviting for children and they now access these areas more frequently as they now have resources to help them extend their play.
- We are continuing to develop children's literacy and language through involving parents/carers by inviting them to 'Ready to Read' sessions twice weekly where they are able to share books and stories with their child. We continue to use strategies such as 'Story-Making', Letters and Sounds activities, Total Communication and intervention teaching. We recognise this is an area we can develop further. Please see notes to inform action plan below.
- Practitioners embed mathematical concepts through the daily routine such as registration- counting the children, the calendar, and name cards next to shapes, Numicon, numbers etc. and number place mats at snack time. Practitioners look for opportunities to facilitate children's mathematical development through free play and intervention teaching. We recognise this is an area we can develop further. Please see notes to inform action plan below.
- Children have ample opportunities to develop both their fine and gross motor skills through a variety of adult led and child initiated activities. Children have access to a range of resources such as playdough, threading, mark making and puzzles to develop their fine motor control. They have access to the school field and playground where they have space to run, kick and catch balls and use the bikes and scooters. In the garden they are able to dig in the mud and sand pits, make marks on large scale boards and build using a variety of loose parts. However we have identified that our provision needed improving in the outdoor environment to enable children to challenge themselves, promote resilience and take risks. We

<p>them to become fluent readers.</p>	<p>have therefore purchased some gym apparatus where children are able to move in a variety of challenging ways, take measured risks, expel energy, and build their core strength, balance, co-ordination and agility.</p> <ul style="list-style-type: none"> ▪ Effective team working and communication ensures that information about the development and needs of all of the children is shared to a very high standard, and that all practitioners approach teaching and learning in a consistent way, through regular staff meetings, supervisions, appraisals and pupil progress meetings and regular updates with parents/carers. ▪ Practitioners are skilled in recognising how children learn and facilitating their development through demonstrating, modelling and encouraging them to become independent learners and supporting them in the moment. ▪ We work closely with children’s families, building positive relationships and recognising each unique individual and valuing their individual journeys and stories. The setting has strong links with outside agencies and other professionals and recognises the importance of working together to give children and their families the best possible outcomes. ▪ Children of all ages and stages of development are highly stimulated by our excellent learning environment and experiences provided, which is demonstrated through the majority of children being deeply engaged in their learning and play at all times. Practitioners are very receptive to any children who are not learning at this level and take steps to support them in becoming more independent and focussed, for example practitioners will plan activities that link to this child’s interest and act as a play partner to help them engage. ▪ Communication and language is highly valued across the setting. Practitioners carefully consider their communication strategies to suit the different needs of all children, for example using ‘now and next’ boards, visual clues, daily routine timelines and total communication strategies to support those with additional communication needs.
---------------------------------------	---

<p>Notes to inform Action Plan:</p>	<ul style="list-style-type: none"> ➤ Constantly review and reflect upon the effectiveness of our revised curriculum and planning systems due to the new EYFS Reforms. ➤ Literacy- Develop resources in both the indoor and outdoor environments to promote literacy and language- e.g. developing the use of print. ➤ Mathematics- Reforming our ‘mathematical approach’ to enable maths concepts to be threaded through the provision to enable children to develop positive attitudes and interests in mathematics.
-------------------------------------	---

Behaviour and Attitudes

<p><i>Good/Outstanding grade descriptors</i></p>	<p><i>Evaluation of practice</i></p>
<p>Good</p> <ul style="list-style-type: none"> ▪ The provider has high expectations for children’s behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children’s positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders 	<ul style="list-style-type: none"> ▪ We have effective policies and induction procedures to ensure that every adult is aware of the high expectations for behaviour and of our strategies for managing this. ▪ We invest lots of time into teaching children about our expectations in respect of behaviour and in ensuring children are aware of our rules and routines, for example using consistent language and strategies for managing activities such as ‘tidy up

and practitioners take appropriate action to support them. Children are developing a sense of right and wrong.

- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners.
- Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.

Outstanding

The provider meets all the criteria for good behaviour and attitudes securely and consistently. Behaviour and attitudes in this provision are exceptional. In addition, the following apply:

- Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.
- Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.
- Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. When children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.

time', treating resources with respect and putting them away carefully to avoid damage. We challenge issues with behaviour in a positive way and see this as a teaching and learning opportunity. We will discuss any ongoing or serious issues regarding behaviour with parents/carers and work with them on the use of consistent, positive strategies. We regularly recall and revisit our rules and routines with the children so that the learning becomes effectively embedded. Staff will name and label feelings to enable children to understand how others are feeling and to support them in recognising emotionally responses from others, e.g. my friends are feeling sad because you have taken the toys from them.

- Practitioners promote a 'can do' attitude and give the children many opportunities to develop their independence and do things for themselves e.g. children are encouraged and supported to put on their own coats with guidance from the adult before the adult physically intervenes. The adult praises the child for their effort and supports them to take steps to achieve their goal.
- We work hard to ensure that each and every child feels safe and secure within our setting and settles in well. We offer 'taster sessions' and phased settling programs where appropriate and key persons build warm, positive relationships with their key children. We work closely with parents/carers to ensure that we have excellent knowledge of their child's needs, interests and abilities prior to start dates and on an ongoing basis, for example parents/carers complete a 'It's All About Me' form which we use as a basis for baseline assessments and parents/carers have the opportunity to speak to their child's key person and the beginning and end of each session, however if a more formal, private conversation is needed then this is arranged.
- We challenge any issues relating to a child's emotional development at the earliest opportunity and work with children and parents/carers to address this in a positive way, for example using intervention teaching, using 'persona dolls' to create scenarios, using an individual plan to apply consistent strategies at home and setting where appropriate. Staff use modelling and questioning to recognise children's understanding of 'why' behaviour rules are in place and 'why' we behave in a certain manner. Children are taught about the importance of 'respect' and what this means in a variety of terms, such as respect each other, respecting the equipment, respecting nature, respecting the community and much more.
- We plan and support activities and experiences that encourage the children to interact socially with the adults and each other, and to show high levels of fascination and wonder that enable them to stay focussed and engaged for long periods of time. Practitioners are highly skilled in identifying children's individual needs and next steps and this information is integral in our planning cycle, with activities being planned to promote and develop children's skills. This information is shared with all practitioners so activities are implemented based on the needs of

		the children.
Notes to inform Action Plan:	➤ Ensure that the environment we provide, indoors and outdoors, presents variety and meets the needs of all of the different children who attend our setting- staff to use the information gathered from Pupil Progress meetings to support this.	
Personal Development		
<i>Good/Outstanding grade descriptors</i>	<i>Evaluation of practice</i>	
<p>Good</p> <ul style="list-style-type: none"> ▪ The curriculum and the provider’s effective care practices promote and support children’s emotional security and development of their character. Children are gaining a good understanding of what makes them unique. ▪ The curriculum and the provider’s effective care practices promote children’s confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health. ▪ A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the ‘Statutory Framework for the Early Years Foundation Stage’ which sets out the personal, social and emotional development area of learning. Relationships between staff and babies are sensitive, stimulating and responsive. ▪ Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time. ▪ Practitioners help children to gain an effective understanding of when they might be at risk, including when using the internet, digital technology and social media and where to get support if they need it. ▪ Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs. ▪ Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age appropriate way to help children reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us and contribute positively to society; developing children’s understanding of fundamental British values; developing children’s understanding and appreciation of diversity; celebrating what we have in common and routinely challenging stereotypical behaviours and promoting respect for different people. <p>Outstanding The provider meets all of the criteria for good personal development securely and</p>	<ul style="list-style-type: none"> ▪ We use the EYFS curriculum and respect the key principals of this which are to ensure we focus our planning and activities around the needs, interests and abilities of each and every child that attends our setting. ▪ We have outstanding care practices that help to ensure that every child becomes a confident, resilient, independent learner. We build supportive and powerful bonds between key persons and children and their families which help us to understand any issues or circumstances that affect the child’s ability to develop confidence, resilience and independence. We will promptly input measures to help overcome this when encountered, for example working with parents/carers to develop consistent strategies between the home and setting; engaging the services of partnership agencies where appropriate. Key Persons build strong and effective relationships with the children and their parents/carers to ensure we work together to provide the child with the best possible outcomes. ▪ Practitioners provide ample opportunities to children to discuss their needs, thoughts and feelings and will manage this in a variety of ways- through one to one conversations and activities, small group and large group times. Practitioners use ‘feeling puppets’ and ‘persona dolls’ to recreate scenarios to support children’s understanding of this subject. Practitioners will also label feelings when discussing behaviour and how the behaviour has impacted on others e.g. this has made me feel sad because.... ▪ We promote healthy eating and lifestyles with the children and their families, for example supporting parents with healthier lunchbox choices; using strategies such as ‘the dummy fairy’ to support parents with weaning their child off the dummy/bottle. ▪ We actively encourage and promote physical activity and outdoor play. Children are given opportunities for extended periods of play outdoors every day and we ensure that the outdoor learning environment is a stimulating, positive experience. We provide a range of experiences that enrich the children’s outdoor play opportunities, for example use of the playground, school hall, ‘trim trails’, and our newly developed ‘Nature Area’. ▪ Children are taught about the risks associated with digital technology and screen time in an age-appropriate manner. Parents/carers are also informed of the risks through our newsletter with information of where to get further support. ▪ We encourage children to take managed risks through a range of indoor and 	

<p>consistently. Personal development in this provision is exceptional. In addition, the following apply:</p> <ul style="list-style-type: none"> ▪ The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality. ▪ The provider ensures that these rich experiences are planned in a coherent way in the curriculum and they considerably strengthen the provider's offer. ▪ The way the provider goes about developing children's character is exemplary and is worthy of being shared with others. 	<p>outdoor activities. We regularly discuss with them how to keep themselves safe, for example discussing rules such as not running indoors; talking about road safety and 'stranger danger'. If issues arise we discuss these promptly with the children and/or parents/carers as appropriate, for example discussing appropriate access to use of the internet and computer games.</p> <ul style="list-style-type: none"> ▪ We recognise that as a setting based in an area with limited cultural diversity we need to be aware of relevant ways in which we can promote an understanding of people and communities different to their own. We do regularly discuss with the children the various lifestyles, values and behaviours that represent the different families that make up our playgroup community, ensure that our resources and activities represent diversity, and challenge any stereotypical behaviours as they arise. ▪ We use a range of activities, both planned and spontaneous, to discuss the language of feelings with the children, which supports them in being able to recognise and talk about their various emotions. We consider how children with non-verbal communication can also access this, for example using signing and facial expressions.
---	---

<p>Notes to inform Action Plan:</p>	<p>➤ Assess and implement ways in which we can improve upon how we discuss the risks of digital technology to children in an age appropriate manner and to communicate this effectively with parents/carers, providing them with information of where they are able to gain further support if necessary.</p>
-------------------------------------	--

Leadership and Management

<i>Good/Outstanding grade descriptors</i>	<i>Evaluation of practice</i>
<p>Good</p> <ul style="list-style-type: none"> ▪ Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice. ▪ Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners build and improve over time. Leaders have effective systems in place for the supervision and support of staff. ▪ Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education. ▪ Leaders engage effectively with children, their parents and others in their community, including schools and other local services. ▪ Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload, to avoid any unnecessary burdens. ▪ Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account 	<ul style="list-style-type: none"> ▪ Our policies and procedures place a strong emphasis on providing high quality care and education that is fully inclusive. The manager and leadership team share the vision and ethos for the setting which is based on ensuring that every child who attends is given the support and opportunities they need to reach their full potential. ▪ The managers are passionate about continuous improvement and for the whole team to strive to provide an outstanding teaching and learning environment. The managers have implemented some changes since taking over to help to achieve this, for example the development of 'Pupil Progress Meetings' which run alongside staff supervisions and happen each half term. The manager's meet with the Room Leaders to discuss their weekly planning intents and to ensure the curriculum is being delivered to a high standard. The managers have implemented changes to the observation, planning and assessment cycle to incorporate the statutory changes and to include the 'intent,' 'implementation' and 'impact' from the Early Years Inspection Framework which allows Practitioners to focus on 'what,' their child needs to learn, 'how' they are going to support this and 'how' this has helped them to achieve that goal. We have effective cohort tracking systems that help us to monitor children's progress and address any issues at the earliest opportunity.

<p>for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently.</p> <ul style="list-style-type: none"> ▪ The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding. ▪ Leaders protect staff from harassment, bullying and discrimination. The provider has a culture of safeguarding that facilitates effective arrangements to: identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation; help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children. <p>Outstanding</p> <p>The provider meets all the criteria for good leadership and management securely and consistently. Leadership and management in this provision is exceptional. In addition, the following apply:</p> <ul style="list-style-type: none"> ▪ Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum. ▪ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly. ▪ Staff consistently report high levels of support for well-being issues. 	<ul style="list-style-type: none"> ▪ Effective supervision procedures and a commitment to continuous professional development are in place. The managers have carefully considered how to ensure there is still a high level of commitment to this despite shrinking budgets, for example using coaching and mentoring strategies within the team; using EYPP funding for training relevant to children in receipt of this; using the expertise and knowledge of members of the team to provide internal training opportunities. ▪ The manager and other leaders constantly evaluate the availability of funding and ensure that this is used to promote the quality of teaching and learning experiences. Where children are identified as having an additional need and/or additional funding is provided leaders ensure that this is used in a relevant and appropriate way to develop the knowledge and skills of these children. Where needed, leaders work closely with other partnership agencies to further promote this. ▪ Safeguarding policies, procedures and systems are outstanding – we ensure that we have a highly knowledgeable and skilled staff team in respect of this and leaders ensure that our knowledge and practices are kept fully up to date, for example a highly effective induction procedure; discussions around safeguarding at every staff meeting and supervision; access to updates from CASPAR and GSCP that are shared with staff. ▪ The managers are committed to ensuring that practitioners have access to professional development opportunities that is bespoke to their needs. This is identified through supervision, observation of practice by the manager, awareness of new initiatives and ongoing informal discussion. The managers provides this through a variety of strategies that also ensure the sustainability of this provision, such as mentoring and coaching opportunities; internal training. ▪ The managers ensure that they are receptive to the welfare needs of staff at all times and this is also discussed as part of supervision. Strategies are used to ensure that staff can comfortably manage their workload and work-life balance, for example scheduled PPA time for staff; opportunities to swap shifts and take time off to meet family commitments.
<p>Notes to inform Action Plan:</p>	<ul style="list-style-type: none"> ➤ All staff to audit provision through staff meetings. Practitioners to be aware of skills and CPD they wish to develop based on information from audit and the needs of their children. ➤ Update risks assessments using a matrix scoring systems for severity and likelihood of risk.