**Recommendations and requirements from Ofsted inspection reports for PVI settings**

**To further improve the quality of the early years provision the provider should:**

* refine the use of assessment information to more precisely identify areas for further challenge, to help children make the best possible progress, particularly in their mathematical development
* sharply evaluate individual staff practice and provide incisive coaching, to help raise teaching to an exceptional level.
* provide even more opportunities for young children to develop their exploratory and investigative skills
* strengthen the existing good teaching to challenge the most-able children's learning.
* make sure the assessments of children's learning consistently identify what they need to learn next and inform future planning to promote their development
* ensure that staff have a good understanding of special educational needs and/or disabilities and are able to talk with parents about concerns in a timely way.
* increase the learning experiences outdoors for younger children to help them to further develop their physical skills.
* continue to refine the transitions between the nursery routines to help give children an even clearer idea of what is happening now and next, and maximise their focus on daily tasks.
* develop staff's questioning skills so that they allow children sufficient time to think and answer before asking the next question
* make better use of opportunities that arise to help children develop their sense of responsibility and learn how to identify and manage risks.
* sharpen the focus on monitoring staff practice to help set precise targets for how the quality of teaching can be raised to a higher level
* develop all children's thinking and problem-solving skills to build on their curiosity and to help them make the best possible progress in their learning.
* build on the partnerships with the school and parents to enhance communication and provide the very best of experiences to complement the learning taking place in school
* review and evaluate experiences offered to children and identify how to enhance them even further.
* Ensure that the designated safeguarding lead has attended an appropriate child protection course to enable them to meet their responsibilities and to provide support, advice and guidance to other staff on safeguarding issues
* Ensure that robust recruitment procedures are implemented to check the suitability of all people looking after children
* Implement an effective key-person system so that each key person fulfils their role in ensuring that each child's learning experiences are tailored to meet their individual needs
* Provide effective support, supervision, coaching and training to improve staff's teaching skills and performance so they deliver quality learning experiences for children
* Provide parents with information about the activities, experiences and learning delivered to their children in the setting and develop partnerships with parents to enable them to help children continue their learning at home.
* Ensure methods of assessment accurately identify children's next steps in learning and plan to match children's learning needs, to help them to make consistently good progress.
* make sure leadership and management are fully effective in providing all staff with the guidance, coaching and training they need so that they all have a good understanding of how to fully promote children's learning
* ensure that the quality of teaching is consistent and all staff make best use of information gained from assessments to provide each child with appropriate levels of challenge while they play so that they make as much progress as they can.

**Recommendations and requirements from Ofsted inspection reports for childminders**

**To further improve the quality of the early years provision the provider should:**

* strengthen the self-evaluation process and involve parents and children as part of the ongoing drive for continuous improvement
* strengthen teaching skills further so children consistently receive the best support possible to develop their number, counting and measuring abilities.
* extend opportunities for children to be more independent and spontaneous in their choice of toys and activities
* make the most of opportunities to support children's literacy learning, specifically their understanding that print carries meaning.
* strengthen self-evaluation arrangements and establish precise targets for improvement to achieve even better outcomes for children.
* consider further the opportunities children have to regularly explore the diverse range of different families in our communities.
* make effective use of information gained from assessments to focus more precisely on what children need to learn next, to help them make the best possible progress
* provide even more support to children as they begin to understand the consequences of behaviour and how this can have an impact on themselves and others.
* make even better use of information gained from observations of children's learning, to plan activities that are more sharply focused on their individual next steps to maximise the learning potential
* identify further ways to focus professional development on raising the quality of teaching to a consistently outstanding level.
* increase the opportunities for children to develop and use their speech to express their thinking even further.
* continue to develop and embed the already good knowledge and skills into everyday practice
* provide more opportunities and resources for children to express their creativity and develop sensory skills
* share more information with other settings children attend to promote a consistent and complementary approach to their learning.
* provide more opportunities for babies and young children to investigate, combine and use different resources in a variety of ways to promote their interest in exploratory play at the highest level
* strengthen partnerships with parents and make use of a wider range of strategies to share more detailed two-way information with them and fully involve them in their children's education.
* focus self-evaluation more sharply in identifying ways of raising the overall quality of the provision to the highest level.
* extend support for children to maintain a focus on activities that interest them while they play
* make the most of opportunities to teach children that print carries meaning, for example, in books and in the environment.
* increase support for children to maintain a focus on activities that interest them
* make the most of opportunities to support children in comparing quantities and understand that a group of objects changes when something is added or taken
* provide more opportunities for children to express their creative ideas during planned activities
* identify further ways to share more-detailed information with other settings children attend to help children make even better progress in their learning.