**Recommendations and requirements to further improve from Ofsted inspection reports for PVI settings**

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

* Strengthen the monitoring of staff performance to help set precise targets to raise the quality of practice to an outstanding level.
* Enhance ways to engage parents and staff in the self-evaluation of the nursery to help drive improvement and raise the quality of the provision to an even higher level.
* Maintain the existing opportunities for staff to share skills and expertise to help continue to develop the outstanding practice.
* Ensure guidance, coaching and training is increased so that all staff have a good understanding of how to fully promote children's learning
* Ensure that all staff use what they know about each child to effectively plan activities that are matched to each child's specific learning needs
* Improve teaching and provide opportunities for children to explore and investigate to help them develop their own ideas and find things out for themselves.
* Improve strategies for supporting young children's progression from saying single words to beginning to put words together.
* Improve the arrangements for nappy changing for children in the nursery to protect their privacy
* Ensure that the temperature of the nursery is maintained at an appropriate level to meet children's needs
* Ensure that effective risk assessments are undertaken so that hazards to children are minimised or removed, with particular regard to the risk from hot radiators
* Ensure that all staff, including the manager, have up-to-date knowledge and understanding of safeguarding issues, with particular regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent' duty
* 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.
* implement clear and consistent strategies so that all children understand what is and is not acceptable behaviour
* develop links with other providers, to work in partnership and share information to identify all children's needs and help them to make best possible progress.

**Recommendations and requirements to further improve from Ofsted inspection reports for childminders**

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

* provide more opportunities for children to develop their understanding and use of
* mathematical language
* enhance opportunities for parents to share information about what children are learning at
* monitor the assistant's teaching skills more precisely and identify where further support is needed to extend the quality of children's learning experiences
* review planning for adult-led activities that include the best possible learning opportunities for the youngest children.
* use self-evaluation more effectively to help identify specific areas for professional development and review the impact of this on children's learning.
* plan even more precisely for children's next steps in learning to help secure more rapid progress in all areas of their development
* simplify teaching for younger children to help them to develop their understanding at an even faster rate.
* help children to develop an even greater understanding of the cultural diversity which exists in the wider community to extend their learning even further
* encourage parents to share more information about their children's achievements at home.
* make the most of all opportunities for children to learn to do things for themselves and support their growing independence
* 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.
* strengthen partnerships with parents even further to encourage them all to share information about their children's achievements at home and to enhance children's learning even more effectively.
* strengthen the use of observations and assessments and use the information to sharply focus planning on what children need to learn next
* gather more detailed information from parents about the skills and abilities children already have when they first start.