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

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

* strengthen the systems to exchange information between key persons to help provide more support for children at times of change
* increase opportunities for children to think through ideas or explore and extend learning at their own pace
* build on opportunities for staff to enhance their professional development and gain expert skills that will help them deliver the highest quality teaching.
* make the most of opportunities for extending young children's vocabulary, and give children more time to put their thoughts into words when talking with them and when asking them question
* extend practice for raising children's awareness of cultures, traditions, beliefs and families outside their own experience.
* 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

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

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

* further enhance creative activities and provide children with more opportunities to combine and experiment with a range of media and materials, to build on their creativity and extend their natural curiosity for learning
* focus professional development more precisely on identifying further ways to raise the quality of teaching and experiences offered to children to the highest level.
* consider ways to gain further information from parents about their children's development, to help plan more precisely for children when they first start at the setting.
* enhance the planning and provide children with broader child-led play experiences and more adult-directed activities that take account of their age, stage and learning needs to help promote best progress
* extend professional development and focus sharply on gaining a strong knowledge of how all young children learn, particularly babies, and increasing teaching so that all children continually benefit from good-quality educational experiences.
* make better use of self-evaluation and monitoring to review the quality of teaching, the planning and children's progress, to help further raise the standards.
* encourage children to develop a greater understanding of how their actions can have an impact on others and find ways to help them regulate their own behaviour.
* make better use of observation and assessment of children's learning to plan challenging activities to help all children make the best possible progress
* improve teaching and provide opportunities for children to explore and investigate to help them develop their own ideas and find things out for themselves.
* develop practice for raising children's awareness of similarities and differences with regard to traditions, cultures, families and beliefs outside of their own experience
* encourage all parents to share information about their children's starting points and ongoing achievements at home, to further support the planning process.
* provide children with more opportunities to solve problems and use their critical thinking skills
* develop further the provision to help children gain their early mathematical understanding and skills to support their learning even more precisely.
* strengthen the self-evaluation process and involve parents and children as part of the ongoing drive for continuous improvement.
* seek more detailed information from parents about children's capabilities when they first start, in order to support the initial plans for their learning.
* consider ways to provide more opportunities for children to engage in sustained exploratory and creative play and learning
* provide effective support for older children as they begin to link letters with the sounds they represent
* focus more closely on promoting children's speaking skills.
* focus more precisely on curriculum planning and identify how to challenge children even further, to help them fulfil their potential