

## Ofsted Report Summary Jan 2023-Jan 2024

### **Group setting with GOOD and Required Improvement outcome.**

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

- Provide more focused and highly effective professional development opportunities to help staff strengthen knowledge and practice and embed a culture of mutual support and teamwork.
- Support children to manage their own feelings and behaviours and understand how these have an impact on others.
- support staff in identifying that there are times when their intervention gets in the way of older children's independent learning.
- consider reviewing the routine prior to and at the beginning of young children's outdoor experience to maximise the time they spend in the high-quality outdoor learning environment.
- improve opportunities for children to develop their independence skills further and consistently throughout the daily routine.
- strengthen supervisions for practitioners to identify gaps in knowledge, skills and practice, to support their ongoing professional development.
- support staff to clearly understand what they want children to learn and how they can extend learning for each child during adult-led activities, so that all children make the best possible progress.
- support staff to make even better use of all opportunities and interactions to encourage early communication and language skills for the youngest children.
- review mealtimes to provide more opportunities for children to develop their independence.
- help staff to recognise how to better support children's communication and language development.
- provide pre-school children with more opportunities to build on and develop their knowledge of letters and sounds.
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

- use children's assessment information to plan learning experiences that are more precisely targeted, to help children build on what they already know and can do.
- strengthen parent partnership to keep parents fully informed about their child's current learning goals so that they can support learning at home.
- develop further the effectiveness of questioning as a teaching method, to most effectively meet children's communication needs.
- support staff to understand how to fully engage children in planned play opportunities, to extend the levels of engagement and promote learning even more.
- support staff to minimise disruptions by recognising when children are deeply engaged in their play and learning.
- provide younger children with more opportunities to practise their speaking and communication skills.
- enhance the planning of activities so that they are precisely focused on achieving the children's next steps.
- build on the already good teaching so that children are challenged to the highest level.
- develop the curriculum further to more fully consider the interests of boys, to help raise their achievement in listening and attention and their writing skills.
- build on the systems in place to support staff development to help each member of staff identify very precisely how they can raise the quality of their teaching to the highest level.
- enhance the opportunities to challenge older children in their play and offer further teaching to extend their learning.
- support staff to be aware of all children needs, so that quieter, less-confident children have the same opportunity to interact and learn at the highest level.
- focus the planning on the tweenies and toddler rooms to provide activities that excite and engage children, so they can be challenged to the highest level.
- continue to develop the outside play space to support the delivery of the full curriculum outdoors.
- further consider how the curriculum can focus more precisely on the skills that children need to acquire to make rapid progress.
- help staff to improve the support for younger children's communication and language development.

- review the organisation of routines, and how staff manage other tasks, to prevent children from waiting for long periods of time between transitions.
- improve the planning for the indoor learning environment to provide children with experiences that help them to build on their knowledge and skills when they move into the next room.
- improve the transitions between daily routines to further support children to understand what will happen next and support their emotional security even further.

## Ofsted Report Summary Jan 2023-Jan 2024: **ACTIONS from Required Improvement and Inadequate outcomes.**

- ensure all staff understand the safeguarding policy and procedures and have up-to-date knowledge of child protection issues and regard for the 'Prevent' duty guidance.
- ensure all staff are able to identify signs of possible abuse at the earliest opportunity and know how to respond in a timely and appropriate way.
- ensure staff appropriately supervise and meet the needs of all children to ensure their safety.
- take all reasonable steps to ensure children are not exposed to hazards and demonstrate how potential risks are removed or minimised.
- improve practitioners' understanding of the setting's curriculum intention and how to implement it effectively, to ensure that children are engaged in learning and are challenged to make good progress in all areas of development.
- ensure clear boundaries are given to children, and all staff consistently implement these to support and manage children's behaviour at all times.
- improve the arrangements for supervision and training of all staff, to improve teaching and raise the quality of education to consistently good levels.
- ensure staff offer and implement activities that inspire, challenge, and extend all children's learning.
- improve the arrangements for the ongoing supervision of the employed cover staff to support them in their roles and help them to develop their practice.

- improve the key person system and planning so that children consistently receive quality learning experiences that reflect an ambitious curriculum and provide continuity for their learning.
- ensure that staff plan and provide interesting and suitably challenging activities and experiences for younger children that take account of their individual stages of development.
- put effective arrangements in place for the regular supervision of all staff, which includes monitoring staff's teaching and practice, to identify and address weaknesses.
- ensure that the curriculum is consistently implemented across the educational programmes to provide children with the skills they need to acquire to make the best possible progress.
- ensure that planning is effective and delivers quality learning experiences for all children to stimulate their interests and respond to each child's emerging needs.

### Ofsted Report Summary Jan 2023- Jan 2024: **Settings with enforcements/ actions**

- ensure staff-to-child ratios requirements are consistently met to meet the needs of all the children.
- ensure that only those staff and staff working as apprentices aged 17 or over are included in ratios if they are suitable, competent and responsible.
- train all staff to understand your safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues.
- ensure that support, coaching and training for all staff, including apprentices, provide them with a good understanding of how to plan and conduct activities in line with the curriculum and meet the individual needs of all the children attending.
- put appropriate arrangements in place for the supervision of all staff, including the manager, to receive support and coaching to improve their personal effectiveness.
- ensure that the key person tailors every child's learning and care to meet their individual needs.
- inform parents and/or carers of the name of the key person, and explain their role, for children attending your setting.