



Quality Improvement Report

A huge thank you to Teresa and the team for making me so welcome and sharing their practice with me on the day of the inspection. The enthusiasm of the whole team shone through all that I experienced on the day of the visit and everyone was so eager to share their practice and assist me in all that asked of them.

Effectiveness of the leadership and management

Leaders and managers skilfully lead and support staff in the setting to achieve the very best for all children who attend the provision. Carefully planned and rigorous strategies that focus on staff performance is embedded and highly effective. The team work under the leadership of the manager who distributes tasks and responsibilities to others appropriately. Deputy managers take the lead as SENCO and have designated safeguarding responsibilities. The setting has a dedicated 'Learning and Development Leader' whose role it is to scrutinise and monitor all children's progress to identify where interventions and further support for them is required. As a result of this, programmes of support are applied quickly and effectively so that children make excellent progress. Teaching and learning are highly effective. Groups of children who require additional support for speech and language development receive intensive support enabling them to improve rapidly and to catch up with their peers.

Self- evaluation is fully embedded into the culture of the setting. The manager demonstrates an uncompromising drive to improve practice that is reflected across the whole staff team. Parents and partners are very much included and engaged in processes that drive improvement also. Leaders and managers have extensive knowledge and understanding of the Early Years Foundation Stage and know how to apply this in practice so that children are kept safe and are able enjoy their experience in what can only be described as a highly engaging, inspirational learning environment. Peer observations used as part of a robust system of performance management further more support progress in this area. A joint observation was conducted by myself and the manager as part of this inspection.

Safeguarding is effective. Statutory requirements are met and staff are confident to know what to do if they are concerned about the welfare of a child. Knowledge of child protection is excellent and staff confidently and correctly answered questions on a number of child protection themes such as Female Genital Mutilation (FGM), Prevent, suspicious physical injuries and allegations against professionals. Multi - agency work is effective and enables children to access appropriate support as soon as possible.

Quality of teaching, learning and assessment

Information about what children can do and achieve on entry is used to form baselines upon which start points for them are determined. This includes information from parents about their child's development and begins a journey that fully includes them as part of the process in their child's learning whilst they are in the setting. Progress checks for 2 - year olds are completed. Some seen were not dated or signed by parents and therefore did not evidence timescales in which they had been completed or that they had been shared with parents. This was discussed with the manager and it was agreed that this would be addressed as soon as possible.

Tracking of children meticulously takes place. It is very clear that staff know their children exceptionally well, they can describe their journey from start points to current stages in learning and development using the Early Years Outcomes. Staff's knowledge of children is therefore sound. Assessment is accurate and precise. All staff are committed to making sure that children's development is secure in any area of the curriculum before moving forward to determine next steps. A lesser experienced member of staff understood fully the way that a relatively new child to the setting was learning and had planned next steps for the child using this knowledge. This along with other observations of practice demonstrates that the characteristics of effective learning are understood by key persons and used to identify children's learning styles and how they can best plan to further extend children's experiences and provide new challenges for them.

Highly effective strategies to engage parents in their child's learning and development are in place which means that learning in the setting compliments and takes into account learning at home.

An exceptional range of recourses are provided that reflects the diverse aspects of children's lives. An activity that used Armistice Day to help children learn about gender, culture and to understand people, families and communities beyond their immediate experiences engaged and intrigued children in the setting. As a result of this children extended their own learning and staff used opportunities to support this further. Child led learning is extremely effective and children enjoy extending their interests through a number of activities and play that staff facilitate for them during the day.

The indoor and outdoor learning environment is defined clearly focussing on different opportunities for children to develop across all areas of the curriculum. Children's mark making and early writing skills are developed by making available resources such as pens, paper and writing materials as part of role play whilst outdoors, large brushes and plungers are used to encourage large motor development. Books and reading materials are accessed well by the children, they enjoy taking themselves to quieter areas in the room to read alone if they choose to do so. The recommendation from the previous inspection in which the setting was judged outstanding therefore has been fully met.

Transitions to school are supported extremely well with a significant drive to help children's self- help skills such as clearing away cups, plates and washing them after snack time. The school upon which the provision is based is given information about children as they move on. Children are therefore considerably supported both emotionally and academically to be ready for school.

Personal development, behaviour and welfare

The role of the key person is highly effective because staff know their children extremely well. A child with SEND that had begun to attend the setting for a short period of time developed a wonderful and sensitive relationship with her key person and had formed secure attachments with them. They looked to them for reassurance when they were unsure about something during play, yet they were confident during a story, group activity to sit with their peers also. The KP knew this child extremely well working very closely with the child's parents to settle them into the setting and to know how best to meet the child's specific needs.

Children's behaviour is exemplary. Staff speak to children quietly and calmly, they explain things to them through conversations, they give children time to answer questions and model excellent listening skills. Children are fully engaged in highly stimulating activities that change frequently and that intrigue and hold their attention for significant periods of time.

High standards of hygiene and care for children are met. Robust policies support the implementation of this and staff follow procedures that keep children safe and well consistently across the setting.

Food and snacks given to children are healthy, balanced and nutritious. Parents are supported to make healthy choices when preparing contents for children's lunchboxes. Fresh water is available at all times.

Children's experience of wider community and other cultures is evident. Recent celebrations for Diwali were captured through photographs taken during activities the week previously.

Outcomes for children

Outcomes for children are excellent they make high rates of progress overtime. All children particularly those that need extra support get the help that they need quickly and effectively so that they make sustained progress and are able to achieve.

Children are extremely motivated and enthused by activities and opportunities provided for them in the setting.

Teaching is highly effective and as a result children's learning is strong.

Recommendations

- Consider providing fruit snacks for children aged 3's upwards that are not already cut or prepared for them, giving them the opportunity to cut their own fruit, learn how to use knives and to talk more about mathematical concepts such as whole, half, quarter and so on.
This will further extend and build upon the excellent opportunities that children already have to develop self- help skills and learn stronger mathematical understanding.

Name of Quality Improvement Inspector: Rachel Buckler

Jigsaw Early Years Consultancy