

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE



Overall effectiveness: the quality and standards of the early years provision

- 2.20 The overall effectiveness of the early years provision is outstanding.
- 2.21 The setting provides a supportive and caring environment for learning, putting children first in accordance with the school's aims. Children make good progress relative to their starting points because staff accurately plan the next steps for learning based on regular assessments, personal interests and individual needs. Key persons know their children and their families very well and ensure that the children feel safe and happy. Staff have a secure understanding of their responsibilities for safeguarding the children in their care and robust systems are in place to ensure that children are well cared for and that staff work with parents to ensure that emotional and welfare needs are fully met. Staff constantly review their practice and set realistic targets for continued improvement. Since the last inspection, outside areas have been further developed, and problem-solving techniques have been a focus for staff training.

Effectiveness of leadership and management

- 2.22 The effectiveness of leadership and management is outstanding.
- 2.23 Staff across the setting work cohesively to realise their vision to set high aspirations for every child within a secure and inclusive community. Generous levels of staffing ensure that standards of care are high and that each child follows a personalised learning programme, informed by a robust system of observations.
- 2.24 Rigorous monitoring of academic standards through lesson observations, tracking of pupil progress and effective systems for feedback ensure that staff performance is constantly developed and learning experiences for the children enhanced. Appraisal systems identify both personal and school targets for staff which are supported by appropriate training. Regular supervision sessions and weekly team meetings for staff to discuss their key children result in a very high level of pastoral care.
- 2.25 Highly effective ongoing systems for self-evaluation ensure that the views of all members of the school community contribute to the continued development of the setting. The embedded ethos of reflective practice, for example reviewing each lesson to ensure that key factors have been addressed, helps ensure that best practice is adopted. The views of parents are frequently sought, for example a questionnaire to evaluate the success of parent training sessions was used to select topics for future events. In their responses to the pre-inspection questionnaire and comments in interviews during the inspection, parents expressed their overwhelming support for the setting. They particularly appreciate the high levels of personal care for their children and the many opportunities for the whole family to be involved in the life of the school.
- 2.26 Learning programmes are carefully planned to meet the statutory requirements of the EYFS, covering the prime and specific areas of learning and encompassing each child's personal interests. Individual progress against age related developmental goals is meticulously recorded in an Interactive Learning

Diary which is used to plan the next steps and can be accessed by parents. Two year checks provide a further check on expected progress. A smooth transition to the next stage of learning is facilitated by the sharing of facilities, for example the dining room, and by effective transfer of records. The provision of weekly activity sessions for prospective pupils and their families allows a gentle introduction to the life of the school and reflects its commitment to share facilities with the local community.

- 2.27 Equality and diversity are actively promoted, demonstrating a strong commitment to engender a sense of individual responsibility for behaviour. Children are encouraged to share their ideas at circle times and to take on roles of responsibility and have opportunities to experience wider cultural events.
- 2.28 Consistently rigorous adherence to school policies and a secure understanding of their responsibilities ensure that staff continually promote high standards of safety for each child, supported by attendance at regular training updates and refresher sessions. Suitable training in child protection sets guidelines to be followed if there are causes for concern and staff are aware of the need to be alert to the signs of radicalisation and extremism.

Quality of teaching, learning and assessment

- 2.29 The quality of teaching, learning and assessment is outstanding.
- 2.30 High quality monitoring systems ensure that progress against age-related developmental goals is carefully tracked and that appropriate support or challenge is provided to ensure that the high expectations for each child are fully met, including those with EAL or SEND and the more able. Children are encouraged to do their best for example, standing on a step to try to add just one more brick to a tower before it topples!
- 2.31 Staff have a good understanding of the needs of their key children and ensure that they are familiar with future stages to inform preparation for transitions. They are keen to adopt fresh ideas and staff questionnaires aid the sharing of tried and tested strategies and provide support when new techniques are used.
- 2.32 The very clear instructions given by staff are a strong feature of the setting and even the youngest children pick up visual cues and respond appropriately. Teaching is carefully planned so that every child can access the curriculum and individual needs are fully met.
- 2.33 Detailed assessments on entry to the setting and meetings with parents accurately inform the starting points for each child. Parents share ongoing progress with staff and can access and contribute to their child's Interactive Learning Diary at any time. Progress against expected developmental goals is shared verbally every six weeks and in termly written reports. The two-year progress check ensures that developmental goals are suitably met and support is provided if necessary. Excellent communication with staff ensure that parents are fully informed of their children's activities and progress.
- 2.34 Equality and diversity are promoted for example with stories read in other languages although during the inspection direct evidence for the use of artefacts to illustrate different cultures was not fully evident.
- 2.35 The youngest children benefit positively from the role modelling by older children, developing their language skills and learning to socialise. Familiarity with staff and sharing facilities across the school, for example the Sports Hall and Dining Room, ease transitions between year groups. Staff know the children very well and strong systems for the transfer of records and visits to the new rooms further facilitate transitions.

Personal development, behaviour and welfare

- 2.36 The personal development, behaviour and welfare of children are outstanding.
- 2.37 Across the setting, children are happily engaged on their activities within a calm and purposeful working atmosphere, in which they are gently encouraged to do their best and praised for their successes. The youngest children respond with smiles at registration and follow the example of the

older children by trying to greet the teacher. They confidently make independent choices of activity from the visual prompts provided, quietly guided by staff who are very aware of each child's needs. The many opportunities for free and imaginative play, often linked to topic work, allow children to explore their surroundings and further their own learning. Spontaneous responses to children's ideas engender a fresh and exciting environment, for example, after one child discovered the binoculars and deciding that he could see a monster, the teacher found more binoculars for the children and led them on a monster hunt around the classroom, following up with free painting of the creatures they had seen.

- 2.38 Key persons know their children very well and build a close working relationship with parents, sharing information and responding to their wishes for their child's personal needs. Weekly meetings record any incidents and concerns, for example after an injury. The generous staffing ratios ensure that each child receives a personal welcome on arrival and is helped to settle in for the day. Children are encouraged to be independent, for example by learning to feed themselves at lunch time.
- 2.39 Prompt and regular attendance is expected and any unexplained absence swiftly followed up.
- 2.40 The youngest children respond very well to the methods of positive behaviour management adopted in preparation for the system used for older pupils. Staff model kind and thoughtful relationships which are reflected in the gentle and co-operative behaviour of the children observed across the setting.
- 2.41 Detailed risk assessments for all areas of the setting and careful supervision ensure the children's safety. Within this framework, children are encouraged to experiment and try new activities in line with the school's aim to engender a spirit of adventure. Guidelines for the use of social media are strictly adhered to and verbal guidance is given on how to keep safe. Parents are invited to a special child-friendly assembly about how children can keep safe in school and guidance on using the internet.
- 2.42 Embedded routines for personal hygiene ensure that children wash their hands frequently, including before and after meals. The variety of food on offer ensures that staff can make up a balanced lunch for each child. Catering staff take great care to address any food allergies or special requirements.

Outcomes for children

- 2.43 Outcomes for children are outstanding.
- 2.44 Across the setting, pupils make at least expected progress from their carefully assessed starting points and many exceed age related expectations in the early learning goals. The youngest children make particular progress, for example developing their vocabulary by listening to their peers and responding to encouragement from home and from staff.
- 2.45 Regular observations and discussions between staff and parents ensure that children meet developmental goals. The youngest children develop good social skills in preparation for the next stage of their education as they learn to join in with older children, for example copying the actions for songs at circle time. They are happy to play independently, for example with puzzles or closely tracking cars as they run down a slope. They enjoy early mark making with crayons or chalk and demonstrate their developing ICT skills by scrolling across a screen to find the next picture in a sequence.

Compliance with statutory requirements

- 2.46 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.**

Recommendations for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- Provide further opportunities to celebrate diversity across the curriculum.