

LA Quality Review



Eagley School House 2

4.12.15

Laura Wright, EY Adviser

Context

Current setting context and achievements

(taken from Quality Review request)

ESHN's is a family business offering private day care for 0 - 5 year old children. We currently have 50 children on roll.

- We are participating in a BHEYS award for healthy eating/healthy lifestyles. Staff have received updated training in preparation i.e. our Cook has attended training courses with BHEYS, nursery staff have received on-line food hygiene/handling training.
- Also training has been provided for staff in relation to feeding babies and oral health.
- Management have attended Safer Recruitment Level 3 in order to improve our recruitment processes.
- In-House quicker communication training for key staff has been provided.
- Management attended a seminar on PREVENT/BRITISH VALUES training and PREVENT training is now offered to all our staff via on-line training on the computer.
- We recently visited local Primary Schools within our area to improve the transition from Nursery to School process and this has resulted in a joint moderation day being organised which we hope to hold in January at ESHN2.
- We have made visits to other nursery settings in order to improve practice.
- We have held Parents information evenings and meetings at ESHN.
- In relation to a recent choking incident involving a child from another nursery whereby the child choked on a grape and very sadly died we provided parents with a first aid information leaflet on our website/Facebook page and we are now in the process of organising a First Aid Course for parents who have contacted us expressing their interest in this.
- We have improved our Outdoor play area (Bug Hotel)

Current priorities for improvement identified by the setting.

- We want to review our Ofsted Self Evaluation
- We want to finalise our STAFF CENTRAL SINGLE RECORD system
- Embed British Values
- Embed feedback from data/progress and achievement into our daily and long term planning
- Embed Child initiated planning
- Improve parental partnership working
- Provide a First Aid Training course for parents
- We want to hold a joint moderation meeting with local schools at ESHN2 in relation to transition to schools.
- Our Deputy Manager to embark on Level 5 training
- Establish an internal Early Identification Sheet/Checklist and review

During the visit the following activities took place:

- Discussion with the nursery owner, manager and deputy
- Discussions with practitioners and leaders
- Scrutiny of documentation e.g. planning, learning journals

This report is based on the following

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children
- actions and/or recommendations for improvement.

Effectiveness of leadership and management

The leadership vision and values of Eagley School House 2 (the Eagley Way) are shared across the nursery. Leaders have high expectations of staff and children, who in turn live up to these expectations and take pride in their achievements.

British values are actively promoted in the setting through practice and in displays and parent's information.

Self-evaluation is driven by data scrutiny and reflective practice and is planned for by senior leaders.

Staff are empowered to take the lead when making decisions about how to improve and evolve the provision and continually reflect and develop themselves.

CPD is informed by rigorous, regular self- evaluation and is provided in a number of ways. It is tailored to meet the needs of the staff. The impact of CPD is monitored and managers record the difference it has made.

Relationships are personable and supportive and staff readily identify through supervision areas they need further support with and receive credit for their successes.

Safeguarding is excellent with training in place over and above statutory requirements. As a result staff awareness of policy and procedures was excellent.

Prevent Duty training has been attended and the safeguarding policy updated to reflect this.

Managers have overview of the progress of all children in the setting and know the different groups in the settings and track their progress and attainment to ensure all children, including the most able, attain well.

Leaders ensure that the children are well prepared for school, linking closely with local schools for moderation and transition discussions.

Effective curriculum monitoring takes place on different levels- data is used to identify any possible weaknesses and staff planning and learning journals are regularly monitored for coverage and quality across the 7 areas.

Quality of teaching, learning and assessment

Staff know their key children and children in their rooms extremely well. As a result interactions are of a high quality and pitched appropriately, such as with the toddlers outside who were encouraged to count the pine cones.

Secure baseline assessments are established on entry to the setting and parents are partners in the process. Staff plan appropriately challenging next steps.

Half termly child progress meetings are held with each key person where children's current stage of development and next steps are discussed. Staff identify any children vulnerable to lower attainment and plans are swiftly put in place to secure improvement.

Environments are stimulating and contain a range of excellent resources. For example hairdressing and role play in pre-school with a range of real life resources, counting real sprouts in the toddlers and the singing bag in the baby room.

There are plentiful opportunities for the development of the prime areas and reading, mark making, writing and maths opportunities are presented in an attractive way throughout the setting.

Staff are mindful that children may spend up to 2 years in pre-school and work hard to ensure the environment continues to stimulate and provide suitable challenge.

Staff made observations of key learning that took place throughout the setting.

The outdoor environment is available on a daily basis and superb listening walk took place and toddlers delighted in feeding the rabbits. Wellies are provided by parents and this outdoor clothing should be put on each time children access the muddier areas to develop independence. The staff immediately identified how this could be managed.

Staff have accessed CPD on communication and language development and consequently model appropriate use of language, for example use a commentary to think aloud, ask open questions etc. The babies singing session was exemplary and the babies anticipated each song and joined in joyfully.

The natural light in the setting is weaker in some areas, especially some parts of pre-school and toddlers. Research indicates benefits to learners of natural light and the setting could avoid covering windows to help with this. Display policy would benefit from a review to ensure rooms do not become too 'busy' with pictures and captions which prevents display from providing information/ learning prompts or celebrating children's achievements effectively.

Staff in all rooms take the lead from children and are playful partners in learning. A key person observed that Toddlers were engrossed in their learning and suggested to a colleague they should not be disturbed to do a planned activity.

Personal development, behaviour and welfare

Excellent learning behaviours were observed, children showed self-motivation, were eager to try range of activities and became engrossed in their learning such as the pre-school children who had the persistence to build a tall tower, even though the blocks were wobbly.

There is a focus on the Characteristics of effective learning in planning and in learning journal observations.

Staff are excellent role models in their own interactions with one another, parents and children.

Children play cooperatively and the older children show an interest in inviting other children to join in, such as the child in the hairdressers who asked other children “Do you want your hair done?”

Behaviour management is consistent and as a result behaviour was excellent. Parents are supported with positive behaviour management strategies.

Relationships with parents are invested in and are a real strength. Transition into and throughout the setting and into school is excellent. For example home visits are carried out for new children and continue for children who don’t settle immediately. A parent room is available for parents who find it difficult to leave their children at first or for parents to have confidential discussions with key persons.

A new baby was being settled on the day of the Quality review and the key person was very sensitively and carefully forming a bond by maintaining close contact and a soothing, chatty dialogue.

Scrupulous hygiene practices with snack and nappy changing were observed.

Outcomes for children

Outcomes are good or better as systems are in place to identify individuals and groups of children and their progress.

Children make good or better progress from starting points that are typically in line with age related expectations because leaders and managers rigorously monitor this.

Judgements are consistent and accurate and staff seek support when making assessment judgements.

Recommendations

The setting SEF needs to be further updated to provide compelling evidence that practice is outstanding e.g. by using data to back up statements or by quantifying statements.

Leaders need be familiar with the overview of systems so they can explain them clearly.

Look at policy and practice about outdoor clothing and display to further ensure a consistent approach.