

Ofsted Report Summary Aug 2023-Jan 2025

Early years group settings with GOOD outcome

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

2023 –

- 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.
- 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.
- 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.
- 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.

2024 -

- monitor teaching to precisely analyse current practice and identify strategic focus for development that continuously benefits children.
- extend the partnership working with parents to provide continuity for them to have back and forth discussions with their child's key person.
- support staff to consistently embed the curriculum to help newer children understand the expectation of rules and boundaries so they become successful learners.
- develop staff's understanding of how to support children's thinking and problem-solving skills to help them reach their highest potential.

- consider the organisation of daily routines to reduce the length of time children are expected to sit and wait without anything to do.
- review the current rules and expectations for behaviour so that they are appropriate to children's individual ages and stages of development.
- support staff to consistently provide activities that match more precisely to the learning needs of older children in the baby room.
- support staff to consistently help children to understand the expectations for their behaviour and the impact of their behaviour on others.
- support staff to understand effective questioning techniques in order to consistently offer children time to process their thoughts and ideas.
- review and reflect on how to embed wider mathematical concepts to extend children's learning even further.
- gain further details about children's prior learning from parents when children first start to enable staff to focus their plans on what children are ready to learn from the outset.
- continue the support and guidance for staff to increase their confidence in implementing the curriculum and enable children to make even more rapid progress.
- increase the available resources for children to design and construct to help extend their skills even further.
- gain further details about children's prior learning from parents when they first start, to help decide what needs to be taught and prepare for their next learning from the outset.
- continue the support and guidance for staff to increase their confidence in implementing the curriculum and enable children to make even more rapid progress.
- consider the organisation of daily routines to reduce the length of time children are expected to sit and wait without anything to do.
- review the current rules and expectations for behaviour so that they are appropriate to children's individual ages and stages of development.
- support staff to consistently offer higher levels of challenge, to ensure that all children make even better progress.
- provide more opportunities for children to develop their independence.

- support staff to develop their interactions with children to promote children's communication and language skills even further.
- increase opportunities for children to learn about growth, decay and the natural world around them.
- build on the good teaching practice in place and ensure all staff give children time to express their own ideas.
- support staff to recognise when to let children do things for themselves to further enhance their independence skills.
- support staff to manage transitions between activities for older children so that they are able to remain focused and engaged.
- provide children with appropriate space and furniture at mealtimes to better support their developing social skills.
- help staff to recognise quieter children so that these children receive effective support that enhances their learning.
- enhance staff practice so they know when to adapt their teaching to keep children engaged and focused on learning.
- review and strengthen opportunities for singing, rhythm and rhyme in order to further support children's communication and language development.
- provide incisive professional development opportunities for staff to help raise the quality of teaching to the highest level across the nursery.
- support staff in the toddler room to consistently encourage the least vocal children to increase their confidence and speak during group activities.
- provide further support and coaching so that the standard of teaching is consistently high across the whole staff team.
- support staff to take all opportunities to use open-ended questions to extend children's language and communication skills even further.
- support staff to consider children's personal space, particularly when they sit at tables.
- 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.

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Early years group settings with REQUIRED IMPROVEMENT outcomes

ACTIONS from REQUIRED IMPROVEMENT outcomes

2024-

- improve staff's knowledge of risk assessment to ensure that items that are unsuitable for young children are identified and removed.
- improve staff's understanding of hygiene procedures in relation to sleeping children.
- strengthen the arrangements for supervision so that staff development is more closely monitored, and staff have the support and knowledge they need to carry out their roles and responsibilities effectively.
- strengthen partnerships with parents to ensure they know who their child's key person is and how their day has been.

Ofsted Report Summary Aug 2023- Jan 2025:

Early years group settings with INADEQUATE outcomes

ACTIONS from INADEQUATE outcomes

2023 -

- ensure that all staff, including leaders and managers, have a secure knowledge and understanding of safeguarding policies and procedures and know what action to take in the event of a child protection concern about a child in their care.
- ensure that the lead practitioner for safeguarding has an appropriate knowledge and understanding of their role and responsibilities, in order to identify, understand and respond appropriately to signs of possible abuse or neglect.
- implement an effective safeguarding policy and procedure that ensures that any safeguarding issues or concerns are referred to the relevant agencies in a timely way.
- make sure that there is effective communication between managers and staff to share appropriate information, particularly of a safeguarding nature, to ensure the safe and efficient management of the setting.
- ensure that all information and records, including those with regard to child protection matters, are clear, accurate and sufficiently detailed to promote children's safety.
- implement effective arrangements for the supervision of all staff, including providing training and support that helps them to fully understand their roles and responsibilities to safeguard children.
- provide staff with training and support that enables them to implement effective strategies for managing children's behaviours that may impact on the safety of others.
- ensure that risk assessments are implemented effectively to safeguard children.

2024 -

- ensure arrangements for sleeping children are in line with the latest government safety guidance.
- ensure all staff have the knowledge and skills required to fulfil all aspects of their role.
- implement a well-sequenced curriculum to support children's learning across all areas of the early years foundation stage.

- ensure there are effective systems in place to swiftly identify and tackle poor practice and weaknesses in teaching, to raise the quality of education across the nursery.
- strengthen staff's understanding of the curriculum and how babies learn, so they have access to high-quality care, interactions and learning opportunities to support their progress.

Ofsted Report Summary Aug 2023- Jan 2025:

Childcare register settings – NON-COMPLIANT outcomes

ACTIONS from NON-COMPLIANT outcomes

2024 -

- ensure you maintain an accurate record of the times and days children attend.
- display your Ofsted certificate on the premises.
- implement an effective recruitment system to ensure that everyone providing childcare is suitable.
- ensure that anyone providing childcare obtains an enhanced disclosure barring certificate.
- implement and follow an up to date written safeguarding policy.
- ensure Ofsted is provided with the necessary information about all existing committee members to enable their suitability to be verified.
- implement a written policy to safeguard children from abuse or neglect.
- ensure all staff understand how to follow the safeguarding policy, including the section to protect children from the potential misuse of mobile phones and other digital devices.
- devise an effective system to demonstrate that everyone providing childcare is suitable.