

Visit Report
Early Years Service (EYS)



Provider	Fletewood School	Date	29 September 2016
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Name(s) and role(s) - EYS	Nicky Walters – Early Years Advisory Teacher (EYAT)
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Name(s) and role(s) - Provider	Rachel Gray – Foundation Stage Teacher and Head Teacher (FST)
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EYS business use				
Start-up	Premium	NFCM	OSC	Other
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Purpose of visit:
 The FST had requested a visit to talk about particular elements from the Early Years review menu

Outcome/Evaluation
 The EYAT was made very welcome in the setting and observed the relaxed start to the day and a small focus group working on letters sounds and sharing story books.
 The EYAT and FST then stayed in the kitchen area of the room, the professional discussions were guided by the following paperwork:

- EYFS lead informal interview
- Questionnaire for parents
- Staff questionnaire
- Learning Journey audit
- Observation. Assessment and Planning audit

From these discussions, strengths were agreed.

- Children’s individual needs and interests are observed and influence the planning e.g. staff discovered, after sharing a story book, that someone had never been on a picnic so picnics were added to the planning
- Children are confident in accessing resources and their independent skills are being promoted and enhanced as a direct result of how the environment is set up e.g. the self-service pump action bottles for the paint area
- The FST is a reflective practitioner who is proactive in finding out about quality Early Years practice. Careful consideration is given to the elements that are implemented for this specific cohort of children e.g. the concept of objective led planning is being embedded after the FST had researched this and visited a local school that plans in this way

- Observation, Assessment and Planning (OAP) systems have been reviewed and the FST can easily articulate how these are used to capture and enhance children’s progress. E.g. the FST could say how many children were making at least typical or better progress at this time
- The FST has been influenced by the concept of “gap and strength analysis” promoted by Alistair Bryce Clegg. The identified gaps in fine motor skills and Understanding the World have already been addressed. A new system at snack time enables children to regularly practice their fine motor skills and an exploration station has been set up
- Differentiation is clear in the way adults speak with children, the organisation of resources and the learning that is promoted e.g. the way the sand and water resources are organised and the way one girl was challenged to add together numbers beyond 10 by holding a number in her head and counting on
- The FST has a clear vision of how to further enhance the learning spaces indoors and out and is very realistic about time scales and prioritising

The EYAT and FST discussed possible ways that the provision could be enhanced further. The suggestions included:

- adding something living to the indoor space e.g. plants or a pet that can be easily cared for, this could promote some further “Understanding of the World” skills
- adding further captions/signs into the environment e.g. a “Book nook” sign. This may motivate children to talk more about where they choose to play
- to make scripts from other languages visible within the setting and use some basic key words from children’s home language e.g. dual language story books, saying hello in different languages at registration and/or asking children to share favourite rhymes from home
- adding a cultural mix of resources into the role play area e.g. a wok, a chapatti pan, a pasta roller, a balti dish, a pizza pan etc

The EYAT thanked the staff for their time and acknowledge how welcome she felt and how she enjoyed the professional discussion.

Agreed actions – Provider and Early Years Service		By whom	By when
1	Celebrate the agreed strengths with the whole team	FST	Next team meeting
2	Reflect on which of suggestions to implement	FST	ASAP

Next visit: date and time	TBC
Focus	TBC

It is the responsibility of the person receiving this visit note to ensure it is shared with the Ofsted Registered Person/Nominated Person for the setting and those with governance responsibility.

Please note: This summary of the recent contact with the provider includes outcomes and an evaluation, where appropriate. It should be a fair and accurate record of the visit. There will be occasions when others will have access to the contents of this report for monitoring or support purposes.

Duty of Care

It is important to note that Plymouth City Council has an established protocol with Ofsted. This emphasises a duty to report any concerns where providers operate outside their conditions of registration, which includes the baseline requirement of meeting the requirements of the Early Years Foundation Stage.

As representatives of Plymouth City Council, we have an advisory role to ensure that the needs and safety of the child are paramount; therefore any concerns detrimental to this will be reported to the relevant authority. This duty of care overrides any issues of confidentiality.