



Feedback for section 1

Learning is a central focus to all the setting does. Children are well supported through careful deployment of staff. Children's interests are followed so that they are enthusiastic to learn. Progress is regularly monitored and shared with families which ensures children's outcomes improve. The learning environment reflects the children's interests and is developmentally appropriate as well as providing opportunities for challenge. Children have opportunities to work in a variety of group sizes and with a mixture of adult initiated and child initiated. In the moment planning ensures children's needs are met. The outside learning environments are a particular strength. Staff understand that in order for children to be in a place to learn, they need to feel safe and secure and valued. They have a child who is currently quite unsettled. This has led to the senior leadership team allocating the apprentice to greet the child and to ensure he feels that he is clear about his importance. This has meant that he settles more quickly and they enjoy having this 1-1 time. It is also having a beneficial effect on the apprentice as she feels she has a valuable role to play.

There are well resourced and stimulating areas of continuous provision. The learning environment is regularly monitored and adaptations are made both in the short term as well as the longer term. An example of this is the bikes in the pre-school. Careful thought has gone into providing a wide range that provide challenge for children. There are 3-wheeler bikes, scooters, balance bikes, bikes with stabilisers. The stabilisers are removed for the summer term, so children can practice to riding without them. Helmets are worn on the bikes in the same way they would be outside the setting.

Children know the routines and expectations of the staff. Children are engaged with the rich learning opportunities on offer. The children's voice is central to the pedagogy of the setting. This has led to children feeling valued and so they have a greater sense of ownership which leads to better learning opportunities. Staff relish the company of the children and enjoy the experiences they are providing. There was much smiling and laughter so the children were in a position to make the most of the learning opportunities on offer.



The staff know the children and families well and provide interesting learning opportunities and a stimulating environment. This was showcased in the gross motor equipment on offer in the pre-school environment. The staff identified that children were needing greater opportunities to develop their gross motor control. The outside space was limited and so they negotiated to rent extra space and have set up a series of equipment that the children regularly re-visit. Tree climbing is positively encouraged.

Feedback for section 2

Health is a focus with the introduction of a Physical Activity and Nutrition Co-ordinator (PANCO). Plans are in place for the role to develop into helping families give the best nutrition to their children. It is common knowledge that providing nutritious and healthy meals on a limited budget is hard and she works hard to support families to do this. Currently she is compiling a list of dentists with vacancies to help support families look after their children's oral health. She has instigated teeth cleaning before snack to help protect teeth following the advice of a dental health nurse.

The setting has an ethos that all behaviour is a form of communication and as result well-being is a strong focus for the setting as they understand that developing emotional resilience will protect these children well into their future. The two Emotional Literacy Support Advisers (EY ELSA's) work with the staff and families to ensure the emotional wellbeing of everybody is maintained. Children are greeted individually as they arrive by their Key Person wherever possible and they self-register according to how they are feeling in the Pre-school. Staff regularly check in with children across the session to ensure they are feeling emotionally calm.

The work this setting has done with the Hampshire Educational Psychology Team has now been rolled out across the whole local authority. The idea started with a role that was established in schools but the setting felt that under 5 children would also benefit from this approach and so they began to adapt and trial the approach.



The children are encouraged to take calculated risks and given the opportunity to use sharp knives to cut up pumpkins, climbing trees and using the steps in the nursery area independently etc. Children problem solve for themselves e.g. the trees are slightly too high for the children so they use a step to help them gain access to the lower branches and to be able to access the gross motor equipment. It is movable so they have to site it carefully especially since the land is sloping.

Children use cycle helmets when riding on the bikes. Children are encouraged to look out for others whilst outside so that accidents are kept to a minimum

Safeguarding has been a focus and now all staff are confident in the processes and this will help to keep children safe. This includes staff who cover the lunch time session. Staff feel confident in the processes that are in place to report concerns and confidently talk about them in conversation. They are proud of the systems in place to keep the children safe with sever allergies or potentially risky lunchbox additions such as large blueberries or seeded bread etc.

Feedback for section 3

There is a strong leadership team in place who are passionate about the children, families and staff. They have clear ideals and a shared pedagogy. They strive for continuous development and relish new challenges. There are good systems in place and reflection is central to their practice and expectations. The team are well trained because the manager understands that a highly skilled workforce makes a difference. They are dedicated and stable which has positively impacted on the rest of the staff team.

The senior leadership have clear systems in place to identify areas of strength and development. There are clear processes for succession and this leads to staff feeling valued. Staff feel well supported and this shown through the stable nature of the staff team. Staff wellbeing is a priority for the leadership team. Staff report that they feel they have an extended family at the setting. Any areas for development are shared



and an action plan is quickly put in place which has the ownership of all parties.

The manager works hard to ensure the future of the setting. She has a detailed business plan that is shared and reviewed regularly. The business plan is in place to ensure the setting is sustainable. A close focus is always kept on the budget to ensure the setting remains solvent. Strategies are trialled but if they aren't viable then are revisited at a different time.

The two senior leader's role-model being open to change and constantly deepening their knowledge. They enjoy sharing their good practice with others and were proud of their second outstanding Ofsted outcome. The support staff are now included in all meetings so that they feel valued and included and this has paid off. The children have access to better informed staff and the staff feel more valued and an integral part of the setting.

The committee trust the manager and staff team to work effectively and to budget wisely. The tents over the sand pits are regularly replaced, so the manager would like to look at having a more rigid structure that would reduce this need and add to learning experience for the children.

Feedback for section 4

Developments to the work force are well planned. Staff are invested in and so they are extremely stable. A staff member left but after a very short time returned as they felt so well supported at this setting. There is progression through further training and roles are made as needed for the setting and the children such as the Physical Activity and Nutrition Co-ordinator and the two Emotional Literacy Support Advisers. Upskilling is seen as so important to the quality on offer to the children the staff qualifications levels are high.

There is a high staff: child ratio. This means that children and staff have time to spend together. This means that staff get job satisfaction which in turn leads to a stable staff team.



Developments are budgeted for with the use of grants, fundraising, careful budgeting etc. Staff are fully included in the developments that are identified. They understand the reasoning behind the development. The staff have trust and respect for the manager and the deputy and they in turn are trusted and respected. Staff know that they are a valued and important part of the setting. This was highlighted by the comment from all staff that they feel like the setting is like a big family.

Relationships between staff are good. They have lunch together on a daily basis which they use to discuss children, ideas for extending learning or to talk about developments they think ought to be made. There are also formal avenues for these discussions as there is a monthly staff meeting. These meetings are used to discuss children, safeguarding updates and discussion of practice. All staff attend these meetings which means that no section of the sessions have a reduction in quality and all staff have a sense of ownership.

Staff relish upskilling themselves and see it as an opportunity to grow both themselves as well as the setting. The staff are committed to the setting and the children. They use each other to resolve challenges they may be having in relation to offering the best learning opportunities for the children. It is a harmonious staff team who support each other well. There is an ethos of professionalism amongst all of the staff and staff talk confidently about the progress their key children have made.

The setting have identified that formal processes for supervision have been a challenge. They have trialled peer observations but this resulted in higher stress levels for the staff member being observed as well as for the member of staff who was doing the observation. The setting have concluded that with the good relationships already in place, the informal observation of practice by the room leaders and senior leadership, they are confident that practice hasn't suffered. They were interested in the possibility of staff being recorded and then being able to analyse for themselves or as part of the supervision process.

Feedback for Evidence
N/A