Taken from Ofsted inspections of Early Years Settings in Gloucestershire - Autumn Term 2017-2018

Inadequate Outcomes are not included in this document.

The statements are ordered under general themes and some statements could go under more than one heading.

Leadership and Management - staff development, supervision, self-evaluation, staff deployment

- build on supervision arrangements and provide staff with precise guidance and support, to help raise the quality of their teaching to the highest level (Daycare - Good)
- evaluate staff practice even more rigorously and support the development of their teaching skills and knowledge (Daycare - Good)
- review and improve planned activities in the baby room, so they reflect the developmental needs of all the children taking part (Daycare - Good)
- ensure staff obtain and maintain a valid paediatric first-aid qualification (Daycare - Good)
- improve knowledge and understanding of the early years foundation stage requirements, with particular report to notifying Ofsted of significant events within the required timescales (Daycare - Requires Improvement)
- ensure the safety of all children is maintained, including through appropriate supervision of children to take into account different circumstances and play environments (Daycare - Requires Improvement)
- ensure systems for monitoring staff are implemented well to support staff in understanding their roles and responsibilities, including understanding fully their duties to safeguard children (Daycare - Requires Improvement)
- develop the self-evaluation process to identify and target all areas for improvement (Daycare - Requires Improvement)
- ensure that information and records are readily available for inspection, with particular regard to staff's first-aid certificates (Daycare - Requires Improvement)
- gain an up-to-date knowledge and understanding of all current safeguarding matters, including about 'Prevent' duty (Childminder - Requires Improvement)
- develop ways to evaluate the service, to ensure that all weaknesses are identified and improvements are made (Childminder - Requires Improvement)

Routines/Independence/Behaviour

- increase opportunities to encourage children to do more for themselves, to develop their independence skills even further (Daycare - Good)
- provide more opportunities for children to make choices about the resources and activities they want to use, to support their interests and learning as fully as possible (Daycare - Good)
- regularly encourage younger children to be more independent, such as encouraging them to start trying to take off their own coats and shoes (Daycare - Good)
- improve messages about personal hygiene routines to help children understand the importance of preventing cross-infection or cross-contamination (Daycare - Good)
- allow children more time to think about questions asked, to have time to reply, and to ask their own questions (Daycare - Good)

- help children understand when there is to be a change in routine so they can finish what they are doing and end their play for themselves (Daycare - Good)
- increase opportunities for children to complete achievable tasks for themselves, to help them develop their independence skills and become more confident in their own abilities (Daycare - Good)
- review routines so young children do not have to sit and wait for food, and increase opportunities for them to complete achievable tasks for themselves to develop their independence skills (Daycare - Good)
- ensure that there is sufficient flexibility in expectations of behaviour to take account of the individual support needs of younger children and babies (Daycare - Good)
- develop the organisation of daily routines so that children are aware of what is happening next to give them time to finish their play to their own satisfaction (Daycare - Good)
- encourage children to take more responsibility for caring for their play environments (Childminder - Good)
- support children to care for the learning environment and further develop their independence and self-care skills (Childminder - Good)
- make the most of opportunities to strengthen children's understanding of good health and hygiene (Childminder - Good)
- enhance opportunities for children to make appropriate attempts to do more things for themselves to extend their independence further (Childminder - Good)
- give children more encouragement and opportunities to develop self–care skills (Childminder - Good)
- review how mixed-age group activities are planned and organised so that the youngest children are fully engaged and challenged in their learning (Childminder - Good)
- improve personal hygiene routines to support children in understanding the importance of preventing cross-infection or spreading germs (Daycare - Requires Improvement)
- ensure staff manage children's behaviour consistently and help children learn about how to behave appropriately (Daycare - Requires Improvement)

Observation, Assessment and Planning

- implement plans to refine the highly effective monitoring of children's progress to continually gather the most precise and accurate information possible (Childminder - Outstanding)
- continue to implement plans that build on children's communication and language skills, particularly the two and three year old children, for example encouraging parents to build on the good work at home (Daycare - Good)
- build on the assessment process to monitor the progress made by different groups of children, to identify learning trends and target teaching even more effectively (Daycare - Good)
- review and improve how every child is appropriately challenged during some activities, to help them make even better progress (Childminder - Good)
- improve the system for monitoring children's achievements, in particular to focus more on identifying the progress made by different ages and groups of children (Childminder - Good)
- increase opportunities for children to be involved in evaluating their own development and planning for their future learning (Childminder - Good)
- improve the use of observations and assessments so that children's learning and development can be monitored more precisely, to help children make the best progress possible (Childminder - Good)
- refine the tracking of children's progress to obtain a more detailed analysis of the impact of teaching and any intervention needed for different groups of children (Daycare - Requires Improvement)
- improve the use of information from observations, assessments and tracking, to plan and provide learning experiences for children that help them make the best possible progress and to close any gaps in their learning (Daycare - Requires Improvement)
- improve the assessment systems to identify specific next steps for children and use these to plan challenging activities that support and extend children's learning and development (Daycare - Requires Improvement)
- develop further the systems to monitor children's progress to help consistently target teaching as precisely as possible (Childminder - Requires Improvement)

Gloucestershire
COUNTY COUNCIL

Teaching and Learning

- review the learning opportunities for children to develop their mathematical skills even further (Daycare - Good)
- provide more opportunities for all children to explore and use technology, to extend their knowledge and understanding (Daycare - Good)
- extend the range of activities to encourage and build on children's physical development, particularly for younger children (Daycare - Good)
- make consistent use of opportunities to help children develop their early reading and writing skills (Daycare - Good)
- provide opportunities for all children to learn about the passage of time (Daycare - Good)
- make the most of all chances to develop children's interest and understanding of the links between letters, and the sounds they represent, as part of their literacy development (Daycare - Good)
- provide a wide range of opportunities for babies and toddlers to learn about similarities and individual differences in society (Daycare - Good)
- extend the educational programme for mathematics so that children have increased opportunities to develop their mathematical thinking during play and structured times (Daycare - Good)
- increase opportunities for children to explore a wide range of media and materials to extend their creative development (Daycare - Good)
- take every opportunity to extend children's thinking skills, development of ideas and their understanding when they engage in different activities (Daycare - Good)
- further increase the range of opportunities for children to fully explore their own creativity (Daycare - Good)
- make better use of spontaneous opportunities to extend children's learning and enhance their understanding of healthy practices (Childminder - Good)
- provide even more opportunities for all children to develop their concentration skills further and to be fully involved in their learning (Childminder - Good)
- make the most of opportunities that arise during children's play to extend their understanding of the natural world (Childminder - Good)
- offer consistent support to extend children's vocabulary and understanding and help them to use words to express themselves (Childminder - Good)
- provide children with the time and opportunity to complete activities to their own satisfaction (Childminder - Good)
- give children the time they need to respond to questions and in ways that support them to develop their ideas and thoughts (Childminder - Good)
- develop consistency when modelling language so children hear and learn to use the correct versions of words (Childminder - Good)

Outdoor Learning

- strengthen opportunities for children who prefer to be outside to follow their interests (Childminder - Good)

Partnership

- continue to further develop and enhance the already excellent partnerships with other early years settings that children attend (Daycare - Outstanding)
- continue to further develop and enhance the already excellent partnerships with parents and carers so they can fully extend children's learning at home (Childminder - Outstanding)
- explore ways of involving parents more fully to build on what their child is learning at home and at nursery to extend their learning (Daycare - Good)

- review ways to share information with parents about children's next steps in their learning, to help parents to support them further at home (Daycare - Good)
- strengthen partnerships with parents to keep them well informed about what their children need to learn next, to complement children's learning at home (Daycare - Good)
- extend the range of information gathered from parents during children's settling-in period, to help support children's progress from the very beginning (Childminder - Good)
- strengthen links with other early years settings that children attend to enable all adults to contribute to children's learning (Childminder - Good)
- refine ways for parents to be more involved in evaluating the setting so that their opinions are included to assist in identifying areas for further improvement (Daycare - Requires Improvement)
- ensure that parents are well informed about changes that are made to the routines and activities that their children are involved in (Daycare - Requires Improvement)
- make sure parents are aware of the key-person arrangements for their child so that they can build relationships with staff and take an active role in their child's learning (Daycare - Requires Improvement)

English as an Additional Language

maximise opportunities to support children who speak English as an additional language, to enhance their outcomes even further (Daycare - Good)