

Themes from recent Ofsted inspections for Early Years Settings in Gloucestershire

Taken from Ofsted inspections of Early Years Settings in Gloucestershire – Spring 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

- make sure staff provide messages and support for children that are consistent and help them to understand what is expected of them in different situations (Daycare - Good)
- enhance teaching skills to enable staff to support children more effectively in thinking about and pursuing their own ideas, and following their own interests through their self-chosen activities. (Daycare - Good)
- consider ways to enable the choices of younger children to be recognised and acted upon, so they do not have to wait to take part in their choice of activity. (Childminder - Good)
- extend the self-evaluation systems to review the impact of changes, and focus more closely on strengthening the quality of practice and children's outcomes even further. (Childminder - Good)
- maintain a written record of any complaints and their outcomes (Daycare - Requires Improvement)
- strengthen arrangements to monitor staff's performance to identify more effectively weaknesses in the quality of interactions of staff working with younger children (Daycare - Requires Improvement)
- ensure all staff use the information gained through training effectively to update their knowledge of wider safeguarding issues, particularly their understanding of the 'Prevent' duty guidance (Daycare - Requires Improvement)
- ensure information about vetting processes to establish staff suitability is recorded, in particular, information about references (Daycare - Requires Improvement)
- improve assessment procedures to ensure that the monitoring of children's development is precise and accurate, to swiftly identify and close gaps in learning. (Daycare - Requires Improvement)
- develop effective procedures for regular supervision to support all staff to extend their skills and raise teaching standards, so they deliver the best possible outcomes for children in all areas. (Daycare - Requires Improvement)
- support staff to keep their knowledge up to date to ensure that children receive the best possible care and are safeguarded. (Daycare - Requires Improvement)
- develop staff skills and interactions with children, to provide consistently effective teaching support for communication and language development (Daycare - Requires Improvement)
- improve self-evaluation to identify and target areas for improvement, to continually raise the quality of the provision. (Daycare - Requires Improvement)
- use self-evaluation more effectively to focus on improving the quality of teaching. (Childminder – Requires Improvement)

Routines/Independence/Behaviour

- encourage younger children to join in fully and make the most of group activities, to enhance their learning experience (Daycare - Good)
- encourage staff to help children to engage and interact with other children as well as adults to further support their social skills (Daycare - Good)

- maximise opportunities for children to enhance their independence skills during activities (Childminder - Good)
- provide clear messages for children about what is expected of them at different times, to further promote their good behaviour (Childminder - Good)
- support children to understand how to cooperate more and enjoy the responsibility of helping carry out small tasks (Childminder - Good)
- provide more opportunities for children to do things for themselves to support their self-help and independence skills. (Childminder - Good)

Observation, Assessment and Planning

- make more effective use of the information gathered about children's progress in order to ensure no individual or groups of children are being left behind. (Daycare - Requires Improvement)
- monitor children's learning accurately to identify what they need to learn next and use this information to ensure that teaching meets children's individual needs consistently. (Childminder - Requires Improvement)

Teaching and Learning

- continue to enhance the experiences for children to explore and investigate information and communication technology. (Daycare - Outstanding)
- continue to develop the already excellent teaching to help children make the best possible progress in literacy. (Daycare - Outstanding)
- enhance the inspiring programmes even further to offer even more opportunities for children to extend their understanding of the local community and wider world. (Daycare - Outstanding)
- support staff so that they recognise opportunities to extend further, children's use of mathematical language and understanding of mathematical concepts, when children engage in self-chosen and group activities. (Daycare - Good)
- provide more opportunities for children to learn about and use technology. (Daycare - Good)
- increase opportunities for children to further extend their early numeracy learning. (Daycare - Good)
- increase opportunities to extend and challenge children's learning even further during creative activities (Childminder - Good)
- offer a wider range of experiences to challenge older children to extend their learning even further (Childminder - Good)
- increase opportunities for children to learn about and use numbers in their play (Childminder - Good)
- provide a range of opportunities for children to learn about similarities and differences in people and about communities beyond their own (Childminder - Good)
- provide children with greater opportunities to explore, investigate and experiment using their senses (Childminder - Good)
- give children the time that they need to think and process instructions or questions, to support better their learning and development. (Childminder - Good)
- increase opportunities to support children's problem-solving skills and mathematical understanding even further. (Childminder - Good)
- provide a wide range of experiences for children to learn about the diversity of people and communities beyond their own. (Childminder - Good)
- further extend opportunities for children to give in-depth responses to questions during their play and learning, to enable them to fully explore their own understanding. (Childminder - Good)
- provide more opportunities for children to use and develop their understanding of technology. (Childminder - Good)
- improve children's mathematical awareness further by making greater use of mathematical language in activities and everyday experiences. (Daycare - Requires Improvement)

Environment

- organise routine tasks better to encourage all children to take responsibility for caring for the environment. (Daycare - Good)

Partnership

- continue to further develop and enhance the already excellent partnerships with other early years settings that children attend. (Daycare - Outstanding)
- develop further systems for the exchange of information with schools, to support children's transitions to school highly effectively. (Childminder - Outstanding)
- develop further the partnerships with other early years settings that children attend, so all adults are able to contribute and support learning even more (Childminder - Good)
- extend partnerships with other early years settings that children attend to fully support and complement children's care and learning experiences (Childminder - Good)
- develop regular opportunities to share with parents their child's progress, to enable them to support learning even further at home. (Childminder - Good)
- strengthen systems for sharing information with parents about children's next steps, to help them complement children's learning further at home. (Childminder - Good)
- extend partnerships with parents to gather more precise information about children's development when they first attend the setting, to support planning for their individual needs from the outset (Daycare - Requires Improvement)