

Themes from recent Ofsted inspections for Early Years Settings in Gloucestershire



Taken from Ofsted inspections of Early Years Settings in Gloucestershire - Summer 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

- continue to review and reflect on the impact of staff training and development, to maintain the high-quality provision and further enhance the excellent practice of the highly skilled team (Daycare - Outstanding)
- support assistants to extend further children's understanding about the feelings of others as they play and learn (Childminder - Outstanding)
- continue to focus on professional development to maintain the already excellent level of practice (Childminder - Outstanding)
- build on the existing reflection and monitoring systems to focus more precisely on raising the quality of teaching to the highest possible level (Daycare - Good)
- ensure all new committee members submit relevant information about their suitability to Ofsted in a timely way so it can carry out appropriate vetting checks (Daycare - Good)
- improve knowledge of what must be notified to Ofsted (Daycare - Good)
- support staff to recognise and use all opportunities to challenge and extend children's emerging interests and abilities, to maximise their learning fully (Daycare - Good)
- enhance supervision processes and staff's professional development, especially for new staff, to help build confidence and disseminate more consistently excellent teaching practice (Daycare - Good)
- engage in available continuous professional development opportunities to enhance knowledge and raise teaching skills to an even higher level (Childminder - Good)
- build on the evaluation process and find further ways to gather and include the views of parents (Childminder - Good)
- implement highly effective monitoring systems to help evaluate the impact of the assistants' practice and the use of assessment information, to help raise the quality of teaching to an exceptional level (Childminder - Good)
- include the views of the parents in the evaluation process, to help identify further ways to enhance the quality of the provision (Childminder - Good)
- reflect on and review current methods of self-evaluation to drive forward improvements and raise the quality of the provision to the highest levels (Childminder - Good)
- ensure all staff understand and implement the agreed behaviour management strategies in a way that takes into account all children's needs and helps them understand how their behaviour has an impact on others (Daycare - Requires Improvement)
- ensure written parental permission for each particular medicine has been obtained and keep a written record each time the medication is administered to a child (Daycare - Requires Improvement)
- maintain an accurate daily record of the names of children being cared for on the premises and their hours of attendance (Daycare - Requires Improvement)
- provide effective mentoring and coaching for staff to improve the quality of teaching, to ensure that they understand how to extend children's learning (Daycare - Requires Improvement)

- strengthen staff's professional development and focus as sharply as possible on enhancing their teaching skills to help promote the best possible outcomes for all children (Daycare - Requires Improvement)

Routines/Independence/Behaviour

- enhance the excellent support for children's health and well-being even further to enrich their understanding about the importance of maintaining healthy lifestyles (Daycare - Outstanding)
- increase opportunities for children to complete achievable tasks for themselves to develop their skills and confidence in their own abilities (Daycare - Good)
- use a consistent approach to help build on children's independence skills even further (Daycare - Good)
- increase opportunities for children to complete achievable tasks for themselves, to help them develop their independence skills and confidence in their own abilities (Daycare - Good)
- review the organisation of routines, so children do not sit for a long time during activities (Daycare - Good)
- strengthen opportunities to increase two-year-old children's understanding of keeping themselves and others, safe and healthy (Daycare - Good)
- develop a consistent approach and children's understanding about maintaining good personal hygiene routines (Childminder - Good)
- enhance opportunities for children to complete achievable tasks for themselves, to help develop their skills and confidence in their own abilities (Childminder - Good)
- increase opportunities for children to express their own ideas, before giving them the answers to questions (Childminder - Good)
- consider ways to encourage the quieter and less-confident children to socialise, become involved and fully engaged in the available activities (Daycare - Requires Improvement)
- develop the learning environment to provide children with more challenge and stimulation, and greater opportunities to develop their independence (Daycare - Requires Improvement)
- provide clear and consistent boundaries to support children to manage their behaviour appropriately, including adjusting their behaviour to different situations (Daycare - Requires Improvement)

Observation, Assessment and Planning

- enhance monitoring processes further and make excellent use of the information obtained from reviewing children's progress to help promote the attainment of different groups of children at the highest level (Daycare - Good)
- review and improve the planning and delivery of some activities to allow more time for children to fully understand what they have learned before introducing other aspects. (Childminder - Good)
- make even more precise assessments of children's learning and use them to focus planning sharply on what individual children need to learn next (Childminder - Good)
- extend the planning for babies and provide them with consistently rich and varied opportunities to investigate, use and combine resources in different way (Childminder - Good)
- ensure assessment information is used effectively to identify and close any gaps in learning between different groups of children (Daycare - Requires Improvement)
- use information gathered from observations and assessments to plan activities that offer children appropriate levels of challenge (Daycare - Requires Improvement)
- improve planning to focus on addressing gaps in children's learning to provide challenge and opportunities for them to learn new skills through age- and stage-appropriate activities that help them to make good progress (Childminder - Requires Improvement)

Teaching and Learning

- continue to extend and build on children's already very good understanding of mathematical concepts (Daycare - Outstanding)

- build even further on the already excellent range of opportunities children have to develop their early literacy skills (Daycare - Outstanding)
- enhance the opportunities for children to use and explore different technologies in ways that enhance their learning and understanding about using them safely (Childminder - Outstanding)
- continue to enhance even further the opportunities on offer for children to learn about communities beyond their own experience (Childminder - Outstanding)
- review ways to help all children understand about the passage of time and when a change of activity is going to happen (Daycare - Good)
- support children's awareness of the world further through learning experiences that focus on cultures, diversity and people (Daycare - Good)
- consider when it is necessary to adapt activities, such as jigsaw puzzles, to enable younger children to achieve at their own level when playing alongside older children (Childminder - Good)
- develop consistency when modelling language, so that children learn to hear and use correct versions of words (Childminder - Good)
- develop ways to consistently support children's learning of colours and numbers (Childminder - Good)
- provide a rich range of activities to engage children's learning even further in exploring concepts, such as rhyming, rhythm, quantities and calculation (Childminder - Good)
- provide a rich range of activities to engage children's learning even further, particularly in exploring a wide range of reading materials and in grouping objects (Childminder - Good)
- provide children with more opportunities to practise their early mark-making skills (Childminder - Good)
- widen the use of technology in activities to enhance children's understanding and early technology skills (Childminder - Good)
- provide more opportunities for children to gain an excellent understanding of communities beyond their immediate experience, including valuing children's home languages (Daycare - Requires Improvement)
- increase opportunities for children to handle tools and utensils to improve the physical skills they need to develop their early writing skills and become more independent (Childminder - Requires Improvement)

Enabling Environments

- seek to make the most of available space to increase opportunities for younger children's concentration and learning even further (Daycare - Good)
- improve changeover times so that children's waiting time is minimal, to enhance their learning and development further (Daycare - Good)
- increase the range of resources and activities which reflect individual differences in society, to further encourage children to value and respect diversity (Childminder - Good)
- provide a wider range of stimulating learning opportunities through which children can explore their own creativity (Childminder - Good)
- plan and provide a stimulating environment with interesting and challenging resources and learning experiences that encourage children to play and explore (Daycare - Requires Improvement)

Outdoor Learning

- enhance the excellent learning provision for children who like to learn outdoors, to build on their enthusiasm to explore, take risks and attempt new challenges (Childminder - Outstanding)
- enhance the outdoor play provision, particularly for those who prefer to learn outside to help promote their development at the highest level (Daycare - Good)
- build on opportunities for children to extend their play outdoors (Daycare - Good)
- provide a wider range of stimulating learning opportunities that further supports children who prefer to learn outdoors (Childminder - Good)

Partnership

- continue to build on the already high-quality relationships with parents to maintain children's outstanding progress in their learning and development (Daycare - Outstanding)
- continue to extend ways in which information is shared with parents to build on the already excellent partnerships (Daycare - Outstanding)
- consider how to extend the already good partnerships with parents and other providers, to enhance the continuity in children's learning even further (Childminder - Outstanding)
- explore further ways to encourage parents to play a more active role in their children's learning (Daycare - Good)
- extend partnerships with other early years settings that children attend, to fully support and complement children's care and learning experiences (Daycare - Good)
- share more information with parents about children's development and next steps for learning and involve them more in how these can be followed up at home (Daycare - Good)
- continue to persevere in the development of methods to share information about children's learning when they attend another early years setting (Childminder - Good)
- develop links with local schools on to which children are due to move, to support transition processes more effectively (Childminder - Good)
- develop more regular opportunities to share children's progress with parents, to enable them further to support continuity in children's learning at home (Childminder - Good)
- enhance the arrangements for gathering information from parents when children first start, and use this to help plan for children's future learning (Childminder - Good)
- strengthen ways of gathering the views of parents to help further evaluate the provision and target more precise areas for continuous improvement (Childminder - Good)
- extend partnerships with parents and share two-way information about children's learning in even greater detail to promote highly successful continuity between the nursery and home (Daycare - Requires Improvement)
- seek the views of parents on their children's learning and development, and use these to inform assessments of children's progress (Daycare - Requires Improvement)