### setting Visit Feedback Report

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| **School name** | Lilliput Lodge Nursery | **Visit date** | 24/10/19 |
| **Owner**  **Manager** | Jennie Pallett (Owner and Strategic Manager  Gemma Parker (Operational Manager | **NOR** | 62 |
| **Telephone number** | **01214204080** | **Assessor** | Haydn Moss |
| **Quality Mark Contact email at school/Nursery** | [info@lilliputlodgeNursery.co.uk](mailto:info@lilliputlodgenursery.co.uk) | **Quality Mark Contact Name at school/Nursery** | Gemma Parker |

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| **A brief context of the School**  Lilliput Lodge is a privately-owned Nursery and provides care for children 0-5 years of age in a purpose-built wooden lodge set in acres of recreational grounds on the edge of a piece of unspoilt woodland. Their primary aim is to nurture children in a happy, safe and stimulating environment, growing together and learning from each other!  The Nursery employs 21 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 to level 5, and two hold degrees. The Nursery is open each weekday 7.30am to 6pm, throughout the year, except for bank holidays. The Nursery provides funded early education for two-, three- and four-year-old children.  The Nursery reflects a mixture of ethnic backgrounds and children and families belong to a range of socio-economic backgrounds.  Links to other Nurserys are strong especially local schools to support transition processes.There are also strong links to the local sports centre and its facilities which supports teaching and learning across the Nursery.  A real strength of the Nursery is its huge outdoor area that includes a woodland area and pond.  There are also strong links to local colleges to support and develop new staff and students.  The Nursery achieved ‘Good’ in its last Ofsted January 2018. |

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| **Visit Type** | **Renewal Visit (RV)** |

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| The Assessor spoke to the following people *(delete as appropriate)*: | | | |
| Headteacher and/or Senior Leaders  YES | English Subject Leader  YES | Mathematics Subject Leader  YES | Assessment Manager  YES |
| SENCo  YES | Pupil representatives  NA | Governors/Trustees  NA | Parent representative(s)  YES |

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| **Does the school meet the requirements of the Quality Mark?**  **YES** | **‘Learning Walk’ completed?**  **YES** |

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| **The previous development points have been implemented.**  **YES** | **List any noteworthy evidence.** |

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| **List of development points from the previous visit report and the resulting actions taken, if appropriate:**   1. **Evaluate the action plan against the success criteria using RAG rating to show progress being made.**   Evaluation of the action plan is on-going and is clearly annotated by senior leaders.   1. **Include specific dates in the action plan, e.g. dates to review progress or to ensure an action has been completed.**   This has been implemented.   1. **Ensure that the action plan and the SEF are closely linked, i.e. next steps in the SEF are shown in the action plan.**   Links have been made to ECCERS and ITERS audits and evaluations.   1. **Ensure that the plan indicates what evidence will be required to show success criteria have been met.**   This has been included on current planning.   1. **Produce summative data for the Nursery as well as for individuals and age groups. This should include reference to groups such as EAL, Funded Two-year olds, etc - allowing you to show your impact on the progress of individual and groups of children.**   This has been implemented. Summative data is carefully analysed to show impact on the progress of all children. |

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| **Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.**   1. **To embed a new planning system based on Maslow’s Hierarchy of Needs to impact on the reduction of paperwork and improves staff’s work life balance.(Elements 1,10,6)** 2. **To continue to embed the ‘Early Talk Boost’ programme to ensure that all children with additional communication needs are addressed. (Elements 1,10,3,4,5,6)** 3. **To extend and to alter the building to create more opportunities for Outdoor Learning and improve the facilities for two-year olds. These improvements will provide more opportunities to develop learning and improve communication for all children. (Elements 1,10,7,8)** |

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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:** |
| **Quality Mark Elements** |
| 1. **A whole school strategy and planning to improve performance in English and mathematics**  * The Nursery reflect national guidelines and expectations for the Early Years Foundation Stage through Sandwell’s Early Years. Regular meetings ensure that the Nursery is kept up to date with current practice and future developments and these are then shared with all staff and practitioners. * All stakeholders are involved with the self-evaluation of all aspects of the Nursery. The Quality Improvement Plan provides realistic and challenging aims for improving its provision, practice and overall performance. It specifically includes plans for improving including communication, language and mathematical development skills. All plans are carefully annotated as part of their on-going evaluation. * Children’s opinions and voice are carefully considered and recorded through mind mapping and following their interests. Time is allocated to follow their choices ideas. * The Nursery considers the abilities, achievements and needs of all young children through working very closely with parents. An assessment of the children’s abilities is captured as they join the Nursery through ‘Play and Stay’ sessions and ‘Two-year old’ checks as well as providing information via Parent Questionnaires and Annual Parent’s Evenings. * The Nursery’s policies reflect their commitment to equal opportunities and inclusion by meeting the needs of all the children. It encourages and develops many links with the local community through their ‘Out and about’ days to local community. Places visited include the library, local shops, parks and places of worship These opportunities develop the children’s communication skills. * Performance management objectives are linked to improvement priorities 'Focus' staff members who are the target of observations and Professional Discussions. This process enables them to identify the next steps of the team and help staff to work towards actions which will in turn contribute to improved provision. |
| 1. **Analysis of the assessment of pupil performance in English and mathematics**  * The view of the child is considered through weekly mind mapping through which ideas and interests of individuals are added to the planning. Children are involved in the assessment process and sometimes planning is based around the children’s interests. * The Nursery’s assessment process involves their practitioners observing the children, so they can understand the child’s level of achievement, interests and learning styles. Any learning or development needs are addressed with parents/carers and any other relevant professionals. * Records of children’s progress, targets and next steps are all available to their parents/carers in the children’s profiles. These include assessments such as Wellcomm Screening and any Action Plans. * Induction processes include an assessment of each individual child in ‘My story so far’ as they join the Nursery. This helps to establish a baseline from which their next steps can be set. * The Nursery participates in their own moderation processes to ensure accuracy of judgements made and these processes also highlights training needs for the staff team. * The evaluation of planning including Short, Medium and Long Term planning, engaging in external programmes such as REAL and Early Talk Boost and tracking children's progress over the period of intervention and through end of term data collection. * Senior leaders have the responsibility for overseeing the quality of the provision who can provide hands on support to develop the environment further to enhance access to a particular area of learning. Improvement in provision occurs through Professional Discussions, modelling practice, and training. |
| 1. **Target Nursery for improvement of performance in English and mathematics**  * Formative assessment is linked to the Tracker in each child's profile in order to identify where planning needs to be targeted. * Individualised planning is in the form of ‘Focus Foxes’ happens in smaller groups whereby children have focused interventions which target their own individual needs and by evaluating planning, practitioners can establish the children’s next steps. * The Nursery encourages an outdoor learning culture and have invested highly in the outdoor environment as well as training to run programmes such as Forest School**.** There is a sharp focus on creating enabling environments that facilitate independent play and help to target individual children's interests and needs. They have a range of visiting teachers who offer activities such as yoga and football so to enhance their provision further. * All practitioners record the evidence of children’s progress manually through individual profiles and moderation occurs monthly throughout the Nursery.All staff fill in the tracking document and assessment grids plot where the child is. * ‘WOW’ moments which are snapshots of the children’s learning are captured in their pupil profile folders. |
| 1. **English and mathematics planning and intervention for all groups of pupils**  * The Nursery’s educational offer is delivered through a well programmed and varied timetable. This includes the Virtual Base programmes, Forest School, Phonics, P.E. and Extended provision. This enables the practitioners to provide child initiated and adult led learning for all of the children. This programme also encourages and develops independent learning. * Children are aware that they have achieved something as staff praise and reward children with verbal praises and certificates. These rewards include moving their squirrel along the line of acorns to achieve a ‘Golden’ Acorn prize. * Children identified with additional needs are well-supported through differentiated planning with practitioner support, strategies and resources matched to their needs. The SENCO with support from key workers puts together Action Plans to support the children’s learning and development. * The Nursery works closely with outside agencies such as the Local Authority Early Years Unit, their QTS, Inclusion Support Early Years, SALT, Ofsted and Sandwell Children's Trust in order to effectively co-ordinate support. * Communication, Language and Literacy is highly focused upon across the whole provision. The REAL programme has been shared with staff and parents and they are currently piloting the Early Talk Boost programme. This programme is used with a group of children who are showing that they need extra support in this area. * Wellcomm assessments are carried out termly on all children across Nursery and the toolkit is then used to support children's speech and language development further. |
| 1. **Review of the progress made by all groups of pupils in English and mathematics**  * Practitioners and parents always work closely together along with other external agencies where necessary. Parents are invited to attend their child's Two-Year Old Progress check and they are also encouraged to complete termly questionnaires. * Induction processes are thorough where a range of detailed information is gathered about each child and contributes to their baseline assessment. * Progress and feedback are also given at the end of each day through conversation and a parent board – diaries are also available for those parents who wish to receive them. * Profiles are available for parents to view at any time and termly summative and annual reports are shared with parents too. * The Nursery works closely to transfer information with other settings to support smooth transitions of the children. * The Management Team regularly check planning and moderate children's profiles to ensure that high standards are met and that they support the children to make progress across all areas of the EYFS. |
| 1. **A commitment to improving the skills of all staff in the application of English and mathematics in the school**  * Staff are appropriately qualified with the Strategic Manager holding a BA (Hons) degree in Early Years and the Operational Manager holding a FdA Degree in Early Years. Managers also hold several other qualifications for Early Years as appropriate and the majority of other staff hold Early Years Educator qualifications Levels 2 to 3. The nursery also employs some Level 1 practitioners who offer practical help and support the everyday running of the setting. * Staff have access to a range of Professional Development opportunities including external and internal training. * All practitioners are encouraged to reflect upon their own training needs and to identify what type of training they may benefit from. There is a culture across the practice to support staff to gain further qualifications to improve their subject knowledge. * Practitioners access external training such as 'Squiggle While You Wiggle', 'Write Dance' and ‘Dough Disco’ as well as Phase 1 and 2 Phonics. * The Nursery and provision are regularly audited through ECERS and ITERS and these impact on improvements in staff development and training. * Management are kept up to date with current issues through self-research and by attending network meetings. Relevant information is then shared with the wider team. |
| 1. **The use of a range of teaching approaches and learning styles to improve English and mathematics**  * There is a range of teaching approaches used across the Nursery. Children access ‘Virtual Base’ sessions. Virtual Base 1 relate to Key Group Sessions where staff plan for different children each week known as the 'Focus Foxes'. Virtual Base 2 relates to adult led teaching, usually linked to a current theme, topic or celebration. All activities can take place anywhere within the Nursery, both indoors and outdoors. * 'The Lilliput Tree' displays the planning and the four branches of the tree each represent a different core area of their educational offer, these being 'Imagination, Exploration, Investigation and Experimentation'. The staff plan their VB1 and VB2 sessions around these four areas, with the EYFS being threaded throughout. * Resources and activities are provided to encourage and develop independence across the Nursery. Activities such as Self-Registration and picture cards also encourage independence. Continuous Provision which focuses on 'Enquiry Based Learning' promotes independence and encourages adults to scaffold and support play. The Nursery also follows a Constructivist approach and focuses on 'learning through doing!' * Support is given for bi-lingual children in order to develop their communication, language and literacy skills. Wellcomm screening is completed in a child's first language in order to gain an accurate view of their development in this area. |
| 1. **The use of appropriate teaching and learning resources to improve English and mathematics**  * There is a wide range and high quality of indoor and outdoor resources that are accessible all of the time. Resources are mirrored in both indoor and outdoor environments. Investment is being made to extend this area and develop a new exciting play space. * The Forest School provides a wide range of rich learning opportunities for the children. The children have regular timetabled access to this area which supports and develops early language and literacy as well as early mathematical development. This is an outstanding feature of the practice. * P.E sessions happen daily, and they plan and use the advantages that our location provides to promote and develop gross motor skills. * There are many examples of signs and symbols to support the children’s learning and these are supported by interesting themes and stories. * Outdoor equipment is checked regularly, and risk assessments are carried out daily. |
| 1. **The involvement of parents and/ or carers in developing their child’s English and mathematics**  * All parents spoken to were overwhelmingly supportive for the Nursery staff and its outstanding provision. They thought that everything they do in the Nursery is directed at the children and thoughtful! * Communication is a strength of the Nursery; this is exemplified using an App ‘Parent Mail’ and information on daily information boards. * There is also an emphasis on verbal feedback at the end of each session which enables practitioners to share and exchange information readily. * A range of workshops are organised to support parents throughout their children’s learning journeys. A recent workshop for parents outlined the Early Years Foundation Stage, The Characteristics of Effective Learning, Planning, Teaching Provision and how phonics is taught. * The ‘Open’ Door policy of the Nursery enables parents to meet key workers and view their learning profiles at any time. * Induction procedures are very smooth and thorough. There are opportunities for the children to ‘play and stay’ and to attend settling in sessions in order to get used to the Nursery before they start on a regular basis. * There are many opportunities for parents to visit and take part in events throughout the year, such as Harvest, Christmas, Mothers and Grandparents Day. |
| 1. **An effective procedure for monitoring, planning and assessing performance in English and mathematics**  * There are effective procedures for monitoring and evaluating the provision for English and Mathematics in the Nursery. This is undertaken by the Management Team and supported by external audits and inspections. * Analysis of evaluations are fed into the Nursery’s improvement plans where budget requirements are identified. * There is a very strong and dedicated staffing structure that demonstrates effective delegation of responsibilities across the Nursery. This is highlighted by the roles played by the SENDCO, Forest School Leader and the Cook. * All staff play a part in self-evaluation and views are sought on all aspects of their work. |

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| ***Secondary Quality Mark - Element 11***   1. **Provision to enable students to gain appropriate national accreditation in English and Mathematics**   **NA** |

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| **A brief summary of the strengths/ developments since the last visit:-**  **Strengths**   * The Nursery achieves its primary aim to nurture children in a happy, safe and stimulating environment, growing together and learning from each other! * It provides outstanding opportunities, excellent resources, and a stimulating outside environment to give all children an excellent start to their lifelong learning journeys. * Communication, Language and Literacy is highly focused upon across the whole provision. * The Nursery encourages an outdoor learning culture and have invested highly in the outdoor environment as well as training to run programmes such as Forest School. * There is a range of teaching approaches used across the Nursery. Children access ‘Virtual Base’ sessions. * Resources and activities are provided to encourage and develop independence across the Nursery. * All parents spoken to were overwhelmingly supportive for the Nursery, their staff and its outstanding provision. * There is a very strong and dedicated staffing structure that ensures effective delegation of responsibilities occurs.   **Areas for Development**   * To embed a new planning system based on Maslow’s Hierarchy of Needs to impact on the reduction of paperwork and improve staff’s work life balance. * To continue to embed the ‘Early Talk Boost’ programme to ensure that all children with additional communication and language needs are addressed. * To extend and to alter the building to create more opportunities for Outdoor Learning and improve the facilities for two-year olds. These improvements will provide more opportunities to develop learning and improve communication for all children. |

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| **Additional Comments or action (if applicable)**  Many thanks for your passion, time and information at your Quality Mark Review.  Congratulations and best wishes for the next phase of your development. |