

Appendix 3 - Maintained Nursery Visits – September 2022

Questions	What am I looking for/what would I observe
Are your staff qualified Teachers?	<ul style="list-style-type: none"> • SENCO -teacher qualified • Head Teacher qualified • Staff in setting qualified some may have EYP Early Years Professional status
How do you know that your nursery is making a difference?	<p>Ofsted have judged them Good or Outstanding</p> <p>Attending nursery provides children with a strong routine and structure to their day, this means that they are aware of what is expected at certain times of the day. This strong foundation enables children to play a more active role in tasks as they know what to do and when to do it.</p> <p>Attending a nursery provides children with vital opportunities to socialise and develop positive relationships. Attending Nursery should develop their day to day language skills and broaden their knowledge and use of vocabulary.</p> <p>You should see structured activities with children engaging, sharing, problem solving on their own, practitioners coming down to a child's level and interacting and asking open ended questions to extend learning and thinking.</p> <p>You should see an inviting and exciting environment. This will have a range of resources such as different textures, colours, materials, sizes and types to enable them to make informed choices as they play. These should be accessible and be inside the setting as well as outside.</p> <p>You should see adults in the setting role modelling play and role modelling language.</p> <p>They may also reference developmental stages of child development, 2-year-old checks and early identification of children with SEND and how those needs are being met</p>
How do you track the development of children?	The system the setting uses to track children's development and learning journey how they plan sessions to be inclusive and meet each child's individual needs
How many children are supported with Special Needs?	How many children are being supported, how many have EHC plans how many families have been referred for additional Early Help they may

	show you an example of a plan to support specific child.
How many children receive 2-year-old funding, and do they go on to access 3 & 4 year old funding in your setting?	This will be numbers and they should also talk about the benefits of children staying in their setting ensuring they meet developmental milestones and are school ready – gives opportunity to really intervene at the earliest opportunity.
How do you know Children are school ready when they leave?	Observations, learning journals, any needs picked up an identified any data sets or outcome tools they have to evidence could be provided <ul style="list-style-type: none"> • Independently learning and participating in activities • Toilet trained • Able to dress themselves, for example putting own coat on etc. • Communicate their needs to adults and other children • Meeting with parents/carers to prepare/share what the expectations are for them and their children as a child starts school
How do you engage with the schools that your children go to when they leave Pen Green? What transition arrangements do you have in place to ensure a smooth transfer for the child and their family to the new school?	Some examples of effective engagement with schools might be: <ul style="list-style-type: none"> • Inviting the school staff to come to the Nursery to observe the children in their 'home' environment • Taking the Nursery children up to the school that they will be going to for a few introductory sessions • Meeting with the relevant staff of the schools to ensure effective and relevant transfer of information about children

Glossary:

- SENCO – Special Education Needs Co-ordinator
- EHCP – Education, Health and Care Plan
- EYP – Early Years Professional Status (a qualification)
- QTS – Qualified Teacher Status