**Recommendations from Ofsted inspections September 2022**

Ofsted resumed early years inspections from**May 1st 2021**. The Early Years Inspection handbook has been updated to reflect the changes to inspections from September 2022.

To date there have been a number of inspections across Nottingham and Nationally. As an Early Years Team we want to support you to prepare for your inspection by researching inspections that have taken place since May 2021. The information below has been developed by taking statements from recent reports and identifying recommendations from those statements.

In summary - It is evident through these recent Early Years (PVI) Ofsted reports that definite trends are emerging regarding purposeful planning opportunities in order to extend children’s knowledge and skills and to ensure activities are challenging. Furthermore, the reports identify and discuss the quality of interactions between practitioners and children. Inspectors discuss how well the settings have continued to work in partnership with parent/carers.

The following pages contain extracts from a selection of recent Early Years Ofsted reports. You will find feedback from the inspector’s observations and their associated recommendation. We hope that this information provides an indication of Ofsted’s current inspection focuses. This document could be used as part of your settings development plan and, as always, when preparing for inspection we recommend you begin with any actions and/or recommendations set at your last inspection.

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| **Statement from the Ofsted report** | **Recommendations** |
| Overall, children behave well and have good attitudes to learning. They share, take turns and show staff and each other respect. However, occasionally, staff do not always help preschool children to understand how their behaviour affects the feelings of others. | Develop highly effective strategies to help children to understand the rules and the boundaries and how their behaviour affects the feelings of others. |
| Staff plan activities that are based around children's interests. They observe children's play to find out what they know and can do. However, play is less purposeful in the pre-school room and the tots room. Some staff are not confident in planning for children's next steps in learning. Therefore, staff cannot be sure that children in these rooms make the best possible progress. | Support staff to better understand how to plan for children's next steps, particularly in the pre-school room and the tots room, to ensure that all children make the best possible progress |
| Staff facilitate children's play and fetch new resources, such a long cardboard tubes, to extend their learning. Children roll cars down from a high point at the top of the steps and slide structure. However, staff do not always remain at the activity to fully enhance the children's experiences. Therefore, there are missed opportunities for them to extend children's learning further. | Strengthen staff's knowledge of how to extend children's learning further, such as when introducing new resources or ideas. |
| Staff act as excellent role models to the children. They listen when children talk and value what they say. Older children confidently hold conversations with staff and describe past events. Staff use effective questioning when communicating with children to extend conversations and build on children's learning. However, staff do not always identify areas to extend children's understanding of mathematics. | Further develop more opportunities for all children to expand their knowledge and skills in mathematics |
| Staff swiftly identify any gaps in children's learning and plan activities to help to close them. This demonstrates their knowledge of the curriculum and children's next steps. However, on occasions, activities do not fully challenge older children's learning in readiness for their eventual move to school | Provide more challenging activities for the older and most-able children to make the very best possible progress |
| Staff spend time talking to children during their play. However, occasionally, when staff ask questions, they move on too quickly with further questions before children can consider what they want to say in response. | Build on staff's questioning techniques to allow children time to think and respond, in order to help them express their own ideas |
| Staff know it is important to children's learning to listen regularly to stories. However, they do not consistently offer these at times that are best suited to an activity that requires children to be able to listen and concentrate well. For example, sometimes staff read to a group of toddlers at a time when children need to be called away one by one to change their shoes or get ready for sleep times. | Plan activities for toddlers more carefully to make sure that children can focus and concentrate on their learning |
| On occasion, staff miss opportunities to extend older children's learning even further. For example, staff do not make effective use of questions and explore ideas with children, in particular at lunchtimes | Consider ways to help all staff make the most of all opportunities to extend older children's learning even further, in particular during lunch periods. |
| Where children speak other languages besides English, some staff do not know the child's home language. This means that they cannot use this information to improve some children's communication skills. | Ensure that staff know the languages that children or families speak. Leaders should consider how to use this information to support these children in their communication and language development |
| Overall, staff use assessments of children's learning to plan effectively. They know children well and use this to progress their skills and knowledge. However, staff do not always adapt their teaching to provide the highest levels of challenge for all children during planned activities. For example, older and most able children are not fully challenged to problem-solve when creating a treasure map. Gaps in progress are quickly identified and action is taken to ensure that children receive a good start | Consider how best to use information from assessments to place a higher focus on challenging all children fully, particularly the most able children |
| There are times, particularly during group circle time, when staff do not promote valuable learning experiences for all children. For example, some children's concentration wanders during a singing and musical instrument activity. | Review group times to ensure these are valuable and purposeful for all children. |
| Leaders make sure that parents understand the service provided by the nursery. Parents receive pictures from the nursery each day, explaining the learning behind each activity. Parents have access to information online about what their children are learning and have use of a lending library. The manager has identified that tailored learning would further progress children's learning at home. | extend support for parents, so that they are equipped to promote their children's individual learning at home |
| They provide small group sessions to further assist those children who need support in this area. However, on occasions, quieter children are not encouraged to join in by staff | Support staff to engage quieter children in group sessions. |
| Sign language is used throughout the nursery and supports the development of essential communication skills, such as attention and listening. Despite this, staff do not always give children enough time to think and respond to questions asked, to strengthen their development even further. | allow children more time to think through their ideas and responses to questions they are asked, to maximise their learning |
| Staff use their interactions with children to help promote equality and diversity. For instance, staff and children share family photos and positively discuss the differences. This helps children to develop an understanding of the diverse cultures within their community. However, staff do not always provide enough opportunities for children to celebrate and develop the languages they speak at home. | provide opportunities for children to develop the language they speak at home, to support their communication skills |
| Children regularly share books with staff and each other. Young children present books to staff, confident they will be read to. Staff in the baby room sing rhymes and talk to babies frequently. When children are learning to speak, staff ensure that they speak clearly and maintain eye contact. All children have a drive to communicate and make progress with their speaking and listening. However, opportunities for older children to hear and use new words are less frequent. This means that not all children receive the teaching necessary to develop a broad vocabulary. | improve opportunities for children to hear and use a wider range of vocabulary consistently across the nursery |
| Leaders and managers have correctly identified some priorities for improvement through their monitoring activities. However, they do not always identify where staff teaching is inconsistent or where there are missed opportunities to extend children's learning. Consequently, although all children make sustained progress, they do not consistently build on what they know and can do. | Strengthen leaders and managers monitoring and assessment of teaching, and support staff to further identify opportunities to extend children's learning and development. |
| Staff know the children well and ensure they offer a broad and balanced curriculum based on what children know and can do. They reflect the interests of children within their play environments. This leads to children becoming deeply engaged in their learning at times, for example, when they use a whiteboard to  make squares and circles. However, sometimes, during planned activities, staff do not focus enough on the intended learning to engage and challenge all children effectively. | strengthen staff's confidence to embrace opportunities as they occur in children's play to further challenge and enhance children's learning and understanding |
| The setting promotes inclusive practice. Staff ensure that every child has the opportunity to play and engage with appropriate resources and equipment that reflect their individual needs and cultural heritage. For example, they access books, dolls and play foods from around the world. However, although staff know and understand that some children speak English as an additional language, this is not consistently promoted throughout the setting. Some children do not have the opportunity to hear or use familiar words, alongside English, to enhance their vocabulary further. | consider how to use languages, in addition to English, that children or their families speak at home, in order to support children further with their communication and language development |
| Children begin to learn about oral hygiene through some activities and access to books. However, this practice is not consistent and staff forget to use opportunities to help all children understand the importance of looking after their teeth | build on opportunities for children to know and understand more about the importance of good oral hygiene. |
| Children are generally well focused on the activities they are doing and behaviour is good. When children need support around their behaviour, staff quickly intervene. For example, when a baby climbs on tables or chairs, staff are quick to move them to safety. However, staff do not support children to learn what is expected of their behaviour and why the behaviour is unacceptable or unsafe. | ensure staff explain to children the reason why their behaviour is acceptable or not safe, to help children to learn what behaviour is wanted |
| Parents comment that their children use new words and sing songs that they have learned at nursery. When they collect their child, the staff tell them about their child's day, including what their child has played with, what they have eaten and how long they have slept. However, parents are not aware of what their children have been learning at nursery and how they could extend this learning at home | provide parents with information and ideas to enable them to extend their children's learning and development at home |
| **TRENDS OVERVIEW** |  |
| Teaching and Learning | * Support staff to better understand how to plan for children's   next steps, particularly in the pre-school room and the tots room, to ensure that all children make the best possible progress   * Strengthen staff's knowledge of how to extend children's   learning further, such as when introducing new resources or ideas.   * Further develop more opportunities for all children to expand   their knowledge and skills in mathematics   * Provide more challenging activities for the older and most   able children to make the very best possible progress   * improve opportunities for children to hear and use a wider   range of vocabulary consistently across the nursery   * build on opportunities for children to know and understand   more about the importance of good oral hygiene. |
| Parents as partners | * Provide parents with information to enable them to extend   learning at home. |
| Behaviour Management | * ensure staff explain to children the reason why their   behaviour is acceptable or not safe, to help children to learn what behaviour is wanted   * Develop highly effective strategies to help children to   understand the rules and the boundaries and how their behaviour affects the feelings of others. |
| Leaders and Managers | * Strengthen leaders and managers monitoring and assessment   of teaching, and support staff to further identify opportunities to extend children's learning and development.   * strengthen staff's confidence to embrace opportunities as   they occur in children's play to further challenge and enhance children's learning and understanding |

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