

Effectiveness of leadership and management

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage and other government requirements
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- the curriculum
- your vision for the setting
- partnership working.

SECTION 3: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

This section is about how well your provision is led and managed. You may find it helpful to refer to pages 30–34 of the early years inspection handbook and the learning and development requirements on pages 7–12 of the EYFS. If you are a childminder, you should consider how well you organise the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

You should evaluate how well your leadership and management activities:

- create a culture of excellence where children can excel
- help your staff improve
- evaluate the quality of your provision, and make successful improvements based on this evaluation
- provide a learning environment, programme and curriculum that is suitably broad, and meets the needs and interests of children
- support all children so they get a good start and are ready for the next stage in their learning
- promote equality and diversity, promote British values and tackle poor behaviour including bullying
- meet statutory requirements of the Early Years Foundation Stage and other government requirements
- meet requirements to make sure that all children are safe, and protected from radicalisation and extremism
- support partnership working with parents and agencies to support children in your setting.

Do not just list what you do but consider how well you and any assistants or staff who work with you:

- plan the learning environment to support children's play and exploration in and out of doors
- have high expectations for children and enthuse and motivate them to explore and

develop in their learning

- adapt your teaching style and method to meet the needs of individual children in the setting
 - use continuous professional development and training to improve the quality of teaching in the setting, and meet statutory requirements
 - use coaching and mentoring of trainees and students
 - use any additional funding, including the early years pupil premium, and the impact of the funding on narrowing gaps in children's achievement
- support each child in their learning and work with parents and carers as partners in children's learning and development.

- manager and deputy continually supervise and evaluate with each other the team's performance
- manager and deputy work very well together, having a balanced approach having come from different early years backgrounds, and are able to challenge one another, or confront issues without conflict
- where weaknesses are identified manager addresses these effectively and sensitively and which ultimately promotes professional development
- manager uses praise and encouragement both in formal supervision and 'on the spot' supervision to build practitioners confidence
- manager recognises that formal 1:1 supervision is very important but often hampered by lack of time, interruptions, child-centred priorities, staffing but she is committed to striving to ensure that planned and prepared regular 1:1 supervision is arranged and carried out
- practitioners develop in skills and confidence and express satisfaction about their progress and enjoyment of their role and their part in enabling children to make good progress
- manager and deputy have identified importance of more experienced, confident practitioners 'stepping back' to allow less experienced or less confident practitioners to take a lead 'on the floor'
- manager records changes to routines and systems so that all practitioners can be made aware and changes are not forgotten (eg after coming back from breaks in term) as we are continually modifying to improve and ensure smooth running
- team continually self-evaluates – for example we know we are good at having ideas but have identified that we need to improve our execution of those ideas

- team is well-bonded and there is a willing enthusiasm to try new ideas
- every practitioner on the team speaks up with confidence in team discussions
- team discussions demonstrate that keyworkers know their children well and are able to share information, concerns and celebrations about their children's progress
- practitioners are not afraid to say when they are having difficulty bonding with a child – the manager's response to this is to suggest that that person gives that child more attention (even if not keychild) to build up that relationship
- relief members of staff are considered as much part of the team as permanent staff, and their ideas and contributions are valued
- team responded well to recent pilot review by independent consultants on our Sustained Shared Thinking and Emotional Well-being (SSTEWS) (written report available in setting)
- knowledge that the SSTEWS review was imminent caused us to increase our meaningful and extended conversation with the children, which was inspiring and refreshing in itself
- the SSTEWS review was encouraging and affirming
- the SSTEWS review prompted us to extend our thinking and planning about how to extend children's critical thinking, asking questions, being excited about learning, being exploratory
- we are developing investigative area in garden as continuous provision so that appropriate resources are always available
- information books are readily available in different areas to encourage interest in learning, conversation and questions
- practitioners take learning to the children eg when group play is becoming seemingly unfocused and potentially unruly adult takes information book on space to the 'rocket' (climbing frame) to refocus the play and promote understanding, or/and the practitioner helps the children 'land the shuttle, put on their space suits and explore the moon' and activity is accompanied by some 'space' music
- we are taking advantage of smaller, older group of children in our afternoon session to go out on walks and trips which are proving to be inspiring and promote learning in all areas and are a springboard for creativity and ideas for planning and vice versa – eg trip on bus to greengrocers

- we are very attentive to needs and stages of development of individual children so eg we do not 'rush' children along but rather ensure that each child is ready for their next stage by steadily allowing them to consolidate skills and abilities before moving them on eg some children who were at age to go through to older group of children stayed in larger hall where there was more space to develop essential physical co-ordination, and less expectation to participate in longer circle times – this approach has meant that all those children have now successfully and easily joined with the older cohort and are now ready for the school transition program
- Equality Named Co-ordinator (setting manager) recently attended ENCO training and has cascaded information regarding promotion of British values in the contexts of equality, diversity and safeguarding
- the setting has developed it's own policy for promoting positive behaviour which places an emphasis on developing children's self-esteem and respecting the needs and feelings of others
- the children are consistently supported to find positive strategies to find resolutions to conflict
- behaviour in the setting is positive and a culture of supporting one another is fostered among everyone, both adults and children
- there is a budget dedicated to training
- practitioners have attended broad range of training in last 12 months and cascade information to rest of team – where possible 2 members of staff attend training so that greater impact is ensured

Your priorities for improvement.

Peer On Peer observations

Supervision forms modified

Continue to attempt to make formal supervision happen very regularly

Continue to reflect on and tweak observation, assessment and planning – possibly reverting to a former system used several years ago

Asking why we sometimes do brilliant things only once

Ensuring knowledge and understanding are promoted in such a way that young children can develop an awareness and respect for other cultures, religions, heritage and families through regular activities

Improving cascading of information to team – approach committee to enquire whether staff can be paid to attend cascading meetings in addition to ordinary staff/planning meetings

| My Practice Is: | |
|---|---|
| Outstanding: my practice is exemplary | |
| Good: my practice is strong | x |
| Requires improvement: my practice is not good enough and I know it needs to improve | |
| Inadequate: my practice requires significant improvement | |