

Quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing characteristics of effective learning.

SECTION 4: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

You may find it helpful to refer to pages 34-38 of the early years inspection handbook and pages 8-9 of the EYFS. This section is about how well teaching promotes learning throughout the provision. You should evaluate how well you:

- understanding the age group you work with and have high expectations of each child
- use assessment information to understand children's current level of development, and how you use this to plan their learning over time
- support children to develop the characteristics of effective learning
- work in partnership with parents and carers to support each child's learning, in and out of the provision
- promote equality of opportunity and diversity through teaching.

Do not just list what you do but consider the **impact** of your activities on children's learning and development by considering whether:

- activities encourage children to play and explore, be active in their learning and think creatively and critically
- practitioners adapt activities, resources and routines to match the observations they make of the children
- plans are made for the children's next stages of learning, based on observations and understanding of each child's development
- parents are involved in the learning process, and understand how they can be involved in helping their children learn
- practitioners are able to identify those children who need extra support, and are providing it.

- staff have good understanding of principles of the EYFS and this is reflected on a day-to day basis as the children are central to all that happens within the setting children make good progress towards the Early Learning Goals in most areas of learning
- staff are continually aware of importance of recognising that Characteristics of Effective Learning are present in the children's activity and regular assessing and changing resources and play reflect this – sometimes activities and resources which sustain interest can remain in place for several weeks but may be extended or adapted
- progress is evidenced by observations written, verbal and photographic evidence summarised in individual children's Learning journeys
- regular contact with parent and carers ensures progress is discussed formally in reviews and informally at beginning and end of sessions

- parents and carers feel able to ask staff about their child's development and there is always time and confidential space readily available for more in-depth discussions
- staff will often give parents/carers positive feedback at end of session which may sometimes be supported with a resource such as a book the child has particularly enjoyed, or some craft resources if they wish to make something at home or finish something
- very recently, following trip to greengrocers we bought vegetables which were then divided up by children, weighed and then put into separate small bags with half a stock cube and instructions on how to make soup for them each to take home
- the progress of individual children in regular staff meetings are discussed
- the children display high levels of involvement and emotional well-being (staff are aware of and increasingly using Leuven scales)
- the children benefit from having access to large movement area indoors and the setting has a strong commitment to this continuous provision as staff understand the links between large motor activity and well-being including intellectual development
- the children with EAL feel confident and happy to join in and are specifically considered in planning and resources and this is evident by the good progress made
- the primary school inform us that children who attend the preschool are at expected or higher than expected levels on entry and have positive learning dispositions
- the children's individual needs are taken into account and this is reflected in the weekly and daily planning
- the children's interests, schemas and developmental needs are continually observed and assessed and discussed by staff and shared with parents
- staff work to an 'in-session code of practice', developed in-house, so that there are agreed aims and methods of practice, and so that students, volunteers also have a clear framework of practice
- the children benefit from the warm and enthusiastic staff team who all place the children at the very centre of what they do ~ staff are happy to be here and this is reflected in the atmosphere of the setting
- staff work hard to support children with emotional difficulties to give them appropriate amount of attention to help them feel secure but to enable them to develop in all areas of learning
- the children feel safe and secure as there are clear boundaries and expectations of behaviour and conduct, and staff continually reflect and strive to ensure that these are consistent
- the children are secure in knowing that they can expect to be supported and treated fairly
- the children are consistently supported to positively manage their behaviour and make effective choices and decisions
- the children and parents are welcomed individually each morning at the door to the building and then again as they come into the main room and sit down ready to participate in the circle time, this is a time for everyone to greet each other as we sing and sign our 'Good Morning' song

- the children confidently and independently access activities and ask for resources and equipment if they need to supplement or extend an activity
- the children enjoy activities away from main room such as 'bubble times' , drama, 'PE', outings
- the children rarely display negative or unwanted behaviour
- the children are happy and confident and this is frequently commented on by visitors
- all staff consider themselves to be professional early years practitioners and this is reflected in their inclusive and respectful approach to our children and families
- implementation of training budget assists with continuous professional development to benefit individual staff and setting as a whole
- the children help themselves and serve each other at snacktime, independent (supported if necessary) dressing and toileting
- the children confidently access all areas of learning
- realistic and appropriate age/ ability expectations of children's behaviour in different situations i.e circle time, physical play (rough and tumble)
- the children have a clear understanding of appropriate behaviour towards their peers through positive behaviour management, they are generally kind and considerate towards one another
- the children love attending preschool and parents tell us they look forward to it and miss it at weekends and holidays
- the children are able to say how we treat each other and how we help new or visiting children to feel comfortable and welcome
- the children have good relationships with adults
- the children confidently make their needs known to adults who respond with warmth and empathy
- the children confidently ask for and expect adults to support them with ideas and self-chosen tasks, adults respond by helping and engaging in sustained shared thinking with children
- adults assess when they need to assist and will often encourage children to do things for themselves, or to have a go first
- the children are enabled to choose songs at circle time through use of visual aids and song sack.

(This section still in progress)

Your priorities for improvement.

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	