

Basic Skills Quality Mark Programme – Visit Feedback Report

School name *Garretts Green Nursery and Children's Centre*

Headteacher *Mrs Lesley Martin*

School and/or HT email *enquiry@garretts.bham.sch.uk*

Tel no *0121 6752284*

Alliance QM Assessor *Lesley Mycroft*

Visit date *28th January 2013*

Purpose of Visit	RENEWAL
-------------------------	----------------

The Assessor spoke with the following people

Headteacher and Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo & staff responsible for ASD provision YES	Pupil representatives YES during the learning walk	Governor representative(s) Staff representatives only	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
---------------------------------------	---

The previous development points have been considered and have been implemented. The Nursery School continues to provide a stimulating learning environment through a strong staff team and enhances the basic skills teaching with enriched experiences for all.

Congratulations on all that is being achieved and the lovely sense of care and nurturing (of children's learning and development) that exists throughout the Nursery.

Suggested areas for development in preparation for the next Quality Mark visit:

- To continue to promote children's literacy development and to consider further enhancement of provision in this aspect of learning to take effect in both indoor and outdoor classrooms.

- To develop Nursery use of the children's Learning Journey records by helping parents understand the curriculum statements - e.g. through a parent workshop. It is envisaged that this will support parent contributions to the Journey.
- To develop use of the new Sensory Room so that the facility and the learning opportunities it offers become an integral part of school provision.

I enjoyed my visit to the Nursery and found staff eager to talk about their provision and its recent advances. The staff team have a shared approach which is helping them build and maximise their knowledge and skills. As a result the nursery is able to provide well for local children. A designated group for children with ASD is able to make specialist provision available within the friendliness and integrated possibilities of the main nursery. In the last couple of years there have been considerable enhancements to the building and outdoor environment. There is strong evidence against all 10 Elements of Quality Mark; some notable strengths amongst these are highlighted below.

'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Elements related to assessment and expectations; planning; monitoring and evaluating impact:

- Planning for each room is centred on the revised EYFS framework and the 7 areas of learning. Staff work as equals and the skills of all practitioners are drawn into the planning, teaching and assessment of all children.
- There is careful use of observation to assess children's development and learning. Each child's Learning Journey book provides graphic and verbal evidence of progress. Parents value this record highly and are encouraged to contribute to it from their observations of their own child.
- Planning takes account of the revised curriculum framework of EYFS and Development Matters. Children make progress across all areas of learning, and Literacy and Maths are key areas currently being enhanced. There is clear differentiation for groups and individuals.
- The school has a clear and specific two year School Development Plan which was set up on the basis of an audit by all staff. There is clear evidence of impact on some targets within this plan in the data presented. For instance, there have been increased levels of attainment in Mathematics. Changes in literacy achievement have been less and this is now becoming a priority area.
- Data is beginning to be recorded in a package called Classroom Monitor which the HT believes will further facilitate their interpretation and use of data.
- Nursery leaders are good at self-evaluation and aware of next focus targets. It is

Alliance for Lifelong Learning

recognised that the school is able to utilise data to inform its development aims.

- There is a cohesive system for planning and tracking. Extension activities are well considered. To further promote children's writing skills, characteristics of effective learning provide prompts on planning sheets.
- Monitoring of provision takes place through observations and scrutiny of learning evaluations and the Learning Journey record. Keys strengths are noted as well as areas for next development (for individuals and for the setting). The LJ has been developed into a document which demonstrates progression, rather than just 'wow' moments.
- The governing body is well informed and able to fulfil its role of supporting and questioning. Some governors have close links with regular visits to school.

Elements relating to the provision made for all children:

- Nursery provision is well structured, yet encourages child-initiated learning balanced with adult-led activities.
- Strategies are in place to enable children to be aware of their own learning and to self-assess. This is a particular focus in Maths, Communication and Language, PSE, and Physical Development. Children review their learning and level of enjoyment at the end of the session with thumbs up or down.
- EAL children make very good progress in the Nursery.
- All children receive individualised care and gain from the integration of services in the children's centre links. There are family workers who help establish pre-Nursery links for some children. Those children within the designated ASD provision also benefit from the skills of highly experienced staff.
- The needs of some children include Early Years Action plus for difficulties such as speech or hearing and this is well coordinated by a member of the leadership team; children with ASD needs have individual learning plans; they attend morning nursery in the specially designated group but may come to a weekly afternoon Stay and Play dedicated to their (and family) needs.
- Well-being groups to boost self-esteem and socialisation take place as 'Rainbow Club', which gives children small group or individual support on a regular basis.

Elements relating to practitioner skills; learning activities; use of resources & environments:

- Staff form a clear picture of individual child needs and progress. There is excellent provision for learning with a range of engaging activities. In the ASD group, detail for each child is displayed as 'motivators', 'triggers', etc. so that staff can respond as appropriate.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

- The school is well resourced both indoors and out, and now has a Sensory Room as well as the Forest School area and a range of other facilities. The Forest School approach is now embedded in practice and has been well linked with a story telling approach which was a whole-school initiative. Staff know how such approaches impact on the building of self-esteem as well as curriculum learning.
- Staff development is provided to meet school and individual needs. Competency levels of staff are checked regularly against Key Worker targets (e.g. for pupil behaviour). Staff also choose an area of own interest. Recent CPD has included extending staff understanding of ASD with a Level 1 course.

Elements relating to partnership working:

- The school is open and supportive towards all parents, encourages their full participation, and is open to their comments and requests.
- There is a clear induction procedure so that children settle well to the school and to Nursery routine. For children in the ASD group this is tailored to their particular social and learning needs. This group of parents receive substantial support to understand their child's situation.
- There are positive examples of partnership with parents. There is planned induction, as well as later consultation meetings and sharing of the Learning Journey books.
- Parents I met during my visit were enthusiastic about the provision for their children and the way school keeps them informed of what their child experiences and achieves.
- The school has effective wider links beyond its parent and governor group to other agencies - e.g. through its ASD designation. It has also provided training for voluntary sector providers, working to accommodate revised assessment frames.
- There is a revised school website which soon will be administered by staff so that updating is much easier.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk