

Visit Report

Name: Jenny Horton	Date: May 10 th 2022
Purpose of visit: To spend time in the nursery after my initial short first visit.	
Overall aims for school development plan 2021/2022	
SDP 1: Quality of education	
1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able	
1.2 Provision of a progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target)	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 Review Safeguarding procedures to ensure they remain robust	
My visit included aspects of the following priorities in our SDP-	
SDP 1: Quality of education	
1.2 Provision of a progressive, broad and balanced curriculum	
SDP 2: Behaviour and attitudes	
2.1 Establish cooperative learning and engagement strategies	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.3 Consistency of practice and provision across school	
Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)	

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My visit lasted the whole afternoon during which I saw the children engage with activities and resources promoting the prime areas of the EYFS curriculum- Personal, Social and Emotional development, Communication and Language and the specific areas of Literacy, Mathematics , understanding of the World and expressive Arts and Design.

PROVISION

The indoor space was organised with different activities for the children to engage with, which they did as individuals, alongside others and in groups. There was water and sand, painting, an easel with crayons, play dough, building blocks, a book corner, a box with objects in and children put their hands in to find the bear

Outside was a similarly rich provision of large toys such as bikes, hoops, rocking equipment, plastic crates to sit on/build with, a slide, tyres to step along arranged in a pattern, tree trunks to sit on, in addition to sand, paints, trucks, dolls , paper and pencils and much more.

1. Ms Dunwell took the register at the start of the session and called each child's name saying 'Hi- and the children responded with a 'hi' back. Those children who did not want to speak were encouraged to give a wave when their name was called. During this time, the children drank water after the lunch time play period and the word 'hydrate' was used to emphasise why this was important.
2. There was then a video entitled 'Shake your sillies out' during which all the children copied the actions on the screen. This was followed by a period of free choice, and the children moved confidently and calmly between activities with staff encouraging participation and language.
3. Children then moved to the toilet area prior to tip toeing to the hall for singing. The transition from the classroom space to the cloakroom/toilet area was smooth and calm, and when they were ready the children sat on the benches underneath their pegs with their pictures and name.
4. The children chose songs to sing from a bag and were accompanied by Matthew. The action songs included The Big Red Bus, There were 10 in the bed, and Humpty Dumpty. The lesson also included Mathew playing quietly and louder etc and the children moving their feet appropriately in line with the music.
5. The topic was the book ' We're going on a Bear Hunt' by Michael Rosen had been read with the children and was on prominent display. The children were making textile collage pictures linked to this story illustrating the different terrains the family had walked through- grass, river, snow and mud. The pictures were made by tearing strips of coloured paper and pasting materials eg grass. This enabled them to retell the story as they moved from one component to the next on their picture, and a member of staff leading this activity talked with the children throughout.
6. The session ended with a story, and the children were called by name one by one as their parent/ carer came to the door to collect them.
7. There was seamless accommodation made for children with additional needs throughout the afternoon eg one upset little boy with attachment issues, one autistic boy with no expressive language who constantly moved throughout the space not engaging with any activity.

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

The recognition that the provision in our EYFS affords our children the best start possible in school, and that this is enabled, as identified by Mr Wren in his Ofsted feedback to the clear vision , teamwork and commitment of our skilled EYFS team.

Action following governing body meeting:

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(Record any action agreed by the governing body with regard to this visit)