

## **Early Learning and Childcare Service EYFS Quality Review Record**

Name of Setting:	<b>Grace Dieu Manor Pre-Preparatory School</b>	Date: 5/7/2012
Address:		
Tel No:		<b>Email:</b>
Name of Improvement Advisor:	<b>Nikki Middleton</b>	
<b>Quality Review Grade: 1</b>		
Information:		
Grace Dieu Manor Preparatory School is an independent school with a pre-preparatory department, which children can attend from the age of three years. The pre-preparatory department was established in 1989. It is open term time only, from 08:00 to 18:00. The setting no longer takes funded children.		

<b>Issues for action at last Ofsted inspection:</b>
No recommendations
Date of last inspection: 20 <sup>th</sup> June 2008
Outcome: Outstanding

<b>A Unique Child</b>
Strengths: <ul style="list-style-type: none"> <li>• All children's needs are acknowledged and met in line with their developmental stage, interest and preferences.</li> <li>• Broad topics are used as a basis for planning which is flexible and includes children's interests.</li> <li>• Children have choice and choose a range of activities each week.</li> <li>• Children have free-flow access indoors and out</li> <li>• All practitioners have an excellent knowledge of the developmental stage for the children in their care and how they learn best. Evidence in EAR and progress summaries.</li> <li>• All practitioners interact and respond appropriately with children.</li> <li>• The environment is warm, relaxed and friendly</li> </ul>

- The diversity of individuals and communities is valued and respected through celebrating various festivals, dressing up clothes, links with parents, registering in various languages, marking special days e.g. American Independence.
- Practitioners identify when additional support may be necessary and effectively implement the processes involved.
- All practitioners have excellent knowledge of safeguarding practice and procedures.
- Risk assessments inform practice and regular health and safety meetings are attended by Head of Pre-Prep.
- Children are included in developing rules and boundaries and PSED is a central part of ethos of setting.
- Positive behaviour systems are in place which celebrate good behaviour e.g. Gold book system
- Children feel a strong sense of belonging.
- The environment indoors and out supports all children's interests, learning styles and stage of development.
- Children's health is integral and the school has an onsite Sister who records all illnesses etc.
- All staff have accessed Paediatric first aid training

#### Points for development:

- Develop 'Places to talk' within indoor and outdoor environment. (ECAT training) see also Elizabeth Jarman- communication friendly spaces.
- Enhance inclusive practice by referring to Cultural and Linguistic diversity toolkit [www.leics.gov.uk/resources](http://www.leics.gov.uk/resources) shared during visit

### **Positive Relationships**

#### Strengths:

- Strong partnership with parents
- Ideas are shared as a team
- Very effective team where practitioners strengths are recognised and utilised effectively
- All practitioners support children to build trusting relationships by using a range of strategies
- Links with nurseries continues to develop-large number of feeder settings
- Learning journeys are shared with parents regularly and their voice is present through comments on post its, news from home, comments copied from reading records and six areas of learning booklet.
- Children have access to their Learning Journeys and their voice is very

evident throughout. It is clear that the Learning Journeys belong to the child.

- All practitioners are 'tuned' into children
- The role of the 'floating' adult is embedded, modelling, scaffolding supporting, challenging, extending learning.
- All practitioners show genuine care, empathy and interest in all children.
- Strong key person system
- Genuine bond between practitioners and children
- Children clearly feel safe, secure and thrive in the environment.

Points for development:

- Continue to encourage Parent's voice within Learning Journeys by using ECAT parents' voice cards [www.leics.gov.uk/ECAT](http://www.leics.gov.uk/ECAT).

## **Enabling Environments**

Strengths:

- All practitioners use a wide variety of observational methods to gather information.
- Next steps are appropriate, realistic and achievable and personalised to the needs/interests of the child.
- Daily organisation is flexible, spontaneous and responsive to children's needs and wishes.
- Children's schemas are identified e.g. transporter
- Experiences provided are irresistible to the children.
- All practitioners support and engage with children skilfully and sensitively
- Learning Journeys are personalised, valued and used as a tool to celebrate and support each child's development.
- Children have full ownership and access to Learning Journeys
- Children are constantly challenged and offered a wide range of experiences
- The setting regularly uses and contributes to the local community e.g. sponsored events, toddle waddle, prize day, Remembrance Service.
- Transition is seen as an ongoing process throughout the year e.g. free flow between the different rooms, Golden Time together from N-Yr2 every week.

Points for development:

- Further enhance the outdoor environment e.g. by providing enclosed areas, more natural features; grass, planters, raised beds and shaded areas; canopy and seating.

## **Learning and Development**

### Strengths:

- High levels of well being and involvement
- Visual timetable effectively used
- Children continuously have the opportunity to explore the learning environment and freely chose from a range of physically and mentally stimulating experiences.
- Children show great confidence and independence in accessing resources and investigating with others.
- Practitioners are co-learners with the children and verbalise their own thinking instinctively
- Variety of open ended experiences which challenge children effectively.
- All practitioners involve themselves enthusiastically and skilfully in play with children.
- Children are given time and space to pursue their own fascinations and extend their learning in a free flow environment

### Points for development:

- Continue to develop natural resources to give children deeper exploration/problem solving opportunities
- Consider developing personalised learning plans for each individual child. (see enclosed)

## **Leadership and Management**

### Strengths:

- Practitioners have a shared vision which they all believe in-this underpins the whole provision.
- Head of Pre-Prep is passionate, knowledgeable and an inspirational role model who is approachable, available and accountable.
- Excellent interpersonal skills
- Head of Pre-Prep advocates a participatory approach and is self-reflective.
- Ofsted judgement outstanding
- Data is analysed effectively and regularly. Information is used to identify needs of specific groups of learners, evaluate effectiveness of provision and to drive further developments.

### Points for development:

- Use tools such as 'child monitoring tool' ([www.leics.gov.uk/ecat](http://www.leics.gov.uk/ecat)) and 'Cultural and Linguistic Diversity Toolkit' ([www.leics.gov.uk/resources](http://www.leics.gov.uk/resources)) to assist identification and support for vulnerable groups- building on current good practice.

**Recorded off site. To be signed upon receipt if agreeable to contents.**

Signature of improvement advisor:

A handwritten signature in black ink that reads "A. Middleton". The signature is written in a cursive style with a large, looped initial "A".

Date:23.07.12

Signature of provider:

Date: