



January 2020

The review of Early Years was part of the routine cycle of monitoring the educational provision at the school.

What is it like to attend this Early Years setting?

The staff create a warm and welcoming environment where children feel welcome and part of the school. The teaching staff are dedicated and highly qualified. There are sufficient staff to meet statutory requirements regarding ratios. They know the children very well and build strong relationships with them. Staff go above and beyond their duties to ensure that children's individual needs are being met. They are skilful in extending and consolidating children's learning in both French and English. Children make strong progress from their starting points. Children are happy and growing in confidence, especially the younger ones. Staff are positive role models for the children and support them well to learn to be polite and kind to each other. A result of this is the children behave well. Children support each other to learn key skills, such as doing up zips on coats and putting on their shoes.

Children are engaged in purposeful learning and play. They have the freedom to make choices at various times during the day, therefore, they become more independent learners. Staff are skilled at extending and consolidating children's learning by creating interesting activities for them to take part in. This means both younger and older children learn about Traditional Tales in English, when they dressed up as the Three Little Pigs and the Big Bad Wolf or acted out the story using finger puppets.

Children interact very well with each other and staff. They are listened to and staff respond to their questioning with interest. This enables children to learn to think for themselves and motivates them to learn new skills and gain knowledge. They learn to take turns, listen to each other and to co-operate in games. As a result they are learning, from the youngest ones, how to play and learn together. This will prepare them well for later school life. They are learning the days of the week, the months of the year and are just getting used to the new year 2020. They are learning to count and manipulate numbers in practical ways with the older children solving simple mathematical problems.

Staff provide a stimulating learning environment, well supplied with appropriate resources, many of which the children can access themselves during independent

play activities. The attractive recent alterations in the GS classroom helps to further enhance the childrens' learning with additional areas for role play especially.

What does the early years setting do well and what does it need to do better?

- Respect and kindness are embedded throughout the setting. Staff allow the children time to explore and discuss issues in a safe and secure environment.
- Children have the opportunity of taking turns in conversation and listening to others.
- Children, especially the older ones, display high levels of social skills and are kind and considerate towards each other. Staff praise children for their achievements and behaviour, and act as positive role models.
- Staff extend the children's language and listening skills well in both French and English. They introduce new vocabulary in both languages to enrich and further enhance their learning experiences.
- Staff feel valued and listened to by the management. They receive good support in regards to training and their well-being.
- The school continuously strive to improve experiences for the children. This could now be further extended by ensuring that additional play activities are provided in the outside area for the children to further enhance their physical and exploratory play during the afternoon play session.

Safeguarding

The arrangements for safeguarding are effective.

The school provides staff with an extremely thorough and rigorous safeguarding training programme. This equips staff with the required knowledge of safeguarding and the wider knowledge needed to understand the signs and symptoms which indicate a child is at risk. Staff thoroughly understand how to safeguard children and recognise signs and symptoms of abuse. The school have worked hard to put training in place and respond appropriately to any concerns. Continuous risk assessment of activities, resources and areas that children use ensures children are kept safe and minimises the risk of accidents occurring.

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