

Strengths: Nursery/ Reception July 2015	<ul style="list-style-type: none"> • Profile moderation - approved. • Profile results – increased percentages, 41%-49% • 0-3s moved into new build. • Baseline assessment for Reception class selected. • 89% + of children made expected or better progress in all areas in Reception and 85%+ in Nursery. • 0-3 in Prime areas 97%+ made expected or better progress in the 3 year old room, 73%+ in the 2year old room, and 75%= in the baby room.
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Action	Outcome / Impact
Reception class teachers met with corresponding team from Broadwood School to moderate Profile judgements for City trialling.	The discussion re 'emerging', 'expected' and 'exceeding' judgements clarified our judgements and enabled the teachers to discuss confidently and have the relevant data and evidence to back up judgements during the City trialling session. Our judgements were agreed at this session.
Reception Baseline assessment selected	CEM (Centre for Evaluation and Monitoring) selected as baseline assessment. Its effectiveness and data relevance will be evaluated in September. The use of the Tracker will continue as an assessment/progress /attainment tool within our 0-5 setting.
<p>Arrangements for Nursery Open Day – letters, lists of children, liaising with 0-3 staff re child hours, making appointments list, letters.</p> <p>Arrangements for Reception Open Day. Maintaining an up to date list for September Reception class to ensure all children on list receive relevant information.</p> <p>Organising home visits for Reception age children.</p>	<p>Smooth transition between Year groups in September.</p> <p>Families and children to have positive contact with new setting.</p> <p>Organisation of Reception classes can be achieved due to up to date information</p>
Day in 0-3s. Evaluating environment, routines, planning etc after move to new building.	See notes below. Feedback given to staff. Follow up next term and liaise with senior staff to ensure recommendations followed.

Priorities

- Implement ideas from training at Reggio Emilia across the 0-5 age range. Use of creativity and artists. Evaluate environment and equipment, what works well, what could be adapted? Monitor the use of the recycling shed.
- Improve percentage of children getting Good Level of Development (GLD) at the end of Foundation Stage particularly in reading and writing.
- Support new staff in Nursery (NQT in September 2015)
- Support new staff in Reception classes.
- Evaluate the baseline assessment for Reception class. Does the baseline meet our needs? What information is it giving us?

Feedback following visit to 0-3s June 22nd 2015

Purpose:

To assess the environment after the recent move into the new build.

Strengths

- The atmosphere was calm, the children were engaged, staff were interacting with individual or groups of children.
- The colour scheme enhanced the feeling of calmness and the hessian boards fit into the environment well. The texture wall in the baby room - pure Reggio!
- A wide range of activities were available.
- The amount of furniture was appropriate, with the possibility of flexibility, and reorganising of areas.
- Displays were age appropriate (the colouring in/collage flowers less so)

Questions

- How are staff organised indoors and out? Is there a rota for outdoors, who decides when and how the children are allowed free flow to outdoors? Seasonal considerations - where are the majority of the children - where are the staff?
- Why was free flow outdoors so limited, both in flexibility and duration? The doors should be open for the majority of the session to allow children access to both environments.
- Labels on drawers and boxes - are they to be replaced? Limit resources?
- Outdoor plans were not followed - general football play but none with gutters/ boats/ balls as stated.
- Was the outdoor equipment set up before the arrival of the children? How much of a learning environment is it?

Ideas

- Older children free flow in September to bottom grassed area?
Implications :
 1. Access to area from 3 year old room. Action : ask Andy if gate can be moved.
 2. Large number of children in area - potential to be 112+. Do we look at Reception age children accessing outdoors on Y1 side? Storage/ continuous provision?
- Use of quiet room. This seems a perfect room to set up light and shadow equipment - (white walls), or sensory objects generally, or sound and resonance activities. One staff member with a group of children.
- Projected images on baby sleep room walls.
- Use of clay for modelling with adults showing techniques.
- The two aspects I think we can start to look at in a Reggio way is 'The environment' and 'Creativity' - see 'Bringing the Reggio approach to your Early years practice'
Chapters on above photocopied and left with senior staff

