ECEY6011 Group Script

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Hello everyone, thank you for attending this meeting today, which is to ensure our readiness for our approaching inspection by Ofsted. According to the **UK Government (date unknown)** Ofsted is the Office for Standards in Education, Children's Services and Skills. With responsibility for inspecting all education and care settings in England.
Ofsted has regulatory powers to inspect providers on the Childcare Register, which includes the power of entry, under Section 77 of the **Childcare Act, 2006.**
According to the **Early Years Inspection Handbook, 2024**, Ofsted must inspect providers within 6 years from their previous inspection, and sooner if the previous judgement was not good or outstanding. Our previous inspection was in November 2020, when we were graded as a good setting, so we are aware that we must be inspected again within the next 19 months, and this meeting is to ensure that our setting will be ready.

In addition to using the **Early Years Inspection Handbook, 2024**, to help us prepare for our approaching inspection, it is also useful for us to consider the guidance from Ofsted; **Ofsted's Code of Conduct, 2024.**

As the staff member responsible for policy, I must ensure that our setting meets the statutory requirements.
Our setting is a Day Nursery, which takes children from 6 weeks of age up to 5 years of age. We currently have 20 children on roll, with 8 permanent staff, and 1 student.
In line with the **Early Years Statutory Framework, 2024,** there is at least one member of staff for every 3 children aged 0-2 years, at least one member of staff for every 5 children aged 2 years, and at least one member of staff for every 8 children aged 3+ years. Our setting has additional staff to the minimum required in order to cover staff breaks, staff absence and allow opportunities for training and supervisions.

As a setting, we have reflected on the quality of our setting, using our last Ofsted inspection report to acknowledge what we do well as a setting and recognise areas for improvement.
As a childcare provider, our setting is registered on the Childcare Register as required by The **Childcare (General Childcare Register) Regulations, 2008**.
The purpose of the inspection is to ensure that providers are compliant with the welfare requirements, and learning and development requirements set out in the **Early years foundation stage statutory framework, 2024.** Providers are required to do this by the **Childcare Act, 2006.**

As providers, there are also various other pieces of legislation that we must comply with. As providers, we are required to regularly update our policies and procedures to ensure that we are compliant with current legislation.

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We must support our children with special educational needs or disabilities by complying with the **SEND Code of Practice: 0-25 years (2024).**

We must ensure that we are an inclusive setting to comply with the **Equality Act (2010**).
We must comply with **The Health and Safety (First-Aid) Regulations 1981,** by ensuring that adequate first aid resources are available at the setting. In addition, the **Early years statutory framework (2024)** requires our setting to have at least one qualified paediatric first aider present at all times, and this qualification must be renewed every 3 years and never lapse. In our setting, every permanent member of staff has the peadiatric first aid qualification.
According to **the Department for Education (2024)** from September 2025, there are changes to who peadiatric first aid training providers must be registered with, and early years students and trainees must undertake peadiatric first aid training in order to be counted in ratios. Having looked into this, the provider that we use will still be compliant in September, we will however, need to review our practice with regard to students.

We must also comply with **The Health and Safety at Work Act (1974)**, **The Control of Substances Hazardous to Health Regulations (2002)**, also known as COSHH.
In addition, we must also comply with **The Regulatory Reform (Fire Safety) Order (2005),** that requires us to to have working smoke detectors, fire extinguishers, a fire blanket in the kitchen, unobstructed fire exit doors that are clearly identifiable, as well as regular fire drills.
The **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013)** also known as RIDDOR, which we adhere to through our risk assessments, policies and procedures, and thorough record keeping.

The **Food Hygiene (England) Regulation (2006)** to ensure that we store and prepare food safely.
The Manual Handling Operations Regulations (1992) which we adhere to through our risk assessments.

We must also comply with the **Data Protection Act (2018)**, which we adhere to through our registration with the Information Commissioner's Office, also known as the ICO, as well as having a privacy notice and retention policy, and safe procedures for storing data, that all staff are trained on.
As an early years setting, we must also adhere with **Working Together to Safeguard Children (2023),** which we comply with through our Safeguarding and Child Protection policy.
We are currently reviewing our Safeguarding and Child Protection Policy, because of changes to the Early Years Statutory Framework, from September; We will need to ensure that the setting's DSLs have completed the updated Department for Education safeguarding training, and this is updated every two years. We also need to update our parental contracts to include two additional emergency contacts in addition to the parents. We must update our whistleblowing policy, and we need to have an attendance policy, detailing how child absences will be dealt with. We must also

update our safer recruitment policy to reflect the new requirement to obtain references for new staff.

We must also update our policies to reflect the new addition of a safer eating section to the **Early Years Foundation Stage Statutory Framework.** According to The Early Years Alliance (date unknown) updates will include new requirements around allergies, anaphylaxis and choking prevention.

We are also currently reviewing our fees policy to reflect the changes to funded childcare. According to **HM Governmnet's Childcare Choices (date unknown**), from September 2025, eligible working families will now be entitled to an additional 15 hours of funded childcare from the term after their child turning 9 months of age until they reach school age. We will need to explore what impact the changes to funding and new guidance on 'top up fees' will have on our setting and our budget.

Now Aimee is going to be discussing the learning environment.

As the Health and Safety lead, I have investigated how we can further improve the health and safety within and around the nursery premises, for both children and adults in the setting. All legal requirements for health and safety are primarily governed by the (Health and Safety at Work Act 1974), and the Early Years Foundation Stage (EYFS) framework (2024).

It is essential for all staff to ensure the safety and wellbeing of all children; Risk Assessments in all areas of the setting must be carried out frequently to identify and manage potential hazards in the environment. The Health and Safety at Work Act (1974) places responsibility on management to ensure that the setting is safe as possible. Staff working in the setting should have the knowledge and training in how to conduct a risk assessment and identify the precautions and control measures which are needed to reduce the potential risk to an acceptable level and to record their findings giving the opportunity to review the process regularly. Staff must refer to our health and safety policy and receive regular training, activities such as nappy changing, should be monitored by staff in pairs, so that no adult is left alone with a child. Record logs of dates and timings of nappy and toilet training are recorded. Allergy information must be on show in the kitchen, (The Food Safety Act ,1990) states early years settings must follow parliamentary advice, that it is a statutory obligation to treat food intended for human consumption in a controlled and managed way. All staff must record the time and what each child has eaten. Toys should be regularly cleaned and checked for choking hazards and damage. The Health and Safety at work Act (1974) (HASWA) obligates nursey employers to ensure the health, safety and welfare of staff and children, requiring reasonable precautions, risk assessment, staff training, and the mitigation of identified risk.

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I have copies of the daily indoor and outdoor assessment checklist for staff members to carry out each day... (The Management of Health and Safety at work Regulations (1999) requires that employers assess the risk of activities, introducing measures to control risk. One or more members of staff should be appointed to monitor risk and fill out health and safety records, logging all information.

Carrying out continuous risk assessments is essential for creating the enabling environment, as management it is important that when new staff are introduced to the nursery practice that they follow our introduction programme. Staff must be continually assessing risk for both the indoor and outdoor environment to make it safe and enables children to learn.

Creating an enabling environment is to ensure that Quality provision in early education and childcare is secured through a workforce which is confident in: Working together, engaging with parents and families, understands the importance of pedagogy and child development, to ensure the highest expectations for children to realise their best outcomes. The guidance of the school inspection handbook, (2024) states that during inspection, the inspectors observe the interaction on how individuals work together in their setting to view how the children are provided with the highest possible quality of education and care. Maslow's (1954) Hierarchy of needs, is fundamental outlining the needs for a child's development from basic to advanced levels, referring to children from birth to five years of age, this is a framework for caregivers and educators to follow as a guidance to providing a nurturing and supportive environment for children's development, ensuring that a child's basic needs, social connections and holistic development are achieved.

Indoor activity allows a child to explore the space they have, this setting should ensure that the area for children under two years must allow 3.5m2 per child, two-year-olds 2.5m2 per child, and children aged three to five years, 2.3m2. This space should be created to be as interesting as possible, to be accessible and flexible to accommodate children's changing interests and needs. It is important that this space is organised in a way that allows children to safely be active, the National Institute for Health and Care Excellence (NICE) and the Youth Sport Trust recommend, that children should be physically active to develop their fundamental movement skills at the earliest age possible, the indoor environment should allow space for activity such as dance or kids yoga , even in a small space these activities can raise the heart rate, as well as allowing a child to explore with self-directed and adult led activity. Montessori (1907) an enabling environment should be prepared for a child to learn through hands on activities, to give babies and children the opportunity to follow their interests and develop their independence.

The outdoor environment should allow children to explore nature and the world around them, to also experience wild and messy play, creating areas not just for exploration but also areas for math's, science and literacy. Babies and children should have the opportunity to enhance their development in an outdoor environment. The Reggio Emilia approach (1963) creating an enabling environment, is to allow babies and children to explore, to be curious and to allow the environment to offer learning experience.

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Amie, could parents be asked their point of view of how we are providing an enabling environment, do you think we could ask parents for some feedback about our environment? I have some example feedback forms to share with you all today that we could use to send to parents. This would be brilliant feedback for parents' involvement to have their input on our environment, as this could support their child's needs if we have ideas. Thank you for that!

It is important that we also communicate with the children about how they view the setting, does it enable them to play freely and safely, and what does this look like for children when they take part in play and activity, we should look at how the layout of the environment works. We need to observe this in our practice please, Article 31 of the (UNCRC) states that adults should ensure children have the chance to play and relax in a setting that has a safe, supportive and a stimulating environment. Article 12 of the (UNCRC) suggests that every child has the right to express their views, feelings and wishes in all matters affecting them, and to also have their views considered and taken seriously.

Staff supervision is essential for the safety and wellbeing of the children in the care of this setting, as team leaders it is our responsibility and duty to guide, train and evaluate staff. Supervision is a legal requirement for EYFS staff under the revised EYFS Statutory Framework (2021) it states that 'Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Also stating that effective supervision provides support, coaching for practitioners and should foster a culture of mutual support, teamwork and continuous improvement'. The Early Years Inspection Handbook for Ofsted Registered Provision (September 2022) states Inspector's will gather the evidence of the effectiveness of staff supervision in the setting, they will want to see evidence of performance management, training and continuing professional development, including evidence of how effectively leaders engage with their staff. Having effective supervision allows for open communication and promoting best practice, giving the opportunity for staff to reflect and self-evaluate on their own practice. Staff must follow the staff code of conduct policy that outlines conduct and expectations for all staff behaviour, while fostering a positive and supportive environment for children.

This leads me to discuss (CPD), Continuing Professional Development which is crucial for staff to stay updated on polices, legislation, this is a legal requirement as stated in the Early Years Foundation Stage (EYFS) framework (2024), "providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves" . To ensure quality of care and education all staff must have formal training by attending specialised courses such as safeguarding, first aid, autism and send training. Staff should take part in informal learning through mentoring, peer observation, research relevant topics to keep updated and use reflective practice and will benefit from having monthly appraisals and team meetings, each member of staff must have a personal CPD file to keep a record of their training for continued future progression .. Liz would it be possible to make sure all staff have a copy of our staff code of conduct policy and for them to date and sign that that have re-read the policy and, I would like to look at when staff appraisals are due,

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Yes Aimee, and thank you for talking about appraisals and CPD, this is an important part of how we ensure the quality of education, which is one of the four areas that Ofsted will grade our setting on. Yes, that's right Liz and Rosy will be further discussing Personal Development as this is another area that Ofsted will grade us on.

Amie-

As Lead of Parent/ Guardian Relationships, I'll be focusing on parent relationships during this meeting. I've been analysing and evaluating the best practice of our nursey within Ofsted's inspection guideline framework, which places strong emphasis on parent-teacher relationships.

Initially, my report will address the 3 i's covered in the Early Years Inspection Handbook, those being the curriculum's intent, implementation and impact as outlined by Jackson (2024).

The implementation of literacy and language will be examined. We can evidence our efforts to establish a language-rich nursery through planned story time sessions and the implementation of storytelling. A home school alliance can be further supplemented by supplying parents with book bags and activity packs or advice to support early reading skills. Education Endowment Foundation (2023) endorses this practice, and numerous studies highlight the advantages of reading stories to children before they become independent readers.

How do we all feel about supplying book bags or are there alternative suggestions to support home learning? How about encouraging parents to join the community library across the street, we could plan outings for the pre-school children to visit and exchange their books? Thats a brilliant idea Liz thank you.

We will also be required to evidence the impact of the 3i's through feedback from parents. One form of feedback is regular pupil progress meetings with parents with clear focus for each meeting.

Finally, in terms of impact, we will need to evidence how is independence increased across our setting using feedback from parents, demonstrating strong communication links. Recently our morning/ afternoon transition procedure has been scrutinized to include parental feedback, and the opportunity to 'Stay and Play' has been successful utilised with positive effect.
Daily interaction with practitioners and parents is significant for children within early childhood education and care programmes according to Eadie *et al*. (2022). The Stay and Play programme strengthen home school relationships according to the Department for Education (2024) as it enhances pupil- parent-practitioner relationships. As parents observe teaching methodologies and ideas, they can adopt strategies to practice skills at home.

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The second domain for inspection is 'Behaviour and Attitudes'. We clearly highlight the expected behaviours from parents and practitioners within our Home/Nursery Policy. We deploy an open-door policy, with the expectation of utilising every possible opportunity to communicate with parents. Practitioners currently exercise P&P procedure, the pen and post it practice, where they can make notes of requests or the sharing of pertinent information at the school gate on drop off or collection.

Self-regulation development is an assessed element within 'Behaviour and Attitudes'. We are expected to evidence continued communication with parents for developing strategies at home. We can demonstrate this through our recent revision of the Colgate Bright Smiles, Bright Futures® (BSBF) scheme as part of our Healthy Schools initiative as proposed by UK Government (2025) With funds available starting in April, the supervised toothbrushing programme will be implemented in primary schools and early childhood settings, assisting hundreds of thousands of children between the ages of three and five in forming healthy brushing habits (Department of Health and Social Care, 2025).

Finally, in 'Behaviour and Attitudes', Ofsted will examine the effectiveness of our home-nursery links in recognition and response to the resources and support our families and community need from us and our team. A recent example includes the application of the Wellcome screening tool. A user-friendly test providing precise data to confirm or negate prior concerns regarding children's language skills according to GL Assessment (2017). The tool is also helpful in identifying possible learning challenges, such as emotional and social obstacles. Our SENDCo is involved in the early identification procedures and work in collaboration with outside agencies with speech delay. According to the Department for Education, (2022) one crucial component of the process of recognising SEN was thought to be parental engagement. Since parents were seen to offer important insights into their child's general development, all leaders and teachers stated that they included them in the process.

Within our setting we also undertake the statutory 2-year process check. UK Government (2022) suggest that this support the understand of progression. This process initiates pupil and parental voice prior to the check and invites comments.

Strong links are forged through the home-nursery Tapestry app communication portal (2023). Through the app parents can learn about children's development in nursery, whilst practitioners can learn from parents and celebrate different cultures through the sharing of experiences. Information has been utilised within planning to help children to respect and celebrate people and their differences. Opportunities have arisen to invite parents into our nursery to share different cultures and experiences which promotes children's personal development.

Our transition policy provides bridging opportunities to support and prepare children for school. Working in collaboration with the school reception class ensures a smooth transition. for example, a member of our teaching team will attend the school bridging day with the children so that they see a familiar face within the new environment. According to Patel, (2019) involving practitioners in shared moderation and professional development that overlaps across settings supports bridging opportunities.

Safeguarding is another topic with strong parental involvement. Our policy ensures clarity regarding the procedure. New parents are directed to the policy during open evenings.

As Kelty and Wakabayashi (2020) acknowledge "Children's success in school, and in life, is predicted by how involved their families are in their lives, both at home and at school." Research emphasises that parental involvement is essential in enhancing children's learning and wellbeing. Effective two-way communication ensures that parents are actively involved in children's development and reinforcing lessons at home according to UK Government (2004).

This ideology is reflected in Bronfenbrenner's theory of Microsystems. This reflects the level of involvement between peers, family, school and the community, and is proven to have a direct effect on the learning and development of children. Therefore, the importance of effective two-way communication between parents and educators is paramount according to Guy-Evans (2024).

The analysis and evaluation of our procedure in relation to parental inclusion reflects a true picture of the effectiveness of our efforts to engage parents at each at every step of the learning process. It is synthesised in this document (hand-out) for ease of reference.

Rosy, I believe that you are now going to be talking about staff wellbeing.

Rosy:

Wellbeing

- Wellbeing risk assessment
- CPD
- SEND Staff

Thank you Amie. I have recently assessed the effectiveness of strategies already in place at our setting regarding staff wellbeing. As you all may know we have an annual Christmas party, secret santa and collections for birthday gifts. When asking staff to rate their wellbeing at the setting I used Everymind at work (n.d.)'s workplace mental wellbeing risk assessment to create a thorough questionnaire for all staff. As Everymind at work (n.d) suggest, this risk assessment should take place at least once a year. For us to improve the quality of our nursery setting beyond the requirements set out in the EYFS (2024) and achieve an outstanding grade for our upcoming OFSTED inspection, we will aim to complete this risk assessment twice a year. The feedback from our staff team was insightful and we can definitely work on some improvements in the coming 19 months.

For example, we received a lot of feedback for question three: 'Can your work feel repetitive or unfulfilling?'. Our staff members often feel they are completing repetitive tasks and when they see that children are not gaining and learning new skills from this they feel quite unfulfilled. Tomei et al (2006) describe the wellbeing effects of repetitive work. Mental fatigue is common amongst workers which results in reduced efficiency and performance of the job roles. As well as causing

depression, anxiety and somatic distress. Commonly we see this referred to as 'burn out' we want to avoid the very real possibility of burn out for our staff team. When looking for initiatives which could reduce repetitive and unfulfilling work in our nursery, Walker (2024) suggests that the benefits of trips are an opportunity for self discovery, development, staff cohesiveness and a change in environment for both children and staff. The Equality Act (2010) expresses the need to make reasonable adjustments in settings for those with disabilities, this can be fulfilled through the mindful selection of trips which include all. This further develops the quality of our setting as it allows us to provide all children and staff regardless of differences with opportunities to learn, develop and build skills and experience.

To impliment this we will select educational and varied trips throughout the next 19 months. With a goal of one trip per month. It would be beneficial to give all staff the opportunity to attend each trip and assure we meet the requirements laid out in the Equality Act (2010) when providing reasonable adjustments for all, including children. Providing all with the equal opportunity to attend and providing varied, rich experiences will support our OFSTED inspection as it meets and goes beyond the requirements in the EYFS (2024) for Understanding the world. Where the 'frequency' of real world experiences is noted to be a significant factor in the increase of a childs knowledge of the world around them. Which further links to vocabulary and reading comprehension. This should support staff fulfilment as they can see children developing well.

Continuing with the feedback from the questionnaire we also received interesting feedback from question five 'Do you feel properly qualified for your role?'. Although staff recognise that they meet their requirements from the Early Years Statutory Framework (2024) in regards to early years qualifications such as ratio requirements where there must be a level 3 qualified staff in the room at all times. The staff team do feel that they would benefit from additional CPD. As Aimee has pointed out staff already enjoy their current CPD however from their feedback on the wellbeing questionnaire they would like to have a variety of CPD courses to choose from which would enable them to specialise in certain interests and in turn improve the quality of their early years practice.

For example we have a member of staff who's key child has Autism and is non verbal. This member of staff would be very interested in speech therapy CPD courses. Speech and Language UK (n.d.) offers a variety of training courses for those wishing to learn more about Speech and Language in the Early Years such as 'An introduction to speech, language and communication'. If we are able to recognise the individual skill sets and passions of each staff member and allow them to develop their knowledge in that area we will create an environment flourishing with support for all children. As stated in the EYFS (2024) children need to develop secure attachments to their key worker, with key workers demonstrating positive modelling and support they give the children the best possible educational outcomes through building the child's self esteem and confidence. Mentioned throughout the EYFS (2024) we see the importance of representing a child's individual needs which can be achieved through the continuing training of staff in a variety of areas. The implimentation of

allowing staff to choose their CPD which relate to their passions could elevate our setting from good to outstanding in the next OFSTED visit, as well as increasing staff fulfillment.

A final point I wanted to bring to our attention which was briefly mentioned by Liz is the wellbeing of our Special Educational Needs and Disabilities staff members. The SEND Code of Practice: 0-25 years (2015) is relevant to our staff team under the age of 25 years old, whereas when looking after the wellbeing of those over 25 we should use the Equality Act (2010) to assure we are always acting fairly and in their best interests. Creating a culture of SEND diversity and inclusion which streamlines from the way we treat our children to the way we treat our staff team will increase the wellbeing of our staff team. 2.15 of the SEND code of practice: 0-25 years (2015) explains that young people may be developing an independent voice for the first time which requires adequate support. This could be in terms of budgeting their wages, preperation for employment and access to careers advice. With 2.21 expressing the need for a holistic approach and co-ordination of support services involved offering emotional support, practical support, empowerment, advocacy and a trusting relationship.

As the Wellbeing lead for our nursery I am more than happy to take on an additional role as a staff SEND support, providing staff with this trusting relationship and working in co-ordination with other services to provide our SEND staff members with a wellbeing focused workplace.

The Education staff wellbeing charter (Department for Education, 2021a) declaration offers a voluntary sign up option for education staff in England. The declaration aims to promote the wellbeing and mental health of everyone working in education. To provide exceptional care for our staff and go above and beyond OFSTED expectations we should sign up to the declaration and actively strive to achieve the guidelines laid out in it. It is an opportunity for us to publicly promote our wellbeing strategies and commit to our staff team assuring them we understand the importance of their wellbeing and mental health.

I will email everyone in this meeting a copy of the education staff wellbeing charter (Department for Education, 2021b). To summarise, point two of the charter is to measure and respond to changes in staff wellbeing. We will achieve this through our 6 monthly wellbeing risk assessment, however I will always remain vigilant for any staff changes and if needed can always adapt the staff wellbeing risk assessment and create another shorter version for specific staff changes. We will be showing intuitiveness and adaptability through this. Point eight is to improve access to mental health and wellbeing resources. As I have taken on the extra role of SEND support, I will be championing access to support for our staff through working in co-ordination with outside services and supporting our SEND staff this way.

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The signing of this charter demonstrates to OFSTED how seriously we take quality in our setting. In the charter, OFSTED state 'We will ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation.' therefore we can be assured that OFSTED will take into account all the above strategies we have put in place when making a decision on our quality assurance.

Thank you Rosy.

Before bringing our meeting to a close, I would like to add that it is essential in addition to Aimee R. considering feedback from our children, Amie H. considering parental feedback, and Rosy considering the views of staff, we must not forget to consider obtaining feedback from other stakeholders, such as other professionals or members of the local community, to enable us to better evaluate and improve our setting. This is something we need to work on, does anyone have any ideas, how we could find out the opinions of others?

- Could we involve other partnerships and make connections with neighborhood establishments, libraries, and community centers to talk about ideas and to discuss ways to improve our setting?
- We may also be able to speak one-on-one and interact directly with experts in related professions such as speech therapists and health visitors to learn about their viewpoints.
- Anonymous comments Boxes can be placed throughout our environment so that people can express their opinions whenever they want.
- We could make brief surveys that may be completed online or on paper by community people, local professionals, and parents. SurveyMonkey and Google Forms are two examples of useful tools.

Thank you, some great ideas there, we will consider these options, and I will feedback at our next meeting.
Our meeting today has been useful to enable us as leaders to better evaluate our setting. According to Section 83, of the Early Year's Inspection Handbook (2025), managers should have an accurate view of the quality of the provision.

Thank you everyone for your time today. We will be catching up again in 4 weeks to further discuss the quality of our provision in readiness for our approaching Ofsted inspection.

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