

UWTSD Flying Start Visit

Please have a go at these activities while you are in the Flying Start setting.

Profile of the Class

How many children:

Age range:

Staffing (How many and their roles – you should not record names):

Children with ALN (if staff happy to share the information-names are not required):

Space available (i.e. large classroom, outside area, additional break out rooms)



How do the staff plan for the day and structure their play and activities?

What techniques can you see being employed to help any ALN children? Is there time to ask the staff what they do and how it is beneficial in their context/with their children?

Record of information (do not use children's names, simply note down any useful techniques more generally for future information).



How are staff organised through the session (i.e. staff placed inside and outside, with particular children, dealing with routines such as snack/toileting etc.)

Record of information (do not use staff names, simply note down any useful techniques for organising staffing in the setting).

Can you see any evidence of emergent/young writers? I.e. mark making?

This can show you where our writers at school level have come from and show their physical skills at this age such as fine motor skills.

What creative, interesting, useful activities can you see that are helping them to develop these skills? Why are they successful?



Can you see any evidence of young movers? I.e. physical movement

This can show children's physical development at this age and where they have come from in terms of their physical skills and child development.

What movement can you see in the setting? How are children exploring movement? Can you see any signs of children working to problem solve physically?

Can you see any evidence of speech and language?

What differing levels of speech can you see at this age? What can the staff tell you/show you about how they develop speech and language skills? What interesting/effective things can you observe in terms of speech and language?



What did you expect a child to be able to do at 2 years old?

What did you expect a child of 2 to be able to do? If you do not have much experience with this age group, what were you surprised about? I.e. could they do more or less in certain areas? Were you surprised by the range of development and abilities?

Talk to the staff if possible to find out how the context of the setting affects their planning?

N.B. How are they holistically supporting early development? How are they developing a sense of belonging/positive attitudes to learning?



What learning can you take away from this experience to improve/impact on your own teaching experience?

Other Notes