



LITTLE VIPS DAY CARE SELF EVALUATION FORM 2026 - 2027

To be read alongside:

- *Nursery Development Plan (NDP) for detail about nursery context, aims, vision and priorities;*
- *Headteacher's & Nursery Managers reports to governors for actions and evaluation of impact;*
- *Nursery visit reports, (Ofsted Apr 24), peer review for validation of judgements.*



CONTEXT

Little VIPs Day Care is a governor led nursery providing daycare for children from nine months up to nursery age. Situated adjacent to Lowther Endowed School, it transferred from private ownership in July 2024 and is now an integral part of the nursery community.

The nursery has a NOR of 55, with a small percentage of children receiving EYFS PP, SEND support or EAL support. The nursery's vision and values are centred around achieving, caring, and enjoying, with a strong emphasis on individualised learning through play and outdoor experiences.

Little VIPs Day Care – where every child is valued, celebrated, and supported to thrive. We provide high-quality care and education within a safe, nurturing, and homely environment. At Little VIPs, we recognise that every child is unique, with their own interests, strengths, and needs. That's why we offer personalised support to help each child flourish at their own pace. Our dedicated and passionate team of early years professionals create a stimulating, caring atmosphere where children feel happy, confident, and inspired to learn and grow.

Learning Through Play

At Little VIPs, learning through play is at the heart of our approach, supporting every stage of a child's development. Our carefully designed indoor and outdoor environments offer endless opportunities for children to explore, investigate, and discover in a safe and engaging way. With a homely atmosphere, we nurture a strong sense of comfort, belonging, and confidence.

We regularly refresh our resources to reflect the seasons, the wider world, and the evolving interests of the children. This dynamic approach inspires curiosity, imagination, and wonder, helping children to grow into confident, motivated learners who are excited to engage with the world around them.

Outdoor Learning

Outdoor learning is a true passion and a cornerstone of life at Little VIPs. We know how vital time outdoors is for children's overall development, which is why we have worked hard to create inspiring outdoor spaces that enrich their learning every day. Thanks to generous donations and the



addition of new outdoor furniture and resources, our environment continues to grow and improve—offering exciting opportunities for play, exploration, and discovery.

Set within the beautiful Lowther Estate, our outdoor areas provide a safe, diverse, and stimulating natural setting. Here, children can be active, creative, and connected with the world around them. Outdoor learning encourages vital skills such as problem-solving, teamwork, and resilience, while nurturing a lifelong love of nature and learning.

IMPROVEMENT PRIORITIES FOR 2026 – 2027

- Fully embed Little VIPs Day Care Nursery as an integral part of the nursery, with clear governance and management roles.
- Implement the new EYFS Framework 2025 through well-planned continuous provision, including pre-nursery children.
- Embed ELS phonics scheme consistently across EYFS.
- Introduce and embed a high-quality EYFS Maths curriculum with continuous provision.
- Increase use of appropriate technology in EYFS to support early learning.
- Promote reading for pleasure within EYFS.
- Review and adapt EYFS environment to support oracy development and curiosity.
- Engage parents and carers in EYFS learning through workshops and regular communication.
- Positive feedback from staff, parents, and pupils on EYFS provision.
- Attendance and intake numbers at Little VIPs and Reception stabilise or improve.

SUMMARY NURSERY EVALUATION

Key Strengths:

- Strong emphasis on creating a safe, nurturing, and stimulating environment.
- Individualised learning approach with a focus on play-based learning.
- Dedicated and passionate staff committed to providing high-quality care.
- Strong parental communication and involvement.

Green – full achieved; Amber – working towards



Areas for Development:

- Fully integrate the nursery within the nursery governance and management structure.
- Embed new phonics and maths curriculums consistently.

Green – full achieved; Amber – working towards



SAFEGUARDING

Strengths:

- Staff understand the signs of possible safeguarding concerns.
- Clear and accessible policies and procedures.
- Leaders ensure that staff's work is monitored and that they get appropriate supervision and support.

Areas for Development:

- No specific areas for development were explicitly mentioned in the provided text.
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Evaluation: Met

Justification: The provided information highlights that the nursery has clear safeguarding policies and procedures, and staff are vigilant and understand safeguarding concerns. This indicates that the safeguarding standards are likely being met, although a more comprehensive review would be needed for full confirmation.

| Not Met | Met |
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| <p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are likely to be 'not met' if any of the following apply:</p> <p>Serious and/or widespread failures in safeguarding practice lead to children, or particular groups of children, being unsafe. Breaches of the statutory requirements for safeguarding have a significant impact on children's safety.</p> <p>Leaders have not taken sufficient action to resolve weaknesses following a failure of safeguarding arrangements that meant children may not have been kept safe.</p> <p>Leaders are not open to challenge and/or do not learn from issues or incidents.</p> | <p>The safeguarding standards have been developed from the safeguarding and welfare requirements of the 'EYFS statutory framework for group and school-based providers', 'EYFS statutory framework for childminders', 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding standards are 'met' when all the following apply:</p> <p>Leaders have established an open culture in which safeguarding is everyone's responsibility.</p> <p>Leaders and practitioners meet their responsibilities to promote the safety of children, in relation to the statutory requirements for safeguarding. Multi-agency working is effective. Parents and children know who to go to for support</p> |

Green – full achieved; Amber – working towards

Leaders do not identify children who may need early help and who are at risk of harm or who have been harmed. This can include, but is not limited to, neglect, abuse, grooming, exploitation, sexual abuse and online harm.

Leaders do not actively seek and listen to the views and experiences of children, practitioners and parents, and they do not deal with concerns promptly, when necessary.

Leaders do not understand the impact of their policies, processes and systems. They are not receptive to challenge and/or do not reflect on their own practice to ensure that safeguarding policies, systems and processes are kept under continual review.

Leaders and practitioners do not follow the requirements for safer recruitment, reporting, referrals and the 'Prevent' duty. Poor recordkeeping has a significant impact on children's safety.

Leaders do not manage safeguarding concerns or allegations against adults appropriately. They do not fulfil their duty to refer allegations or concerns to relevant agencies, including the LADO and the DBS.

Leaders identify children who may need early help and who are at risk of harm or who have been harmed. Practitioners recognise that babies and young children, including those with SEND, may be more vulnerable to abuse and neglect and that they depend on adults to recognise and respond to concerns on their behalf.

Leaders and practitioners identify children who are in need of early help or are at risk of harm. All practitioners are vigilant and carry out their responsibilities effectively to keep children safe. They follow the setting's systems confidently and consistently.

Leaders and practitioners ensure that other professionals and parents adhere to policies to keep children safe.

Leaders manage recruitment safely, ensuring that practitioners have the relevant qualifications and training and have passed any checks required for their roles.

Leaders and practitioners understand and follow the requirements for reporting, referrals, record-keeping and the 'Prevent' duty. Policies and procedures for keeping children safe are clear and accessible.

Leaders fulfil their duty to refer allegations or concerns to relevant agencies, including the LADO and the DBS.

Leaders ensure that supervision, support and monitoring of adults are appropriate. The conduct and behaviour of staff are appropriate.

Leaders and practitioners are receptive to challenge and reflect on their own practice so that the impact of safeguarding policies, systems and processes is kept under continual review.



INCLUSION

Strengths:

- Each child is valued, celebrated, and supported to thrive.
- Personalised support to help each child flourish at their own pace.
- Strong focus on individualised learning.

Areas for Development:

- Limited information available to thoroughly evaluate all aspects of inclusion.

Evaluation: Expected Standard

Justification: The nursery emphasises personalised support and values each child's uniqueness. This suggests an understanding of diverse needs. However, without specific details on strategies for disadvantaged pupils or those with SEND, it's appropriate to rate as "Expected Standard."

| Urgent Improvement | Needs attention | Expected Standard | Strong Standard | Exceptional |
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| <p>Inclusion is likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's safety, well-being and/or learning and development, and any of the following apply:</p> <p>Leaders do not identify, assess or meet children's needs well enough.</p> | <p>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development and/or safety and welfare.</p> <p>This may include when one or more of the following applies:</p> | <p>Inclusion meets the 'expected standard' when all the following apply:</p> <p>Leaders identify children's needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.</p> | <p>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders and practitioners consistently make a demonstrable difference to the opportunities and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> | <p>Inspectors may consider inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <p>Leaders and those responsible for overseeing the setting have a transformational impact on children's individual experiences because of their meticulous approach to promoting inclusion.</p> <p>Children receive commendable levels of individualised support and guidance, irrespective of the</p> |

Green – full achieved; Amber – working towards

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| <p>Support for disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, or those who may face other barriers to their learning and/or well-being is ineffective.</p> <p>Leaders do not meet the requirements for children receiving additional support and any statutory support, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> | <p>Leaders have only recently started to take appropriate action to identify and assess children's needs or reduce barriers to children's learning and/or well-being.</p> <p>Weaknesses or inconsistencies in practice have a negative impact on children or on a particular group of children.</p> | <p>Leaders have high expectations for these children. Typically, the support they provide reduces barriers to the children's learning and/or well-being.</p> <p>Leaders ask for and implement advice from specialists and external partners, when needed. Leaders take a graduated approach (as explained earlier), which means that children's SEND needs are generally met well. Practitioners receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these children's needs and progress. They use appropriate evidence to about the EYPP, which has a positive impact on reducing barriers to learning and/or well-being that these children face. When required, the identified SENCo has the knowledge, understanding and skills to make a positive difference for children with SEND.</p> <p>Leaders ensure that, when appropriate, local partnership strategies have a positive impact on the children in the setting. inform their decisions.</p> | <p>Leaders and practitioners are consistent in making sure that the barriers children face are swiftly identified and effectively addressed. They rigorously monitor the progress of children receiving statutory support and those who may also face other barriers to their learning and/or well-being. Adaptations are systematically and skilfully adjusted as needed, so that they make a sustained difference to children's opportunities and experiences.</p> | <p>barriers that they may face. Parents are unanimously positive about the unwavering support that they and their child receive from the setting.</p> <p>There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <p>support improvement across all aspects of their own setting and/or group</p> <p>share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and stakeholders, including local and/or national networks</p> |
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CURRICULUM AND TEACHING

Strengths:

- Learning through play is at the heart of the approach.
- Carefully designed indoor and outdoor environments.
- Regularly refreshed resources to reflect the seasons and children's interests.
- Age-specific themes per room, aligned to EYFS
- In-the-moment activities encouraged alongside curriculum.

Areas for Development:

- Embedding the new phonics and maths curriculums consistently across EYFS and KS1.

Evaluation: Expected Standard

Justification: The curriculum is described as well-planned and engaging, with a focus on play-based learning and outdoor activities. However, the need to embed new curriculums indicates that it is not yet at a "Strong Standard."

| Urgent Improvement | Needs attention | Excepted Standard | Strong Standard | Exceptional |
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| <p>Curriculum and teaching are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's learning and development and any of the following apply:</p> <p>Leaders' oversight of staff's implementation of the setting's</p> | <p>Curriculum and teaching are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development.</p> | <p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <p>Leaders have an accurate understanding of the quality of the curriculum and teaching in their setting. They have a clear action plan to bring about improvement.</p> | <p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders ensure that the curriculum is inclusive and of consistently high quality. High expectations for what children can achieve are embedded across the provision. This includes during routines and at all times of the</p> | <p>Inspectors may consider curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <p>Exceptionally high standards in the curriculum and teaching have been sustained. Across all areas of learning, well-planned, effective and highly responsive teaching quickly and securely develops the</p> |

Green – full achieved; Amber – working towards

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| <p>systems and procedures, routines and interactions is ineffective.</p> <p>Practitioners do not teach the curriculum to an acceptable standard.</p> <p>The curriculum does not meet the full intention, ambition and breadth of the EYFS requirements.</p> <p>The design and sequencing of curriculum content and/or teaching are weak and lack ambition.</p> <p>The curriculum and/or teaching do not prepare children to build knowledge and skills for future learning, including for school, where relevant.</p> <p>Disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being do not have access to the same ambitious curriculum as their peers; and reasonable adjustments or adaptations are not being</p> | <p>This may include when one or more of the following applies:</p> <p>Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on children's progress overall and/or that of particular groups of children.</p> <p>Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</p> <p>Leaders and practitioners have high ambitions for disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, support does not</p> | <p>The curriculum is designed so that, across all areas of learning and development, it is clear what leaders and practitioners want children to know and be able to do. The order in which to teach this, to give children the knowledge and skills they need for their future learning and development, including being ready for school, where appropriate, is also clear.</p> <p>The curriculum is an entitlement for every child. Leaders take effective action to make sure that children access an equally ambitious curriculum. This includes those attending part time or attending more than one setting, disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.</p> <p>Leaders ensure that the curriculum is typically taught well. They ensure that staff use assessment to check what children know and can do and to prevent children from falling behind. Teaching is tailored to children's different starting</p> | <p>day, such as when children's care needs are being dealt with, at mealtimes and when tidying up.</p> <p>Leaders ensure that highly effective teaching and interactions with children are embedded. Practitioners understand that every interaction they have with a child is an opportunity for teaching and learning. They are skilled at teaching and adapting in the moment to respond to children's emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development.</p> <p>Leaders' and practitioners' approach to the curriculum and teaching is focused accurately on children's age-appropriate learning and development needs and draws on expert guidance.</p> <p>Leaders and practitioners use teaching and high-quality interactions with children to assess what children know and can do. As a result, practitioners quickly identify any gaps in children's learning, as well as any children who may face other barriers to their learning, and take prompt and highly effective action.</p> | <p>knowledge and skills children need to be successful.</p> <p>Leaders' actions have a transformational impact on the learning of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These children are now exceptionally well prepared for current and later learning, and for future success.</p> <p>There are no significant areas for improvement that leaders have not already prioritised.</p> <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <p>support improvement across all aspects of their own setting and/or group.</p> <p>share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and stakeholders, including local and/or national networks.</p> |
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| <p>made, or are not reducing or removing disadvantage for disabled children, compared to children who are not disabled.</p> | <p>keep up with children's changing circumstances or is not well matched to their needs to enable them to achieve these high ambitions.</p> | <p>points, needs and stages of development.</p> <p>Practitioners focus on babies and children's personal, social and emotional development and make sure that they feel safe, secure, stimulated and happy.</p> <p>There is a sharp focus on developing children's communication and language and their love of books.</p> <p>Children's physical development from the earliest age is prioritised, to develop their strength, coordination and positive attitudes to physical activity.</p> <p>Practitioners teach mathematics explicitly. They focus on the mathematical learning that promotes children's confidence in and enjoyment of mathematics.</p> <p>The curriculum recognises and promotes equality and diversity. Practitioners support children to reflect on their similarities and to understand what makes them unique.</p> | | |
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ACHIEVEMENT

Strengths:

- Individualised learning approach caters to each child's ability and development.
- Focus on developing children to achieve their full potential.

Areas for Development:

- No specific data on achievement levels is provided.
- The need to embed new curriculums may impact short-term achievement.

Evaluation: Expected Standard

Justification: The nursery aims to enable all children to achieve their full potential through quality provision and a deep understanding of individual needs. However, the lack of specific achievement data and the ongoing curriculum implementation suggest an "Expected Standard" is appropriate.

| Urgent Improvement | Needs attention | Excepted Standard | Strong Standard | Exceptional |
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| <p>Achievement is likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's learning and development and either of the following apply:</p> <p>Leaders have low expectations of what children can and should achieve.</p> | <p>Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development.</p> <p>This may include when one or more of the following applies:</p> | <p>Achievement meets the 'expected standard' when all the following apply:</p> <p>Children develop age- and/or stage-appropriate knowledge and skills across the 7 EYFS areas of learning and development as they progress through the curriculum.</p> <p>Children are suitably prepared for the next stage of their learning, including school, where relevant.</p> | <p>Achievement meets the 'strong standard' when the 'expected standard' has been met and both the following apply:</p> <p>Children are very well prepared to transition effectively between different stages of their education, including school, where relevant.</p> <p>Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care,</p> | <p>Inspectors may consider achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <p>Exceptionally high standards of achievement have been sustained. Across all areas of learning, children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps.</p> |

Green – full achieved; Amber – working towards

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| <p>Leaders have a poor understanding of when children are learning and developing at different rates and the possible reasons for this. As a result, they have not addressed this with the necessary urgency or as a priority.</p> <p>Children are not well prepared for the next stage of their learning or school, particularly disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> | <p>Staff identify when children are learning and developing at different rates, but they do not make the adaptations needed to ensure that children achieve well from their starting points.</p> <p>Leaders understand the needs of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. However, some children or groups of children are not suitably prepared for the next stage of their learning, including school, where relevant.</p> | <p>Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being generally achieve well from their starting points. They receive the necessary support to reach developmental goals and/or age- and stage-appropriate end points of the curriculum.</p> | <p>and those who may face other barriers to their learning and/or well-being secure breadth and depth in their knowledge and skills within and across all 7 EYFS areas of learning and development. They are very well prepared to make the most of their skills and interests with increasing confidence and independence.</p> | <p>Leaders' actions have a transformational impact on the achievement of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of their learning and development.</p> <p>There are no significant areas for improvement that leaders have not already prioritised.</p> <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <ul style="list-style-type: none"> support improvement across all aspects of their own setting and/or group share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and stakeholders, including local and/or national networks |
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BEHAVIOUR, ATTITUDES AND ESTABLISHING ROUTINES

Strengths:

- Safe, nurturing, and homely environment.
- Strong emphasis on creating a sense of comfort, belonging, and confidence.

Areas for Development:

- No specific information on attendance or behaviour management strategies is provided.

Evaluation: Expected Standard

Justification: The nursery fosters a positive environment, suggesting good behaviour and attendance. It is appropriate to rate as "Expected Standard moving towards Strong Standard".

| Urgent Improvement | Needs attention | Excepted Standard | Strong Standard | Exceptional |
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| Behaviour, attitudes and establishing routines are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's safety, well-being and/or learning and development and any of the following apply: v Leaders and practitioners have low expectations of children's behaviour and/or attitudes | Behaviour, attitudes and establishing routines are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development and/or safety and welfare. | Behaviour, attitudes and establishing routines meet the 'expected standard' when all the following apply: Leaders and practitioners set high expectations for children's behaviour and attitudes to learning. These expectations are commonly understood by practitioners, parents and children. They are generally applied consistently and fairly. Incidents of poor behaviour, including unkind or discriminatory | Behaviour, attitudes and establishing routines meet the 'strong standard' when the 'expected standard' has been met and both the following apply: Leaders have embedded a harmonious and respectful culture in which children can increasingly manage their own feelings and behaviour. Practitioners consistently enable children's best possible behaviour. They reinforce this through highly | Inspectors may consider behaviour, attitudes and establishing routines to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptional standards of behaviours and attitudes, alongside well established routines, have been sustained over time so that there is a highly inclusive culture in which all children feel that they belong. Children who need it receive exceptional and tailored |

Green – full achieved; Amber – working towards

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| <p>and/or their ability to follow routines. As a result, children do not learn the knowledge and skills they need in order to develop positive relationships and attitudes to learning and to be ready for the next stage in their education, including school, where relevant. This leads to a disorderly environment that hinders children's learning.</p> <p>Children's needs are not identified or responded to effectively, with the result that they show persistently poor self-control and a lack of respect for others.</p> <p>Leaders lack a strategic approach to tackling poor attendance or to supporting families when children's attendance raises concerns. They do not monitor or evaluate children's attendance, or share information with any other settings that a child attends, or work with other agencies, such as the local authority's children's services, in children's best interests.</p> | <p>This may include when one or more of the following applies:</p> <p>Leaders set appropriate expectations for children's behaviour, attitudes and establishing routines, but weaknesses or inconsistencies in practice have a negative impact on children or a particular group of children.</p> <p>Leaders' actions to improve children's behaviour, attitudes and establishing routines, while appropriate, are at an early stage. This means that it is too soon to determine the impact of this work.</p> <p>Leaders understand the needs of children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, the support that leaders provide is not well matched to improving</p> | <p>words and/or actions, when they occur, are quickly addressed.</p> <p>Leaders promote to families the importance of attendance and punctuality.</p> <p>Practitioners teach children the importance of treating others with kindness, care and respect and are positive role models.</p> <p>Practitioners explicitly teach children the executive function skills they need to develop positive attitudes to learning. They help children to focus attention on what matters, screen out anything that is not relevant, hold information in mind to work on it, and focus on a goal and work out when it is necessary to change approaches to achieve that goal.</p> <p>Practitioners understand and consider each child's individual needs and circumstances, including those of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning. Any adaptations and/or reasonable adjustments maintain the high expectations of</p> | <p>impactful teaching of behaviour and routines. As a result, children have consistently positive attitudes to their learning and to each other.</p> <p>Leaders consistently take decisive, evidence-led action to anticipate, identify and tackle barriers to attendance. This work enables children and their families, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, to establish positive routines and significantly improve children's attendance in preparation for starting school.</p> | <p>support from highly skilled practitioners to improve their behaviour, attitudes and in establishing routines, with perceptible results in children's attendance and being able to manage their emotions.</p> <p>Leaders' actions have a transformational impact on how well disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish.</p> <p>There are no significant areas for improvement that leaders have not already prioritised.</p> <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <p>support improvement across all aspects of their own setting and/or group.</p> <p>share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and</p> |
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| | <p>children's behaviour, attitudes or establishing routines, or does not keep up with their changing circumstances.</p> | <p>behaviour that reflect the children's ages and stages of development. Practitioners proactively work with other agencies to serve children's best interests.</p> <p>Children play games and activities collaboratively and get along well with others.</p> <p>Practitioners give explicit praise to reinforce children's positive behaviour.</p> <p>Children typically build warm, trusting and respectful relationships with their key persons. As a result, they are confident to share their concerns in age- and/or stage-appropriate ways.</p> | | <p>stakeholders, including local and/or national networks.</p> |
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CHILDREN'S WELFARE AND WELL-BEING

Strengths:

- Every child is valued, celebrated, and supported to thrive.
- Nurturing and homely environment.
- Outdoor learning is a true passion and a cornerstone of life.
- Providing the highest standards of care, modelling behaviours that show kindness to others, how to care for yourself and the world around us.

Areas for Development:

- No specific areas for development identified.

Evaluation: Expected Standard

Justification: The nursery's vision and values emphasise caring and creating a supportive environment. The focus on outdoor learning also contributes to well-being. It is appropriate to rate as "Expected Standard moving towards Strong Standard".

| Urgent Improvement | Needs attention | Excepted Standard | Strong Standard | Exceptional |
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| Children's welfare and well-being are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's welfare and well-being and any of the following apply: | Children's welfare and well-being are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact | Children's welfare and well-being meet the 'expected standard' when all the following apply: Leaders establish policies and practices that support children's welfare, mental health and well-being. These are generally understood by staff and parents | Children's welfare and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders consistently prioritise children's welfare and well-being, ensuring that policies, procedures and practices are rigorously | Inspectors may consider leaders' work in children's welfare and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of children's welfare well-being have been sustained. Children and |

Green – full achieved; Amber – working towards

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| <p>Practitioners do not support children's social and emotional well-being or prepare them for transitions, whether those are within the setting or to other settings, including schools.</p> <p>The key person system does not work effectively to ensure that every child's care is tailored to meet their individual needs. It does not support children's emotional well-being, and children do not develop secure attachments with relevant carers. Leaders and practitioners fail to notice when children need attention.</p> <p>Leaders' policies, procedures and practice do not promote children's health and welfare. As a result, children do not know how to keep themselves safe and healthy.</p> | <p>on children's safety and welfare.</p> <p>This may include when one or more of the following applies:</p> <p>Leaders ensure that there are appropriate policies and procedures in place, but these are not developed or implemented well enough to promote children's welfare and well-being.</p> <p>Relationships between practitioners, children and parents are generally effective in promoting secure attachments, well-being, a sense of belonging and individual care needs. However, there is some inconsistency and/or a lack of intended impact for particular groups of children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other</p> | <p>and implemented well across the setting.</p> <p>Leaders create a safe, welcoming space where children typically enjoy play, learning and social activities and have daily access to outdoor learning.</p> <p>Hygiene practices ensure that the personal needs of babies and children of all ages are met appropriately.</p> <p>Practitioners teach children to become increasingly independent in managing their personal needs.</p> <p>Practitioners teach children about making healthy choices about food, rest, exercise and screen time.</p> <p>Leaders and practitioners provide a healthy diet. Practitioners make sure that mealtimes are opportunities to promote children's good manners and social skills.</p> <p>Practitioners support children to develop their physical and emotional health. They provide children with the age- and stage-</p> | <p>reviewed, strategically adapted and effectively amended.</p> <p>Leaders and practitioners have a comprehensive knowledge and understanding of the setting's children. They are highly responsive to the varying needs and changing circumstances of individual children and families.</p> <p>Embedded and well-structured routines motivate children to develop long-lasting healthy habits, fostering a solid foundation for self-care, physical health and emotional wellbeing. As a result, children consistently make their own healthy choices and decisions.</p> | <p>families feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the setting's inclusive culture and are exceptionally well prepared for their next steps, including for school, where appropriate.</p> <p>Leaders' actions have a transformational impact on the welfare and well-being of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These children are now able to thrive in the setting and beyond.</p> <p>There are no significant areas for improvement that leaders have not already prioritised.</p> <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <p>support improvement across all aspects of their own setting and/or group</p> <p>share their learning and best practice externally to support system-wide improvement, for</p> |
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| | <p>barriers to their learning and/or wellbeing.</p> | <p>appropriate knowledge that they need to stay safe and healthy.</p> <p>Children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop secure attachments and a sense of belonging through warm and positive relationships with key persons, which promote their well-being effectively.</p> | | <p>example with other settings, professionals, their community and stakeholders, including local and/or national networks.</p> |
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LEADERSHIP AND GOVERNANCE

Strengths:

- Clear vision and values centred around achieving, caring, and enjoying.
- Dedicated and passionate team of early years professionals.
- Strong parental communication and involvement.
- Leadership to monitor routines, planning, observations, and Key Person effectiveness
- Monthly review of staff training and development
- Feedback gathered from staff and parents for continuous improvement

Areas for Development:

- Fully integrate the nursery within the nursery governance and management structure.

Evaluation: Expected Standard

Justification: Leadership demonstrates a clear vision and commitment to improvement. However, the ongoing integration of the nursery into the nursery's governance structure indicates as "Expected Standard moving towards Strong Standard".

| Urgent Improvement | Needs attention | Excepted Standard | Strong Standard | Exceptional |
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| Leadership and governance are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's safety, well-being and/or learning and development and any of the following apply: | Leadership and governance are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning | Leadership and governance meet the 'expected standard' when all the following apply: Leaders understand the setting's context, strengths and areas for development. They are ambitious for children, taking appropriate action to drive improvement and/or maintain high standards of | Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders use their detailed and perceptive analysis of the setting's strengths and areas for improvement, alongside any | Inspectors may consider leaders' work in leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of leadership and governance have been sustained. Leaders at all levels, those responsible for |

Green – full achieved; Amber – working towards

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| <p>Leaders are not suitable and/or do not act in children's best interests. This might include where there are concerns about leaders' integrity and their decisions relating to provision for children who receive statutory support, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being.</p> <p>Leaders do not have the capacity to improve the quality of education and care.</p> <p>Actions taken to tackle areas for development have been insufficient or ineffective.</p> <p>Links with parents and with other settings and professionals involved in supporting children's education and care are weak.</p> <p>Staff workload is unsustainable.</p> | <p>and development and/or safety and welfare.</p> <p>This may include when one or more of the following applies:</p> <p>Leaders have a broad awareness of the setting's strengths and areas for development, but their actions lack precision and/or do not identify underlying causes of any weakness.</p> <p>Leaders' actions to bring about improvement are largely focused on the right areas for development, but do not lead to improvement quickly enough.</p> <p>The nominated individual understands their broad roles and responsibilities but does not support and/or challenge leaders well.</p> <p>Leaders are conscious of the implications that any changes to practice may have for staff's workload, but they do not do enough</p> | <p>education and care. When improvements are needed, leaders' actions are timely and effective.</p> <p>The nominated individual ensures that leaders have a suitable vision and strategy for the quality of provision and that resources are managed well. They typically support and challenge leaders appropriately, giving due regard to leaders' well-being and workload.</p> <p>Leaders provide regular, relevant and appropriate professional learning and expertise opportunities and constructive feedback for all practitioners, which equips them to carry out their roles successfully.</p> <p>Leaders take action to ensure that staff feel valued and workload is manageable. They avoid creating unnecessary burdens.</p> <p>Leaders engage with parents and professionals thoughtfully and positively in a way that supports children's education and care. This includes at times of transition, to enable children to settle quickly when they start at</p> | <p>changes in context, to understand the effectiveness of their provision, working in partnership with the nominated individual, when appropriate. They are adaptive and responsive to the setting's changing needs and circumstances so that they have a consistent focus on securing excellence for all children.</p> <p>Leaders ensure that a culture of high expectations and professionalism is embedded across the setting. Staff make a consistently strong, positive contribution to improving the quality of provision. This makes a significant, positive difference to children's education and care.</p> <p>Leaders have instilled a culture of continuous improvement in which staff consistently ask for, accept and offer feedback as part of improving their practice and the provision overall. Professional learning and expertise opportunities are of high quality and are precisely matched to improvement priorities and the individual needs of practitioners. They have a positive impact on the quality of provision and on practitioners' practice.</p> | <p>governance, and all staff make a strong, positive contribution to the setting's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the setting's work. v</p> <p>Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>These children achieve and thrive.</p> <p>There are no significant areas for improvement that leaders have not already prioritised.</p> <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <p>support improvement across all aspects of their own setting and/or group</p> <p>share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and</p> |
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| <p>Where relevant, the nominated individual is unclear about their statutory duties in relation to leaders' well-being and does not support them appropriately.</p> | <p>to manage that workload or to avoid unnecessary burdens.</p> <p>Leaders have a broad programme of professional learning and expertise, but it is overly generic or insufficiently targeted on improving practice.</p> <p>Leaders have engaged with parents and with other professionals, but this has been limited and/or not targeted appropriately.</p> | <p>the setting and move on seamlessly to other settings or school, when appropriate.</p> | <p>Leaders' consistently thoughtful and positive engagement with parents, including those who are harder to reach, ensures that children thrive in all aspects of their development and are exceptionally well prepared at times of transition.</p> | <p>stakeholders, including local and/or national networks.</p> |
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