

Early years self-evaluation form

For provision on the Early Years Register

Age group: Birth to 31 August following a child's fifth birthday

Published: October 2012

Reference no: 120332

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Setting name	Shortstown Primary School	
Setting unique reference number		
Setting address	Beauvais Square	
	Shortstown	
	Bedford	
	Postcode	MK42 0GS
Completed by (name and role)	Kelly Bobbett EYFS Lead	
Date completed	April 2017	

Introduction

This optional self-evaluation form is for providers on the Early Years Register. You may prefer to record your self-evaluation on a different form, for example:

- a children's centre self-evaluation form which covers the registered part of your provision
- a local authority form
- a quality assurance scheme system.

If you submit this form online or send it to Ofsted as part of your planning cycle, the inspector will use it when planning your inspection. If you choose not to send it to Ofsted, or you complete a different form of self-evaluation, please make this available to the inspector at the start of your inspection.

Whatever way you choose to record an evaluation of your provision, the inspector will expect this to include:

- the views of children, parents and any staff or assistants you employ
- the views of other professionals who may work with you, such as local authority advisers/development workers; health professionals; children's centre staff and any other early years provision
- your strengths, any areas for improvement and the actions you propose to tackle them.

You may find it helpful to use the following to evaluate your provision:

- *Early years self-evaluation form guidance*¹
- *Evaluation schedule for inspections of registered early years provision*²
- *The Statutory Framework for the Early Years Foundations Stage*³
- *Development matters in the Early Years Foundation Stage*.⁴

¹ *Early years self-evaluation form guidance* (120342), Ofsted, 2012; www.ofsted.gov.uk/resources/120342.

² *Evaluation schedule for inspections of registered early years provision* (120086), Ofsted, 2012; www.ofsted.gov.uk/resources/120086.

³ *The Statutory Framework for the Early Years Foundations Stage*, Department for Education, 2012; www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs.

⁴ *Development matters in the Early Years Foundation Stage*, Department for Education, 2012; www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs.

Completing this form

Please make sure you have completed the setting details at the beginning of the form, including the name of the person who completed it. Please make sure any additional sheets you might use have the name of the setting and unique reference number (URN) at the top.

The form is in two parts. Part A tells us what those who use the setting think of the quality of the provision you offer. Part B gives you an opportunity to evaluate your provision using the same judgements as inspectors.

Part A. Setting details and views of those who use the setting

Section 1. Your setting

In this section describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.

Refer to the *Early years self-evaluation form guidance*, page 5.

Shortstown Primary School has a Foundation Stage unit consisting of two reception classes and is connected adjacent to the Preschool to support transition and moderation. The Foundation Unit is positioned close to the Year 1 classroom to support with ensuring a smooth transition and moderation. There are 60 children within the two reception classes who live locally and reflect the economic, social and cultural diversity of the area.

The Foundation Unit currently has 25 EAL children, 14 Pupil Premium, 14 SEND Status children, 25 boys and 32 girls.

There are a number of further education students who are carrying out placements within the setting. The University of Bedfordshire as well as Hertfordshire University use the Foundation Unit to demonstrate good practice for their Early Years courses supporting and developing their students for the future. Also the local college, Bedford College, is supported through many placements in both our Reception classes and the Preschool to support the development of good to outstanding early years' practice. The Foundation Unit along with the preschool and EYFS Lead support other local early years settings in observations, moderation and transition.

The Foundation Unit has suitable access for children and families with physical disabilities as it is located on the ground floor, with accessible toilets.

The children have continual access to a secure outdoor play and free flow is encouraged. The Foundation Unit and preschool encourage free flow between their rooms on a weekly basis ensuring a smooth and positive transition occurs. The children are encouraged to access the rest of the school grounds enabling them to develop confidence and self-assurance for their transition to Year 1. The children along with adult supervision explore the school's wildlife garden, pond and large field.

The Foundation Unit works closely with the preschool. The EYFS Lead and Preschool Manager meet regularly to discuss the progress of the children as well as offering support and advice where ever possible. The Foundation Team attend all Inset Training Days as well as weekly staff meetings. The EYFS Lead has half termly meetings with the team to discuss any concerns, strategies and children's progress to ensure the smooth running of the unit. The EYFS Lead also provides training for Preschool Staff on a weekly basis alongside the Preschool Manager. The Cover Supervisor within the Foundation Unit also has regular half termly meetings with the TA's to ensure they are up to date with curriculum and will feedback to the EYFS Lead. This is to ensure information is disseminated to all staff and this is supporting the development of a consistent approach to learning, policy and procedures between the two settings. The EYFS Lead and Preschool Manager monitor all members of the preschool team regularly to ensure accuracy and support continued professional development. The EYFS Lead monitor's the Reception team staff half termly reviewing their observations and providing training where needed.

The EYFS Lead, school staff and Preschool staff work together to develop planning and assessment procedures which enable children's learning to be continued through transition. The children are tracked through the school and any gaps in their learning are fed back to the Preschool who then addresses these needs in their teaching.

There are currently 2 qualified teachers full time, 1 cover supervisor full time in Reception and another who works between Year 1 and Reception. There is also support staff who work half their day in the Foundation Unit and half their day in Year 1 as another means of supporting transition. All staff have completed their first aid, safeguarding and welfare and are currently completing their food handling courses, in line with the new EYFS expectations. The Appraisal process identifies any development needs for individuals and the monitoring arrangements are included within the appraisal process. The EYFS Lead and Preschool Manager carry out the appraisals for Preschool staff together. The EYFS Lead will induct the trainee students from Bedford College with the Cover Supervisor present as the individual's mentors and communicates with Bedford College to ensure they are on track.

Section 2. Views of those who use your setting and who work with you

This section should record:

- the views of the children who attend your setting and those of their parents or carers
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in
- the RAG ⁵rating the local authority may give you to indicate the level of intervention they offer.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

Refer to the *Early years self-evaluation form guidance*, page 6.

⁵ The local authority categorise settings by the amount of targeted support they need. Most local authorities use a red, amber, green (RAG) system to do this.

The Reception classes were previously inspected in April 2013 within the whole school's Ofsted, where they were graded Good in all areas. An EYFS ACE plan is reviewed with the EYFS Lead within Key Stage meeting including members of the reception and preschool teams. The EYFS Lead and Head Teacher review the development plan on a regular basis. This is also linked to the Primary school priorities. Parental questionnaires are sent out termly in line with parent's evening to capture parent and carer responses. All of the results were positive and gave either strongly agree or agree for their answers. The questionnaire is in line with the OFSTED expectations and is distributed at each parent's evening. The Head Teacher collects all the responses then provides the parents with responses as a whole as well as individual answers if any parent has asked specific questions. The EYFS Lead, Head Teacher and Preschool Manager discuss the preschool questionnaire responses and provide feedback for the parents.

Each child has a 'Reading for Pleasure' book which they can exchange as often as possible, with a reading record whereby parents are encouraged to communicate with the class teacher as often as possible. A 'Home Observation' sheet is sent home every half term for parents or carers to complete, including activities or events they and their children have taken part in. It can include after school clubs children attend, parents tend to complete through photos or written comments. This is accompanied by a letter to explain the importance of this form and how the evidence collected will be included into their child's learning journey enabling next steps in their learning to be developed. It also compiles part of each child's Early Years Profile. A copy of the 'Home Observation' sheet is available to download from the school website under the Reception Learning area. **2Simple is used to collect parent observations and parents in Reception are now beginning to use this facility which can be added to the child's learning journey as they can be linked to the curriculum to demonstrate how the children are learning in different environments.**

Each year before the children and their families start in the Reception classes, **the PTA** encourage new parents to join either by sharing specific skills they have or helping arrange and support activity evenings and fete's. There will be opportunities to join the Governing body if a space becomes available.

There is a Key Person system in place from the start of each year group. A letter is provided explaining the importance of a Key Person in the development of their child. The letter informs the parents who their child's key person is but also explains all members of Foundation Team are available to discuss the children's progress at the beginning and end of the day, if they require more time they can make an appointment. **Parent's Evening occurs twice a year and parents receive three reports. Daily discussions with the children's key person can occur both at the beginning or the end of the day as all members of staff are present.**

Throughout the Foundation Unit observations are carried out on the iPad using 2simple. This is used to record observations and support tracking. Also narrative observations are carried out by the Key Person on specific key children where there are concerns about their development or they have specific needs as referenced in Early Years Policy. All staff are encouraged to undertake observations of all the children to ensure they are fully aware of each child's development and progress. Reception staff attend whole school staff meetings as well as Key Stage meetings and the EYFS Lead once a half term has a staff meeting for the reception classes to discuss positives and areas for development resulting in regular minutes being taken. The TA's have a meeting lead by the Cover Supervisor in Reception. Staff track each child's well-being and involvement levels through an assessment tracker. This is completed termly unless an individual demonstrates emotional needs earlier. Any external agency reports are used to inform practice and next steps for individual children. The Reception Classes work closely with the school's Inclusion Manager and Family support worker to ensure consistency of approach.

Part B: The quality and standards of the early years provision

This part of the form covers the judgements the inspector will make when evaluating your provision. It is important to have your own judgement about how well you are doing in these areas.

Section 3. How well the early years provision meets the needs of the range of children who attend

This section is about the impact of your provision on children's learning and development. You should refer to:

- *Early years self-evaluation form guidance, page 7*
- *Evaluation schedule for inspections of registered early years provision, pages 6–9.*

Evaluation

Throughout the Foundation Stage Unit the EYFS Curriculum is deployed. It is also used within the preschool, Nurture unit and at the beginning of Key Stage 1 in Year 1 until the child is ready to transfer to the National Curriculum. **Children who have Special Educational Needs and are still working on the EYFS curriculum are provided training and support from the Reception team when needed. In the Summer Term the whole school undertakes a 'Five to Thrive' approach which supports the transition process for all children and staff.** The children select and choose their topics and areas of learning throughout the year, providing the questions they would like to research and discover new facts about. Observations of children's interests are used to develop future planning. There are many opportunities provided both inside and outside of the Reception Classes as well as in the main school building and playground which include risky play provision. This provides interesting and challenging experiences that meet the needs of all children.

This is supported through ECERs development action plans which have ensured the children's progression and development have been challenged and provided with a variety of opportunities. We provide a variety of imaginative and varied experiences through the year to celebrate similarities and differences through religious festivals, cultures and traditions. These are shared through the School Blog and display boards around the classroom as well as evidenced on 2Simple which are emailed to parents if they choose. Parents are included within celebrations and understanding different cultures e.g. sharing stories in different language, cooking traditional foods, reading together for World Book Day, providing symbols and artefacts as well as celebrating Christmas and Easter with 'Come and Play' sessions. Parents also have contributed to display boards especially with translating numbers and cooking activities. Feedback from activities by children, staff and authority have developed good practice. Training is implemented both internally and externally whereby staff need to attend supporting development.

2Simple on iPads has enabled the development of daily assessment as it identifies the next steps for individuals, the whole class and vulnerable groups. These are used for planning and reporting to parents as well as being transferred to Key Stage 1 for the Year 1 and Nurture teachers to analyse. The EYFS Lead and Reception teacher will conduct a meeting with the Year 1 team including Nurture Teacher, Inclusion Manager and Family Worker to discuss each child's individual needs and development.

Observations by the Inclusion Manager are used to support family meetings and/or requests for external agency support to ensure and provide next steps for supporting the development and progression of all individual needs.

The children are tracked according to vulnerable groups as well as whole classes. Once the assessments have been analysed the children are differentiated according to ability and individual needs are met. Assessments identify attainment and show all groups make progress relative to their baselines. Each child's baseline assessment is completed within the first half term of the child starting in September. Routines are well planned and objective driven to ensure effective learning is taking place at all times. These objectives are differentiated according to individual needs and focus on next steps.

Children are highly motivated, engaged and focused upon all activities planned and carried out. The Characteristics of Learning are demonstrated daily through the activities both adult and child led. The Characteristics of Learning display board is regularly updated with photographs linked to the different characteristics. Also the British Values are displayed on the display boards and the children are supported in understanding these through discussion and circle times.

Transition opportunities in school enable the children to prepare for their next stages in learning. The Reception classes attend daily whole school assemblies, take part in daily phonics lessons, behaviour rewards, PE kits and weekly PE lessons all of which enable the children to be prepared with their next stage of learning.

Staff attend weekly staff meetings as well as INSET days, providing feedback to volunteers and students. Children are supported to develop their communication and language skills as well as their social skills and manage their behaviour, resulting in good progress in their learning.

SEND children identified early and the Inclusion Manager supports next steps. Positive relationship with Authority Early years support team ensure all needs are met. Families involved in all stages of the support, supporting children to meet their expectations and next steps. Parents can speak with either Key Person or Class Teacher whenever required. Parent meetings are recorded with agreed outcomes to be followed up. Review meetings are organised to ensure parents are included and fully aware of their role in their child's development. Parents can make appointments if they require more time to speak with their Key Person or Class Teacher. Parents are provided half termly a Home Observation sheet to record areas of interest or learning they have been exploring with their children outside of school. This is included in the child's Learning Journey and Profile data. Parents are provided a letter to explain the importance of this being carried out regularly and this as well as the Home Observation sheet are attached to the Learning Area of the school website. Baselines are carried out each year on the new cohort of children entering the Reception classes, if a new child enters the cohort later on in the academic year the baseline is carried out at that time. This baseline on entry and data are used to compare vulnerable groups starting points and track progress over the year. This will enable interventions to be delivered to meet individual requirements and identify key learning needs. The data is analysed half termly to ensure the gaps are being narrowed and children are being supported and challenged at the correct level for their development. This is completed by the EYFS Lead and Reception Teacher who cascade back to the Reception Team and SLT.

My practice is:

Outstanding: my practice is exemplary	✓
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Section 4. The contribution of the early years provision to children's well-being

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. You should refer to:

- *Early years self-evaluation form guidance, page 8*
- *Evaluation schedule for inspections of registered early years provision, 10–12.*

Evaluation

Children are provided a Key Person upon entry to the Reception Unit. They are supported by all members of the team as this ensures they are able to develop strong social and emotional skills which will support them throughout their lives. Secure attachments are developed with both their Key Person as well as other members of the team. A letter is sent to the parents to inform them who is their child's Key Person, their role and the importance. The letter is available on the school's website within the Learning Environment. Parents are also offered the opportunity to meet their child's Key Person to discuss learning and development or meet the class teacher and are able to book appointments.

Key Person completes half termly narrative observation on specifically identified Key Children as well as their regular 2Simple observations which supports their understanding of the children and next steps. The Key Person is responsible for monitoring their group's development by visiting the 2Simple dashboard regularly to identify areas of development and feedback to EYFS Lead. Each Key Person spends time with their key group throughout the day although the children are comfortable and have strong attachments to each member of the team. Each Key Person is available at the end of the day to communicate with parents (they have choice to speak with the class teachers). All information fed back to the class teachers and recorded. All staff carry out observations using 2Simple, of all the children to ensure continuity and an understanding of every child's needs.

All responses to children's needs are consistent and follow the school policies. The Early Years Foundation Policy is reviewed regularly with the EYFS Lead and Head Teacher. All staff contribute to the planning process around children's needs. Advice can be sought from external agencies for support when required and the Inclusion Manager liaises with them on the children's behalf. Planning shows learning and teaching around diversity; children learn to tolerate and respect difference.

Risky play is included in all areas of the curriculum. Activities are discussed after carpet time with the children to provide a clear explanation about what is on offer and safety. Child initiated activities involving challenge and risky play are encouraged with adults providing support when required. This enables the children to develop an excellent understanding of how to manage risks challenge themselves as well as become independent. Practitioners consistently give the highest priority to the safety of children as Risk assessments in place – sessions are assessed and risks identified. H&S concerns taken up with class teachers and passed to site agent and Head Teacher. Children are supported effectively to understand how to keep themselves safe and healthy, through routines including Physical Development within outside activities, cooking in the DT area and PE lessons in the school hall where by they are required to change into their PE kits. Children show they feel safe in the setting through self assessment of their day using their thumbs to distinguish between happy and feeling confident in their understanding of the activity as well as to demonstrate whether they feel it has not been achieved or is unproductive. They are confident to communicate their feelings and thoughts with any member of the Reception team. Conversations with children by staff explaining impact of behaviours and supporting right choices encourage children to share any concerns.

Learning Journeys are compiled as an electronic document where the observations form the children's assessments. This is completed using 2Simple, which identify each child's development and next steps. Communication with home and parents is a high priority, parents are encouraged to discuss any concerns with a member of the team who will endeavour to solve the issue. Also parents are provided the opportunity to provide an email address from the beginning of their child's journey so that regular updates from 2Simple can be emailed directly to them throughout the year. Rewards and praise are given to each child. There is a highly stimulating environment with child-accessible resources promoting learning and challenge both inside and outside. Free Flow is on offer throughout the day and real life tools are available for the children to investigate. Communication and language opportunities are used for all activities to develop independence and confidence as an individual.

All members of staff are included in skilfully supporting children's transitions both when starting the reception classes and when moving up to Year 1. The Reception children are transitioned up to their new classroom with the support of both their new and old teachers in the second half of the summer term in order to ensure a smooth and calm transition back in September. This follows the school's policy throughout the school. Equally the children who attend our preschool and have received a place in our Reception classes are transitioned into the Reception Classes for longer periods than previously as they too have time to get to know the structure and routines with the support of their familiar adults. The Reception teachers visit those children who are due to attend who do not attend our preschool in their familiar settings. This has proved success for both staff and children, ensuring everyone is more settled and secure quicker in their new routines and surroundings. This is evidence by discussions with the Year 1 team who have reported how quickly the children adapted to their new environment and settled into their new routines with them.

Your priorities for improvement

My practice is:

Outstanding: my practice is exemplary	✓
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Section 5. The leadership and management of the early years provision

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- partnership working.

You should refer to:

- *Early years self-evaluation form guidance*, page 9.
- *Evaluation schedule for inspections of registered early years provision*, pages 12–15.

Evaluation

Assessments show children's learning needs, including evidence recorded on 2Simple; the information is passed on to Year 1 enabling learning to continue from a clear baseline. Monitoring of planning and assessment show a consistent approach. Monitoring of the Key People's observations both narrative as well as electronic ensure accuracy and understanding of the EYFS curriculum.

Baseline observations carried out in first half term are to identify strengths and next steps for development which inform planning and learning within the environment. Planning is led by the children as to areas of interest and questions they provide at the start of the topic. Once we have this information we focus on the objectives to be developed from the Early Years Outcomes to ensure the curriculum is met and assessed throughout their time within the Early Years Unit. This follows the school's policy. Those children who are still working on the Early Years curriculum when they enter Year 1 will continue with this before moving into National Curriculum. The Year 1 team have been trained both internally by the EYFS Lead and attended external courses to develop their understanding and confidence in delivery of EYFS activities and objectives, including Five to Thrive approach.

Children with identified needs are targeted so interventions can be implemented to close the gaps. Home Observation sheets are included in the Foundation Stage Profile.

Recording and reporting procedures for Child Protection concerns, medical needs and SEND follow the school policies and procedures. External agencies become involved when required after discussions, observations and contact with the Inclusion Manager. The EYFS Lead and Reception teacher meet parents to discuss their children's medical or learning needs and create the IEP then feedback to the Inclusion Manager. The EYFS Lead also ensures all staff who work in the Reception unit are aware of the individual needs of the children to ensure they understand their responsibilities as well.

Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents, external agencies and other providers including the Inclusion manager who works closely with class teachers and staff to support observations, parent meetings and develop children's targets. Parent meetings are recorded.

Assessments show impact of support as children continue to make progress. Each half term the EYFS Lead analyses the assessment data to determine who, where and how we can support, challenge and develop individual children. IEP's are used when required. See SEND policy. The Reception Unit meets the safeguarding requirements through the School Policy. Risk assessments are in place and the premises are supported by site manager.

All staff attend required training and is up to date.

Self-evaluation is ongoing. The EYFS Lead makes observations on staff performance and key worker expectations for reviewing children's progress.

Performance management carried out yearly and reviewed twice through the year for all staff and consistently applied. The EYFS Lead regularly monitors staff, students and volunteer's performance in the setting. There is a clear induction and review process. Transition process began with identification of next steps in staff development. Priority was given to training staff when the EYFS curriculum was adapted as well as hygiene needs. Now all staff are confident in delivering the curriculum. Support and training through induction process is provided for new members of staff or volunteers. The Reception Unit joins in with Whole School days whereby the parents are encouraged to share learning with their children. Parents are given a letter at the beginning of each topic half termly to invite anyone to share any ideas or skills linked to the topic. Questionnaires to parents carried out at parent's evenings and feedback provided by the Head Teacher to the whole school in the newsletter. EYFS Lead analyses the responses and will reply to any concerns raised. Both the EYFS Lead and Preschool Manager are part of the Senior Leadership Team. Also the EYFS Lead and Preschool Manager meet regularly and have a meeting weekly.

The amalgamation of the Reception classes with the preschool has flourished. Now the two areas are growing to include the 2years and all members of staff are familiar with each other and supportive towards each other. The EYFS Lead and Preschool Manager regularly monitor the preschool staff observations both narrative and Ipad and provide feedback to support with their development and understanding the importance of producing accurate and consistent observation and assessment.

Your priorities for improvement

-

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Section 6. The overall quality and standards of the early years provision

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement and the grades you have awarded yourself.

You should refer to:

- *Early years self-evaluation form guidance*, page 10
- *Evaluation schedule for inspections of registered early years provision*, pages 15–16.

The overall quality and standards of my early years provision is:

Outstanding: my practice is exemplary	✓
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Any further comments you wish to include

Now we have extended the preschool to include 2year olds including funded and non-funded. We have a strong team who work to ensure the children are transitioned and supported from the age of 2 to 5 years old. The continuity of care has been extended to include those who are much younger and require more support as well as their families who seek out support and guidance from the staff. The transition process now includes the added unit whereby adults take groups of children to explore on a rolling programme. The policies and procedures are continually reviewed to ensure consistency.

The Reception class have good relationships with external agencies and the Authority to ensure individual needs for EAL, and SEND children are supported. The Reception Class Teachers work with the Inclusion Manager and family support worker to support families and children with a range of needs. This has seen the children progress in confidence, language and learning with the parents feeling able to provide the necessary support. The EYFS curriculum is continually being developed through moderation. This occurs each half term with the EYFS Lead, Reception class teacher and Preschool Manager who undertake observations followed by a discussion around the evidence collected. This ensures consistency of observations and assessments to aid transition and identify gaps in learning. Moderation of assessments take place regularly and both class teachers attend regular cluster moderation throughout the year. Monitoring of both Reception and Preschool staff's observations are carried out either weekly or half termly to ensure consistency and accuracy at all times. Moderation is also carried out as a whole school to provide all staff the opportunity to see where the children move towards and equally where they came from in their development and learning.

The EYFS Lead and Preschool Manager work with Bedford University and supporting other settings in moderation, observations and transition. The reception class teachers and cover supervisor are members of the school curriculum and early year's working parties and support whole school development in all aspects of the curriculum, implementing strategies to support the narrowing of gaps in learning realised through assessment analysis and observations. Tracking procedures are used to track children from preschool to Reception and on to Key Stage 1. This enables strengths and areas for development in their learning and early experiences. Planning is developed around the EYFS objectives and differentiation is implemented as the expectations are realised. All the staff within the Foundation Stage Unit continue to show commitment to their children and families and are working closely with the Head teacher and senior leaders in school to develop their practice further. All members of the Foundation Stage Unit attend inset training and staff meetings. They implement aspects of school procedures and learning. For example, the reward systems of the daily Hot spot and weekly beanie to ensure consistency and support for transition. The staff use the school training to review their practice and implement activities to develop children's understanding ready for their transition. The school site manager ensures risk assessments are completed and reviews risk assessments and Health and safety procedures. The two classrooms are fully operating and at capacity with 60 families attending. The number of EAL children has also increased and these changes are being managed and supported by the EYFS Lead, Senior Leadership Team and EAL Coordinator to ensure provision is in place for the changes.