Wiltshire Council

Record of Contact

Setting: The Mead Orchard Nursery, Trowbridge.	**Date of Visit:** 24/01/2025. **Time:** 09:30-11:30 **Phone / video /Site visit**	**OFSTED:** New registration	**Adviser/Officer:** Caroline Brothers Early Years Advisory Teacher Tel: 07773285062 caroline.brothers@wiltshire.gov.uk

Those involved:
Mark Stenton - Headteacher
Jayne Ogbourne – Nursery lead
Caroline Brothers - EYAT

Significant changes in context:
None noted or shared.

Purpose of contact:
Annual visit to support continuation of good practice

How time was spent?

- Learning walk around the nursery environment
- Feedback discussion with Mark and Jayne, including recommendations detailed in 'Agreed Outcomes' section below.

Communication and Language Development - Strengths/Improvements/Concerns

Children are very well supported in their communication development

- High quality and well looked after books are beautifully displayed around the indoor areas of provision to inspire and extend children's thinking whilst playing in those areas.
- A well-stocked book area is provided indoors and out.
- Practitioners support and extend children's conversations inside and out.
- Plethora of planned activities focus on developing children's oracy. For example, circle times, rhyme time, key person group times and the nursery element of RWInc.
- EYAT recommended 'Chatting with Children' ICAN resource cards (available to purchase from Speech and Language UK as an additional resource to support children's communication development at group times and at home.

Other Strengths/Improvements/Concerns:

- The school are restarting their journey with The Bristol Standard QA scheme. EYAT (who is also the mentor for this scheme for the school) will lead an hour-long online refresher for the EY team on **13th February. 4:15-5-15.**
- The nursery lead is exceptionally reflective and proactive to ensure that the nursery provision and practice is of the highest quality possible for the children in her care.
- Children clearly feel happy and settled in this nurturing, homely nursery.
- Partnerships with parents is strong. For example, family pictures are thoughtfully displayed in the room and parents are encouraged to contribute towards their child's learning at school and at home.
- Assessment practice is robust, and progression of skills are very well thought through, articulated and delivered across the curriculum which enables every child to flourish and thrive from their starting points.
- Transition arrangements are a strong feature of the nursery's practice which ensures children experience a very smooth transition into reception. For example, nursery children join reception children at lunchtimes in the school hall and the reception and nursery children play together daily in the large outdoor areas.
- Areas of provision inside and out are inviting for the children because they are attractively set up, well-resourced and well maintained to a very high standard.

- Children are deeply engaged in their learning and are encouraged to think for themselves, problem solve and take manageable risks which promotes development of their Characteristics of Effective Learning skills (COEL).
- Children enjoy a wide variety of local walks to increase their knowledge and understanding about their local community. For example, frequent trips to the local shops.

Safeguarding:

- None noted or shared.

Agreed outcomes to secure impact from this contact:

- Develop community links further by taking children to visit older members of the community living in the nearby nursing home
- Further develop mathematical concept development by creating number line/s that children can manipulate themselves (e.g. EYAT role modelled extension to outdoor number line today).
- Take children to the local park where they can benefit from an even wider range of challenging play equipment to support gross motor skill movement.
- Could further develop loose parts play by creating a transient art area. Particularly helpful for children for whom joining materials may present as a barrier to access.
- Could plant up willow in buckets to create living archways to different outdoor zones (e.g. could be used to frame your newly planned stage area).
- Addition of solar-powered fairy-lights and/or old DVD discs hung in mature trees creates magical lighting/light movement around the environment, particularly uplifting on overcast days.

Strengths/Improvements/Concerns regarding children vulnerable to underachievement:

- Two children with complex SEND needs (and both children are previously looked after) are being well supported. Shelley Hibbard (EYIA) also visits to provide support/advice in meeting their needs.
- Three children who are learning EAL (Romanian, Polish, Turkish) are all thriving.

Agreed outcomes to support these children:

- Five to Thrive One page profile (attached with this note of visit). This is a helpful resource for focusing on meeting the emotional needs of children (particularly children who may have experienced a toxic early start in life).
- To ensure children learning EAL can see their cultures celebrated around the environment, it would be inclusive to add a range of culturally relevant materials in the provision areas. For example, adding packaging with different text from Romain, Polish and Turkish cultures to your role play area.
- Dingles Promise is a free to access online modular programme to upskill the workforce in supporting children with SEND needs (ten modules in total). Good to encourage all staff to register and complete programme.

Dates of planned contact if relevant	**Purpose of contact**
• 13th February. 4:15-5:15	• The Bristol Standard refresher meeting.

Discussed and agreed with
Mark and Jayne.

comment (if any)

Circulation	**Originator to note any additional individuals for circulation**
Setting File	Ofsted, if requested