



# Aims

1

To provide networking opportunities for early years lead practitioners

2

To support early years leads to review and develop their provision to ensure the best outcomes for children

3

To support settings to understand how to carry out a learning walk in their setting, giving a clear overview of the quality of their provision



# Reviewing Quality

- What is high quality in early years practice?
- How do you know if you have high quality provision? (what do you see and hear in your setting?)
- What do you currently do to review the quality of your provision? (formal and informal review)

# Audit Tools – some examples

- West Sussex Quality Improvement Criteria – updated version coming soon!
- [West Sussex Inclusion Framework \(local-offer.org\)](http://local-offer.org)
- ECERS/ITERS etc [Environment Rating Scales® | Environment Rating Scales® \(unc.edu\)](http://unc.edu) – also SSTEWS, MOVERS
- [Challenging practice to further improve learning, playing and interacting in the Early Years Foundation Stage \(foundationyears.org.uk\)](http://foundationyears.org.uk)
- [Learning, Playing and Interacting - Good practice in the Early Years Foundation Stage \(foundationyears.org.uk\)](http://foundationyears.org.uk)



# Planning for Quality Improvement

1 - Curriculum – Intent, Implementation, Impact

2 - Environment – physical and emotional

3 - Adult child interactions

4 - Inclusion – meeting the needs of all children regardless of background or level of need

5 - Supervision, observation, support and training for staff

6 - Routines

7 - Staff roles and responsibilities – sharing the load, supporting staff development

# Quality Improvement Planning

Area for development objectives	Actions	Who is responsible?	When will it be done?	Resources or funding needed	Impact (What will it look/be like when done - what impact on children?)	Review of progress
A						
B						
C						
D						

Area for development objectives	Actions	Who is responsible?	When will it be done?	Resources or funding needed	Impact (What will it look/be like when done - what impact on children?)	Review of progress
Improving the quality of adult child interactions in the baby room	<p>Attend ACI training.</p> <p>Cascade training to team at staff meeting.</p> <p>Set up peer support and arrange peer observations and times for feedback.</p> <p>Manager observation and feedback – for room and individuals, set actions for next steps</p>	<p>RL</p> <p>RL</p> <p>RL</p> <p>RL and SM</p>	<p>Jan 22</p> <p>Feb 22</p> <p>Mar-June 22</p> <p>July 22</p>	<p>Funding for training cost and release time</p> <p>Release time to enable RL to prepare</p> <p>Organisation of time for staff to complete peer observations and feedback</p> <p>Organisation of time for staff to complete peer observations and feedback. Staff meeting for room feedback and next steps planning</p>	<p>Paperwork shows strengths and areas for development for staff. Observations evidence improved adult child interactions. Assessments show improved communication and language development for children in the baby room.</p>	<p>RL attended training and has resources for staff meeting. Meeting booked for 08.02.22.</p>

Example

# Learning Walk

Ofsted – to support their inspection, showing them what you want them to see and that you are proud of your provision and aware of, and are planning for, the next steps in your improvement journey

EYCsAs – to support us in our role of providing you with support and challenge in order to ensure we have sufficient, high-quality childcare available for all children