**Date: 19th February 2020**

**Time: 9.30 – 10.15**

**Room: Swallows**

**Staff: Angharad, Monda**

**Focus: What is it like for a child in the setting?**

**Children present: 10 children.**

**Strengths**

* Children displayed high levels of engagement and wellbeing, and clearly had warm and trusting relationships with the staff.
* Their individual needs were well known and met, eg. emotions were acknowledged accepted and supported, such as ‘I can see that you’re sad’, followed by a gentle discussion with the child.
* The indoor and outdoor environments were attractive, cared for and purposeful with displays and learning prompts relating to the area. High quality, stimulating open-ended opportunities were available which children used to extend play from their own interests, such as role play indoors and water/ bubble exploration outside. Children were able to move easily between indoors and out. The book corner has been relocated and replenished with a smaller selection of high-quality books, presented attractively.
* Adults extended children’s thinking on numerous occasions, eg. trying out bubble mixture and pouring water outside, looking at mirrors and reflective surfaces and role play indoors ‘scanning’ for the twin babies! Children were encouraged to think through possibilities when invited by the adult, eg. ‘let’s see if’….. Links were made to previous interests and lines of enquiry, eg. bubbles outside inspired by washing line indoors.
* Naturally occurring, high-level vocabulary extension was evident, eg. when children bumped into each other they ‘collided’ and during role play there was talk of ‘instruments’, a ‘screen’ and ‘scanning’.
* Adult-initiated activities were modelled with a pair of children and referred to at group time.
* Reference was made to the recently refreshed ‘rules’.
* Group time was highly appropriate. It included several songs with signing, which children enjoyed and participated in, a welcome song which fostered a good sense of belonging and short discussion of the learning and play opportunities available during the session with reminders of rules around these, eg. the tapioca tray and slime.

**Ways forward**

* As discussed and to suit specific cohorts of children in particular, to continue to identify further ways to promote positive behaviour. As part of this to embed and enhance Makaton signing and visuals to support routines as appropriate.
* To Observe, Wait and Listen (OWL) a little more on occasions.
* As identified by the setting, to develop opportunities for gross motor skills such as an indoor physical development space.

(See Jabadao link: <https://www.jabadao.org/jabadao-earlyyears>)

* To check that diversity is represented in resources, eg. dolls, small world figures, skin tone crayons and paints. To check and replenish these as needed.

Thank you very much for such an enjoyable visit.

Helen Beaumont