



Early Years Foundation Stage Team

VISIT REPORT

School/Setting:	Hatching dragons
Address:	
Consultant:	Verity Welch
Date:	1 12 16
Time of visit:	10 am
Met with:	Cheyenne and Team

Context

- Moderation of assessment and learning walk
- This visit looked at the progress of pre-school in all areas since baseline including the specific areas such as mathematics, literacy, A December analysis has been completed. This is very good practice.

Evaluation

- Data was summarised from assessments made of children in the second term of pre-school. 27 children. 16 of these boys and half of the cohort have English as an additional language. All children are being tracked individually which is good practice.
- The high percentage of children who are age appropriate is still very good. 3 Children who are working towards appropriate stages in Communication and language; PSED and Physical development were unpicked. (Refer to individual files) Back ground information shows that key people follow up these up in discussion with parents. There is good communication system and strategies are shared.
- Parents have been supported with communication strategies. In addition to this ages and stages of language development are clearly displayed on the notice board.
- All children have up to date record on the "Footsteps system" summative reports completed and a range of evidence used by Cheyenne to ensure assessments are accurate.
- The development of specific areas of learning such as mathematics and Literacy have had impact.
- 5 children are now above age related expectations. These were unpicked to show that 3 of these were boys and 3 bilingual children.
- This is significant because it demonstrates that there are no gaps between the progress of boys/girls or EAL children.



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- Interventions such as talking time activities, a focus on the resources, trips to library and purchase of high quality books have had significant results in raising the outcomes of children.
- It was agreed that hatching dragons has become very communication rich environment and this is matched to the progress children evidently make.
- 3 children who are above age expectations in PSED have been supported in reaching this through close keyperson relationships, accurate assessments and a change around of some of the environment areas.
- Cheyenne continues to moderating judgements to ensure that gaps are closed and adults continue to be accurate in assessments.
- In addition to this she has created a format for monitoring the provision each day which looks at the organisation of the environment and the curriculum activities on offer.
- Staff use the special books to collate paintings and writing samples etc. These were completed on a Saturday morning to ensure that each child had one in preparation for the term.
- Staff have already begun to put in significant work samples, observations and information to support tracking
- The child identified with low PD has had much targeted interventions. This means that they are now on track and age appropriate in line with their peers. In addition pre-school have had further opportunities to develop fine and gross motor skills. Examples include the daily trips, the climbing frame, use of scissors and small toys that children can now access more freely.
- There was a discussion around one child who may need additional speech and language support around sounding out some sounds.. This child is secure in all other areas. A meeting with the parent has been arranged.
- One child who is low in PD, PSED and CL attends the setting one day a week. A meeting has been set up to support the parents and nanny in offering ideas around EYFS at home.
- The development of the planning system means that opportunities and objectives are clearer and more creative. It was agreed that hand written planning is good because it shows that staff reflect on next steps daily and weekly. Planning is therefore flexible and responsive to children's developing needs.
- Staff interventions are monitored and there is much 1-1 support with a good keyperson system in place.
- During the learning walk. The setting was calm and busy.
- Examples of strong practice included.
- The heuristic play set up for under 3's.
- The snack time where children are now supported in peeling their own bananas and pouring drinks.



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- The small group playdough activity and painting activity for under 3's
- The mud writing activity which is a creative and exciting way to support literacy skills.
- Displays reflect the EYFS and this is balanced beautifully with the Cantonese writing.
- The development of the parent's notice board.
- Visual time tables are on children's levels

Possible Next steps

- Continue to monitor the environment daily or weekly and further ensure such good practice is consistent. (Cheyenne has devised a robust monitoring sheet for this)
- There was a discussion of further supporting the managing feelings of children ELO. The recruitment of an experienced teacher in SEND means that staff will have opportunities to reflect on the behaviour management policy and plan appropriate activities to support this area. There was also a discussion of using social stories to support the child who is high in literacy but low in feelings and understanding behaviour.
- There was a discussion around IT resources and whether tablets would support further learning. Because of the learning needs of under 5's it was decided that there may be other resources to support this early learning outcome. Cheyenne has purchased cameras, CD player and other resources and is reflecting on ways to further increase UTW with "Busy boxes, things to take apart, investigate", beebots etc.". VW to send information for parents which would support them in downloading quality Apps for home if required.

To summarise.

- Children at Hatching Dragons are all on track to make progress. The model of bilingual teaching is evidently working and enhances the EYFS curriculum offered. With such quick developments children who attend are making age appropriate progress or better. Bilingual children especially are performing at least equally or better than their peers.
- Next analysis late Spring or early Summer term 17

Actions agreed

- VW to seek out ICT audit
- VW to send Language resources
- Cheyenne to email Verity if anything required before February 2017
- Contact Frances.Guy@islington.gov.uk if any support is needed after February 10th. Early years team will be in contact next Spring term to introduce new LAT.



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