

# PREPARATION

- Intent / implementation / Impact
- Pedagogy-
- Articulate the sequence of learning eg physical motor skills.
- Transition
- Early Years Action Plans shared – priorities
- Worked with Subject co-ordinators
- SEND / Interventions
- Data from baselines – Nursery / Reception – What we put in place
- Ofsted questions and answers.

# STRENGTHS AND PRIORITIES OFSTED ASKED

Identify 3 strengths - What was going well

Identify 3 priorities - Communication was in both

- **Communication and Language – blogs**
- **Focus on communication and language**–Ofsted
- **Part 1** <https://www.youtube.com/watch?v=cwIW854Vy6A>
- **Part 2** <https://www.youtube.com/watch?v=ymKUJPUl46w>
- Part 3 [https://www.youtube.com/watch?v=e\\_xa6fJnmJw](https://www.youtube.com/watch?v=e_xa6fJnmJw)
- Part 4 <https://www.youtube.com/watch?v=W6lsmSk00jE> – how we inspect the Early Years
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# CURRICULUM QUESTIONS AND WHAT OFSTED OBSERVED

- ▶ How Curriculum is mapped out in Nursery and Reception – know what is taught and why.
- ▶ Communication and Language / Reading / Phonics / supporting quieter children / promoting interaction in areas with adults / modelling language with children.
- ▶ **How it works**
- ▶ Adapting Curriculum
- ▶ 'Enriched Curriculum' – what extra experiences
- ▶ Catch up / SEND
- ▶ Looked at environment / displays / books / resources

# OFSTED WALK AROUND THE EARLY YEARS

## Background

- Pointing out information – Sequences in routines and expectations / visual timetables
- Group time – deep dives
- Point out parents booklets
- Consistency Eg Phonics in Nursery / Reception and Yr1
- Nursery/Reception – behaviour / PSE / progress expectations

# OTHER AREAS OFSTED COVERED

## PARENTS

- ▶ How we support parents – workshops / Seesaw
- ▶ Contact we have with them – Twitter to give examples of what children worked on / questions parents could ask their child

## CPD

Authority –EP Small Steps

Staff Knowledge

Trust

Government Initiatives

Trust DNDLT visits more in-depth