



School Visit

21st January 2022

Sally Hilton, class visit to Nursery

The purpose of the visit was to undertake a class visit as part of the link governor duties. I am link Governor to Reception and Nursery. I had arranged the visit in advance. I wanted to catch up with the class following my visit in October 2021.

I joined the children who were sat on the mat. The children we asked to tell me what book they were reading. Using a thumbs up, a child told me it was *The Gruffalo's Child*. The children and I then moved to 3 tables. Our activity was to make a snake from clay. The children had to use their fingers to roll and shape the clay into a snake. We all practised the 's' sound. The children were encouraged to have a go making their snake and supported when they asked for help.

I asked the children what they had been doing the day. They told me in the morning they had used their listening skills to listen to Mrs Nelson who was hiding from them. They had to guess the sounds and talk about if it was a loud or quiet sound.

The children made some great snakes and helped put them away to dry over the weekend. Everyone was then asked to wash and clean their hands and return to the mat.

The whole class were then asked to go put their coats on for outdoor play, a group at a time. It was very calm and the children were challenged to do their own zips up. Outside there were a variety of activities for the children. The bikes and cardboard boxes were the most popular. The children were happy to be outside and engaged with the activities on offer. The staff were on hand to support or develop the play. For example the children who were rolling cars down a ramp were then challenged to get the cars to stop on numbers she drew on the floor.

Mrs Smith told me about the increase in children in the setting. Children had joined them after Christmas as further intake was due in April, after Easter. They are pleased that the numbers have increased to approx. 20. I asked how things had changed since my last visit. I was advised that the children were able to spend longer on a task and there was more collaboration between the children. The class are often asked to work in pairs and the staff felt that this had assisted behaviour and team work. For example pairs are asked to build together in the classroom and Windmill Wood. If attention spans start to wane, the staff bring the whole class back to the mat for a dance, a sit down or a class activity. The need for this is reducing but the technique has been really useful.

Lots of children are still not toilet trained. Mrs Smith said she had spent 3.5 hours in the toilets yesterday dealing with accidents. She explained that is a such a drain on resources as for safeguarding purposes 2 adults need to be in attendance. We discussed how this can be improved and potentially reviewing the admission criteria. She has seen another setting state that start dates may be moved back if children are not toilet trained. We discussed the difficulty of this and the expectations of parents who think its nursery's responsibility to lead on toilet training. It's a shame as all the children are detrimentally impacted by this focus of staff in the toilets.

I asked about the learning the children are doing. The staff have had a chance to assess the children and they can identify 3 different levels of ability. For some work the children are sat on tables based on their ability. An example of this is shapes. 1 group has been moved to learning 3D shapes, 1 group is counting sides and corners or 2D shapes and 1 group are matching 2D shapes. The staff enjoy working in groups and they move around the groups getting the opportunity to work with each



group. They find that this keeps them challenged and allows children to get used to working with different adults.

I was advised that they now do PE in the hall, focusing on movement play. The staff described the activities as filling in gaps in child development. For example they have found children who cannot crawl. So they are helping to fill that gap. They also explained the developmental benefits of spending time on tummies and backs. It helps with lots of developmental aspects. So PE often involves activities lying down. In the classroom they also encourage children to draw on their tummies to help build muscle strength in their arms and backs. When the children do dough disco, those movements also develop muscle and coordination skills, plus fine motor skills. It was great to learn about the staff's approach to whole child development.

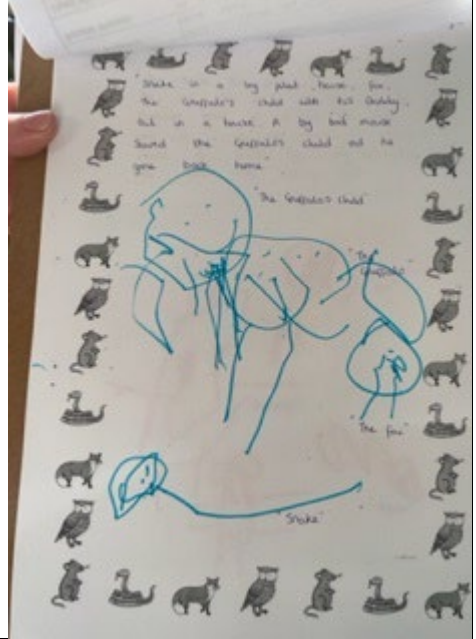
I asked about how the staff plan and if they have time away from the classroom. I was advised that they do get some time away but often have reflective conversations and change and plan during these. I was then shown the planning wall.

Previous visit actions:

- Enquire about the assessments, outcomes and plans
The class has been split into 3 and work is tailored around the 3 groups. The staff felt that they were able to extend the learning of the more capable children.
- See how phonics is developing in the class
Mrs Smith has a phonics group who are currently learning phonics taught in reception. This is to ensure that they are challenged in their current setting and being prepared for the next step.
- See how long children can play independently
The children are able to play independently for longer. The staff put in pair work to help this develop. The children are also getting used to the setting.
- See if the dough disco skills have progressed
Yes it has. The children's fine skills have been developed. I was also show drawings of the Gruffalos Child. I could see the differentiation in skills and would be able to track changes in my next visit.
- Check the numbers of children within the provision
20 in the provision
- Meet the new apprentice
The new apprentice is now the new teaching assistant.

Next visit actions:

- Ask about safeguarding procedures and practices within the class





24/1/22

Creative/Thinking

- Ben van der Burg
- Spelling books
- ...

Writing/Reading

- The Gruffalo and ...
- Drawing books
- ...

Phonics

- ...
- ...

Maths

- ...
- ...

Topic activity

- ...

The Gruffalo's child

24/1/22

Creative/Thinking

- ...
- ...

Writing/Reading

- The Gruffalo's child
- ...

Phonics

- ...
- ...

Maths

- ...
- ...

Topic activity

- ...

The Gruffalo's child

Sheet for planning etc. - Monday 24th January Foundation Stage, Nursery Area of Learning/Topic - Owl Babies
Teacher: Mrs Smith, Mrs Hudson, Miss Nelson

Area	Topic	Word	Mean	Set
24/1/22, 25/1/22, 26/1/22	24/1/22, 25/1/22, 26/1/22	24/1/22, 25/1/22, 26/1/22	24/1/22, 25/1/22, 26/1/22	24/1/22, 25/1/22, 26/1/22
1.30 Topic Owl babies	1.30 Maths - Number	1.30 English story	1.30 Phonics - Phonics/Creative development	1.30 Phonics
Read the story of Owl babies. Pupils to answer questions about the story.	1. ... 2. ... 3. ...	Write about owl babies drawing.	Write owl babies and make owl face drawing. (Use owl face cutouts to make owl face.)	What's in the box? Group 1 - Owl babies Group 2 - Owl babies Group 3 - Owl babies
Pupils to join in with owl babies activities.	1.35 Maths - Number	1.35 English story	1.35 Phonics - Phonics/Creative development	1.35 Phonics
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Owl babies ideas

- Sprays on pegs - make an owl (painting)
- Swags to make owl's face (stickling)