

PVI Inspection Outcomes in Harrow - March 2016

There are currently 105 Private, Voluntary and Independent Early Years settings in Harrow. Ofsted inspection outcomes are:

Good or above:	72% (76 settings)
Requires Improvement:	6%
Satisfactory:	6%
Inadequate:	3%
New:	13%

During the period Nov 2015 – March 2016 a total of 21 settings (20%) have been inspected by Ofsted

Grade	Settings	%
Good or above:	17	77%
Requires Improvement:	2	9%
Inadequate:	3	14%

- Three (14%) settings have moved from Good to Outstanding
- Two (9%) settings have moved from Requires Improvement to Outstanding
- Two settings graded Inadequate and 1 setting graded Require Improvement were identified as having good practice.

However, Ofsted noted discrepancies with documentation relating to:

- a. Registration of the nominated person
- b. Checks for Committee members

Below is a summary of the main strengths and areas for development that were identified in the Ofsted reports

Strengths

- Effective interactions between staff and children enabling children to make good progress (5)
- Excellent partnership with parents and external agencies (10 including 1 RI and 2 Inadequate settings)
- Sensitive care practices allow children to flourish and develop independence and emotional well-being (6 including 2 Inadequate setting)
- Support for children with special educational needs and disabilities (5 including 1 inadequate setting)
- Well qualified staff and attendance at training improve the quality of teaching and learning with effective teaching techniques (12 including 1 Requires Improvement setting)
- Leaders monitor and evaluate children's progress accurately working with staff to effectively plan next steps (9 including inadequate setting)

Appendix C Cabinet 24 May 2016 Early Years Strategy and Childcare Sufficiency Plan

- Key person system well developed. Children form strong attachments (4 including 1 inadequate and 1 Requires Improvement setting)
- Excellent learning environment (5)
- Excellent knowledge and effective Safeguarding (6)
- High focus on communication and language development (2)
- Leadership and Management are inspirational/effective with high expectations for children's all round development (4)
- Effective strategies to support EAL (2)
- Exceptional/good behaviour management (2)

Areas for development

- Procedures to inform Ofsted of changes to committee have not been completed (2)
- Quality of teaching is not consistently good (1)
- Process to identify starting points in learning not fully developed (1)
- Obtain more detailed information from parents on entry (1)
- Failure to complete process regarding nominated person (2)
- Extend children's language development and literacy skills (4)
- Safeguarding knowledge and understanding not robust (1)
- Missed opportunities to reflect real life (1)
- Opportunities for children to develop independence (1)
- Consider developing even more innovative ways to help children to investigate and explore (2)
- Develop opportunities for children to extend and explore their learning (1)
- Settling in routines are not well organised and transition between home and setting are weak (1)
- Systems for monitoring staff performance are not fully established (1)
- Enhance the excellent outdoor learning environment (2)
- Enrich opportunities to learn about people and communities (1)
- Enhance the already excellent opportunities children have to take risks and manage their own safety (1)
- Inconsistent information sharing with other settings attended by children (1)
- Behaviour management at times of change (1)
- Self evaluation is not rigorous enough to ensure strength in leadership and management (1)
- Ineffective deployment of staff (1 IA)
- Ineffective monitoring of children progress (1 IA)
- Poor partnership with parents (x1 IA)
- Ineffective assessment and monitoring of progress prevents children making adequate progress (1 IA)
- Weak behaviour management (1 IA)
- Enhance opportunities for real life experiences (1)
- Enhance independent learning through access to new technologies (1)

EYFSP trend data for Harrow compared with England data

Early Years Foundation Stage Profile data shows that in Harrow in 2015, 70.4% of children achieved a good level of development. This is an increase of 9.1 percentage points on 2014 compared to 5.9 percentage points nationally.

	2013	2014	2015	2013	2014	2015
	ENGLAND	ENGLAND	ENGLAND	Harrow	Harrow	Harrow
% Achieving a good level of development*	51.7	60.4	66.3	44.7	61.3	70.4
Average Total Point Score	32.8	33.8	34.3	32.2	33.7	34.6

* Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy; and mathematics