

Proposal to close Edward Field Nursery School and for Robin Playgroup to provide Early Years Education

Capacity of Robin playgroup to cope with Merger

- Robin pre-school is a good pre-school which offers an inviting and stimulating learning environment inside and outside. Planning is clear and there is a strong emphasis on individual children.
- Leadership and management are strong and OFSTED judged the setting to have a good capacity to improve.

Evidence:

Visit in May 2013 by Vanessa Sibley (A – QIPS):

“This is a friendly and busy pre-school environment with a good range of activities available for the children both inside and outside. The weekly planning with clear targets for the children alongside the daily activity plans are a positive feature, as are the prompts around the room to encourage staff to make observational notes.”

Last OFSTED of Robin Playgroup on 1st December 2008:

“The overall effectiveness of Robin Playgroup is good. All children are warmly welcomed and equally valued. There is a clear recognition of the uniqueness of each child and strong commitment to ensuring that all needs are met. Good levels of supervision ensure that children have equal access to the learning provided for them. Leaders provide clear direction and are good at evaluating what needs to be improved. Consequently, there is a good capacity for continuous improvement.”

“The playgroup runs smoothly because there are good procedures for its day-to-day management....Staff regularly attend training....Self-evaluation is of good quality”.

EYAT evaluation of proposed new arrangement

- Robin Playgroup will work closely with the Early Years Foundation Stage Coordinator. They will buy in leadership services and professional support on a regular basis to support their practice.
- There is a strong early years’ ethos between the current school and playgroup teams. Cross team meetings are developing this and pave the way for a shared ethos between settings in the future.
- The statutory EYFS is shared document for both settings: development matters will support children’s development throughout both settings. Good practice within welfare requirements, planning for the environment, interactions and planning for individuals can be seamless across the two settings.

Evidence:**Visit in January 2013 by Sue Brown**

“Playgroup will not be required to transfer either the existing teacher or existing nursery assistant. Robin Playgroup will however be able to buy in the services of both these members of staff. Teacher input for one day per week was discussed but this will be subject to Robin Playgroup’s budget considerations.”

Visit in February 2013 by Jennie Perry

- “Proposed closure of the Nursery School - We discussed the proposal for the closure of nursery school and opening of new provision with Robin playgroup and the implications this would have on each provision on the school grounds, in terms of staffing, resourcing and learning environment, including outdoor provision.
- Shared ethos and practice – Conversations between the settings have already taken place and practitioners have a shared ethos and systems for OAP. Tammy discussed her ethos for the setting and we discussed benefits for children around transition and increased environment to explore both inside and outside for F2 and 3 children.
- Quality of learning environment – New EYAT was given brief tour of all three settings. The outdoor area remains a development point. We discussed how ECERS would help to develop zoning within rooms.”

In summary, the Early Years Advisory Team has no concerns regarding the forthcoming changes proposed. The existing strong links with the school, particularly the Early Years Foundation Stage Co-ordinator, will enable the good practice already established within both the nursery school and Robin playgroup to continue within the new provision.

By Jennie Perry
18 April 2013