

Assessment Day Feedback Report

School/Setting Name	Chatham Place Nursery School and Chatham Daycare (combined)	Assessment Visit date	16/1/26
Headteacher/ Manager	Francesca Turner, Head of School, Chatham Nursery School (Oak Tree and The Nest) Rachel Rodick, Nursery Manager (Little Acorns) Andrea Connearn, Executive Headteacher	Assessor	Janette Duff Kate Williamson
EYQM Contact email at school/setting	janette.duff@sil-ltd.co.uk	EYQM Contact Name at school/setting	Janette Duff

A brief context of the School/Setting (*Information concerning Federations/MATs etc.*)

Chatham Nursery School and Daycare are part of a wider Federation which includes the neighbouring St Hugh's Catholic Primary School and Picton, Kensington and Tuebrook Children's Centres and Picton and Kensington Family Hubs. All are overseen by the Executive Headteacher Miss Andrea Connearn who was present on day of assessment. The setting exists in an area of high deprivation, with high numbers of children who access Pupil Premium and who have English as an additional language (19 different language speakers currently on roll). There are three classes-The Nest (Complex SEND), Little Acorns (2-3 year olds) and Oak tree (3-4 year olds).

Visit Type <i>(Delete as appropriate)</i>	Assessment Day / Renewal Visit
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The Assessor spoke to the following people (<i>delete as appropriate</i>):			
Headteacher and/or Senior Leaders YES/NO	Curriculum Leader YES/NO Title- Head of School and Nursery Manager	Other Significant Leaders YES/NO Title: Emotional Health and Well-being Champion	
SENCo YES/NO	Pupil representatives YES/NO	Governors/Trustees YES/NO	Parent representative(s) YES/NO



Does the school meet the requirements of the SIL Early Years Quality Mark? YES/NO If No please add comments	'Learning Walk' completed? YES/NO
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Summary of 'Good practice'- identified in relation to the Defining Features of High-Quality Early Years Education

Assessors to complete the boxes below using **brief bullet points**

Defining Features of High-Quality Early Years Education

1. Being Ambitious for every child.

- Leaders and practitioners display an excellent understanding of each child's home learning environment and background alongside a clear commitment to connect families to wider support. This means each child is given personalised support in order to access the curriculum and make good progress.
- Leaders and staff are committed and passionate about delivering a curriculum that supports children to reach their potential. The curriculum is designed well and has been created by knowledgeable leaders and practitioners who are very aware of children's starting points.
- Learning environment is inviting and purposeful. The NEST provision was thoughtfully established based on visits to other specialist settings in the city and reflects the needs of those who attend. Staff in Acorn and Oak room have reflected and adapted their learning environments in response to the changing needs of children.
- SENCO acts as a strong advocate for the children and families by supporting strong transitions and helping to equip staff with knowledge on how best to support children. Early identification and intervention is part of daily practice.
- Interventions such as Wellcomm and Bucket Time are established as part of the curriculum offered and soon will include NELLI for the older children.
- Leaders share various anecdotes of how parent partnership is exemplary, working in a difficult area and context and often providing a life-line to those in need who come through the door. Parents are sign-posted to other agencies. Parent feedback forms reflect how much they value what the setting offers to their families.
- Leaders are conscious of parents well-being and the impact on children, keen to engage families in positive ways- Community Week was a highlight of the summer term and Stay and Play sessions take place.
- Strong transition practices in place both between classes and with local schools. Staff share valuable information and share successful strategies and necessary information to support smooth transitions. Staff also attend local transition event.
- Throughout the visit, a strong ethos of welcoming every child and family to make a difference to their lives was evident. Staff create a haven for the children, as the Headteacher shared, they seek to make it "an oasis" and give each child a sense of belonging. This was reflected in the inviting, welcoming spaces provided and staff attitudes towards each child.



2. Confident, competent workforce.

- Leaders and Governors value the importance of their staff team and have, therefore, invested in them to ensure they have the skills and knowledge required to support the many vulnerable children and their families in their care (ie recent ACES training). Setting are working with Edge Hill University to explore further ways of identifying the needs of the children and developing a way to capture these early assessments.
- Leaders are celebratory of their staff team, recognising the impact of their roles. Words of affirmation are displayed in staff areas alongside providing a supportive working environment which staff speak about. Staff well-being is valued and Emotional Health and Wellbeing Champion in place to support this.
- Clear priorities are established through close-working relationships between leaders and practitioners who share cohort strengths and data on children. New Bell Foundation EAL assessment/tracker about to be implemented to further support this.
- Practitioners are adaptable in response to the emerging needs of children. They amended curriculum in response to new cohort in Acorn Room and worked with Oak Room Staff and provided a developmentally appropriate environment and curriculum to support learning.
- SENCO is passionate and knowledgeable in supporting team and families.
- Continued professional development is prioritised and valued. Staff training and mentoring is identified through rigorous analysis of children's starting points and progress.

3. Coherently planned and well sequenced curriculum

- A well designed and ambitious curriculum is in place which clearly reflects children's starting points.
- The curriculum is flexible and allows staff to respond to children's needs. Staff are reflective and given autonomy to explore and discuss strengths and areas to develop. Team have also worked with local Education Partner to further strengthen their approach.
- Interventions such as Wellcomm and Maths Mastery have been implemented which provide a sequenced approach for staff to follow.
- Recently redesigned their curriculum from twos-threes. Nest offers a bespoke personalised curriculum for each child.
- Responsive to the emerging needs of children. Focus on supporting children with communication and language development, having such a high number of children with EAL and or disadvantaged.
- Reading with and to the children is prioritised through various ways including the family book club and inviting children from Key Stage 2 in to share books regularly with the children.
- Weekly room meetings and the use of Tapestry to share children's progress and areas to develop is well established to further support each child. Parent partnership meetings are also used to support knowledge about each child and supports reflection of curriculum.

4. High- quality teaching and pedagogy.

- Practitioners are extremely knowledgeable about the children's needs, background and their starting points. They respond sensitively to each child to ensure they can access the curriculum offer and reach their full potential, being conscious of the time it takes for each child to settle into environment and make attachments.



- All staff have recently completed ACES training to become more trauma- informed in identifying needs and how best to support the children.
- Children are offered a wide range of educational visits to enhance the curriculum and provide experiences that the children may otherwise not have access to.
- Nursery class/Oak Room reap the rewards of the hard-work and input of the Acorn Room. The 2-year-old curriculum clearly prepares children for their next phase of education and the impact is evident in the children's readiness to access the pre-school curriculum.
- Supporting children to communicate is a clear priority through the consistent use of visuals, objects of reference and communication boards. Staff give fidelity to the schemes and interventions they put in place for the children.
- Practitioners are reflective and responsive to children's needs. Practitioners clearly articulate why they have chosen a particular pedagogy or approach and how this meets the needs of the children in their care. Teacher in Oak Room shared how she has prioritised depth in learning and secure understanding for every child, rather than speedy but superficial coverage of the maths mastery curriculum.

5. Leadership and wider community

- There is a strong, reflective leadership team who work cohesively together. This creates a positive culture, driving improvement for children, staff, families and the local community. There is a clear action plan in place, shaped by staff and family feedback. The current School Development Plan focuses on Safeguarding, Inclusion, Environment, CPD, and Communication & Language.
- Professional development is a key priority and the leaders engage staff in focused CPD to continually strengthen subject knowledge and practice, aligning with the school's ethos of inclusion, collaboration, and continuous improvement.
- Leaders and practitioners work extensively with the wider community and outside agencies to ensure children and families gain access to wider support.
- Spoke with passionate Chair of Governors who recognises the cultural and social challenges of the children who attend and how the setting responds to these.
- The strength of the leaders empowers staff to make decisions that are reflective and therefore, impactful.
- Staff well-being is prioritised and valued. They work as a team, each being given a voice to support the shaping of the curriculum, behaviour policy and values.
- The diversity of the surrounding area and family life of the children is celebrated. The annual successful Community Week, music lessons, trips and the inter-generational work with a carefully selected local Care Home, greatly enriches the lives of the children who attend.
- The 'FAMILY' acronym created by staff team is at the heart of the setting and evident within provision and practice.



Additional Comments or action (if applicable) Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.

It has been a pleasure to visit Chatham Nursery School and Chatham Daycare to complete this assessment. Staff who work here are knowledgeable, skilled, passionate, and united in their intent to create a safe, nurturing and welcoming environment where children can learn and thrive. Through their dedicated work within the local community, they are impacting the local families in such a positive way and will continue to do so due to the aspirational leadership who want the best for each child who attends. Their FAMILY vision is at the core of all they do and is a good reflection of all that takes place at Chatham.

- As planned, continue to work with Edge Hill University to research how best to assess and support children who have experienced childhood ACES and to further strengthen how you support children to thrive.