

Usually completed first in an inspection – time organised by the nursery so decide on best time before hand.
Usually with the Manager and Senior Manager/Owner/Assistant Manager (Recommend 2 people from the setting to ensure you cover all aspects)
Written notes are allowed (Recommend so you can cover all aspects and not forget anything)

The Aim of the Learning Walk for the Inspector:

- √ To gain an overview of the setting.
- √ To understand how it is led, the organisation, day to day routines and activities
- √ To understand the Leadership of the setting and how it is managed effectively
- √ To see the setting working

The aim of the Learning Walk for the setting:

- √ To show the inspector all aspects of the nursery
- √ To have an opportunity to introduce and set the scene for your setting
- √ To highlight your strengths and improvements
- √ To provide a context to your setting

- It is a good idea to practice this prior to your inspection.
- Make notes and refer to these as you complete the Learning Walk.
- Time the Learning Walk so that you can plan when you would be visiting certain rooms/areas. Sometimes you may want to avoid certain rooms if it will be disruptive to the children/staff.
- You may want to change the route of the Learning Walk on the day dependent on what is going on.
- Time the Learning Walk so that it does not go on for too long!
- Timing is crucial as you may want to visit a room/ outdoors at a particular time to show something to the inspector e.g. circle time or a particular part of the routine
- Remember some of the activity observations may be done during the Learning Walk if an inspector chooses to stay when they see something of interest.
- Know what is going on across the nursery so you can show this to the inspector – it is ok to divert to something outside of your 'route' if you want to show it to the inspector

Remember you are in control of this Learning Walk!

Things to consider:

- Timing of the Learning Walk – have an indication of how long in each area
- Activities/routines you may want them to see during the Learning Walk.
- Spending too long on the Learning Walk at key times may mean the inspector misses learning time and goes straight into lunchtime prep!

Optimum time 8.00 - 9.30am as this leaves ample time for observations in rooms and joint obs before lunch kicks in and ensures they see lunch serving.

Push for these times when booking in the inspection.

- **The start – Entrance area**

This is the start so remember first impressions!

All these aspects count!

Set the scene

- Size of nursery
- Demographic of children - % of funded, housing, parents working etc
- SEN, EAL

Show you know your community and families – give examples of families and demographics – give real examples – siblings, past parents/families

- Local community - how does this impact on the style of the setting

- Community links
- Cultural Capital of the children overall – how you build on this, what capital the children currently have – how has this changed – bring in Covid.
- Ethos of the nursery – small, nurturing – why this is important
- Room sizes, number of rooms – layout – link to child development – how you differentiate them with furniture and routines.

Also, room aspect of small (babies) to bigger (older babies) to small (toddlers) to bigger (preschool) – why do we do this.

- Aims of the nursery
- Nursery Values

Highlight how these are used in daily practice and at the core of the setting – staff understanding of them and how we use them

- Staffing structure

Nursery ownership – background, qualifications, support, input

Leadership and Management – who, key roles and the impact of this

Staffing structure (don't go through each person individually unless asked to as this takes up valuable time!

They will meet them as they go around)

Highlight strength of qualifications – again don't list – summarise range

(Say that you will talk about staff development and progression etc later in the Learning Walk -try not to get drawn into it here)

First aid

Designated safeguarding lead organisation

Co-ordinators

- Newsletter – parents communication
- De-fib
- Awards and current projects – Eco-schools, Mind, Healthy setting, Sun safety etc
- Continuous Improvement – linked to our values

Most recent improvements and ones planned next to do

Emphasise continuously monitoring and improving.

- Partnership with parents
 - Parent forum – give examples of parent voice
 - Parent questionnaires – give examples
 - Parent feedback boxes – how used
 - Parent information sent home – refer to annual plan
 - Close partnerships with parents – lots of examples
 - Parent volunteers
 - Parent events
 - Parent feedback and sharing of info – regular meetings, open door policy
 - Sharing learning at home and nursery so they can continue
 - Home diaries
 - Monthly feedback sheets
 - Policies and procedures

Give copy of current strengths and areas developing currently

Copy of values and aims

Copy of annual plan

- Before going into rooms talk about routines – how these are used as part of our teaching and learning. How the routines are set in each room to match the development and learning stages of the children – give examples of things in each room's routines.



Again, don't list through the routine but pick out some key points. E.g. story time at key points to develop their language as vocab is a key focus for us.

- Our Curriculum
 - Talk about your curriculum – use of DM 2021, plus aims and values
 - Using various aspects to enhance the curriculum – give some examples
 - Focused on the 4 Principles of the EYFS
 - Bring in cultural capital and British values
 - Talk about pedagogy – ways we teach the children – link to 4 principles and then give examples – topics, adult led, child initiated etc

*Give copy of Teaching and Learning Rationale
Copy of 'Our Curriculum'*

In each room

- Before going into each room, introduce the room.
- Why that size/number of children – how does that benefit?
- Explain the age range and show your understanding of that age range and how the children develop.
- What are your expectations when they come to the end of their time in this room?
- What skills and knowledge do they have when they transition into the room and how are these built on?
- What is the learning intent for that room?
- Talk about the current group of children
- Boy/girl mix – are they more boys than girls
- Current learning levels of the children
- SEN, Funded, any particular individual needs – give examples
- Staff team in the room – who they are, skills, how they work – show them off – pick out their strengths – time here, how they lead.
- Practice strengths
- Are you working/ focusing on any particular staff and why?
- Are you focusing on any particular aspects of their practice or children's learning?
- How are you currently supporting the team in this room?

On entering the room

- Highlight the layout
- Highlight the environment aspects that fit with our Environment vision
- What improvements have you made in this room and why?

Introduce the RL and staff

- Prompt the RL to talk about what they are currently focusing on and current interests.
- What activities are being offered today/this week and why?
- Show any displays or work that reflects this.
- Talk about routine for this age range – why do we have certain things in it – what's important to their development and learning

- **Things to discuss in particular age ranges**

Babies

- Settles into the nursery – how we do this and why
- Explain majority of children start in here and move up and through
- Parent assessment / Starting points – how we use and build on these
- Well-being of babies – comforters, own routine
- Follow up meetings with parents
- Sharing information – daily sheets – show an example of this in here
- Tapestry – talk about this here and how used by staff/accessed and shared – highlight use of this during Covid
- Hand overs am and pm – personal approach and why

- Key person relationship
- Weaning stages
- Language development
- Physical development – gross and fine motor skills
- Outdoors learning for babies

Toddlers

- Emphasis on key development for language, personal needs – toilet training, sleep decrease
- Lots of personal changes so focus on PSED – sharing, interaction with others, building friends – more group play
- Big focus on language development at this age
- Confidence and independence building
- Preparation skills for preschool
- 2yr funded children – how you target and track and why
- Transitions to new rooms – how is this organised, how handed over- KP and for parents

Rising Threes

- Reasons for this group – small, nurturing, prep for preschool
- Focus skills -concentration, increased group work, core skills for language, listening, phonics, number
- Confidence and independence – preparation for bigger group in preschool

Preschool

- What we focus on – discuss topic emphasis – give examples of children’s learning development
 - Book bags
 - Phonics and maths sessions
 - Focus on vocabulary and extending the children’s language
 - Serve and return interactions
 - Lunchtimes – self -serve – differentiation of this across the ages
 - Children’s jobs/roles to encourage independence
 - Carpet time
 - Community links -examples of trips and learning
 - School Readiness – what we do
 - School Transition
- Outdoor Environments
 - How these have been developed
 - How they are used throughout the day
 - Ethos of outdoor learning – different presentation of activities, mud kitchen, natural, open ended
 - Continuation of learning outdoors
 - Risk assessment / Daily checks
 - Dietary Requirements
 - The decision of when to talk about these will depend on where you have a good example to show paperwork and how organised.
 - A guide would be do between babies and Toddlers or leave till kitchen area but show ALL paperwork.
 - Show examples of paperwork/ particular dietary requirements
 - Highlight the safety barriers we have in place to protect and prove it is very thorough
 - Highlight how we have improved this over time to make it stronger and stronger
 - Kitchen
 - Talk about menus – how we plan and review – all cooks get together
 - Everyone reviews menus – children, staff and parents – highlight how we change things from this.
 - Rotating menus
 - Aim of menus- healthy, nutritious, well-balanced
 - Fresh food suppliers

- Dietary requirements – talk about range – barriers to ensure no mistakes – show example of paperwork here and talk about examples of dietary requirements
- Cooking with children
- Growing vegetable
- Community links – going to shops
- Countries of the World Week

- Office
 - Show file organisation
 - Annual plan – give them a copy
 - How you organise your boards
 - Current goals and how you work towards them – Weekly Managers meeting
 - Review and Reflection – give copy of Self Evaluation evidence
 - Safeguarding file – examples to show
 - Evidence of working with outside agencies
 - Incident and accident analysis

- Staff Room
 - Show boards – reference points for staff
 - Talk about Staff development - give them a copy of Our Performance Management and Staff Development – emphasise changes we have made and why
 - How has this benefitted – give examples of improvements in individual staff
 - Give examples of how differentiate support with staff
 - Well-being of staff - how we have supported with impact of covid

- Think about the focus and include these aspects throughout the Learning Walk;
 - Cultural capital
 - Across the nurseries
 - Within the room groups
 - Individual children where you have examples of building this up
 - Community links
 - Vocabulary and language development
 - Leadership monitoring and support
 - Well-being focus
 - Healthy development focus – all aspects
 - Strength in staff
 - Parent relationships
 - Our continual improvements

- How to prepare
 - Plan the route out
 - Do a walk round with your partner – making notes
 - Create a checklist with the areas/rooms as sections of your route
 - Write a checklist for each area of aspects to talk about
 - Add notes if required
 - Tick these off as you complete the Learning Walk
 - Practice it!

Check and update every 2-3 months to keep it up to date and ready!