



Westfield Nursery School Governor Visits Pack

Aims of Governors Visits

- To ensure the vision, aims and policies are being implemented. See- Vision & Aims
- To understand children's experience of the Nursery
- To evaluate the progress of the school/ achievement of children
- To contribute to the development of the school
- To demonstrate being a critical friend to the school
- To evaluate the environment and resources of the school
- To strengthen relationships between staff, parents and children
- To give active support to the activities of the school
- To observe and report back as required

Frequency of Visits

- All governors are required to make at least one visit each year, during school time, to undertake an observation
- Governors are always welcome at any other time for an informal visit
- Governors are always invited to take part in special days/ events

Arranging and Planning a Visit

- Agree a date and time with the Head/staff
- Arrive on time and ensure you have a Governors visit form
- Governors need to sign in at the office and wear a visitor's badge
- During the visit governors are expected to behave in a professional manner
- Confidentiality should be respected
- Notes should be taken. These can be made on the visit pro forma, using the prompt sheet if required
- Positive verbal feedback can be given
- When visiting the nursery please be mindful to be supportive to teaching staff and pupils

After the Visit

- Following the visit, the governor is required to report back to the governing body
- Please send you visit report to the Head teacher who will share your report with the staff
- Having received the report the governing body, staff will implement any actions accordingly
- For any immediate concerns see the Head teacher as soon as possible

Reviewed Autumn 2020

To be reviewed Autumn 2021



Westfield Nursery School Early Years Foundation Stage Curriculum (EYFS)

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Providers must also support children in

- Communication and Language (listening and attention, understanding + speaking)
- Physical Development (moving and handling + health and self-care)
- Personal, Social, and Emotional Development (self-confidence and self-awareness, managing feelings and behaviour + making relationships)
- Literacy (reading + writing)
- Mathematics (numbers + shape, space and measures)
- Understanding the World (people and communities, the world + technology)
- Expressive Arts and Design (exploring and using media and materials + being imaginative)

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



Westfield Nursery School Prompt Sheet for Governors Visits

Effective Governors

- Carry out their statutory duties effectively
- Promote tolerance
- Demonstrate confident, strategic leadership
- Hold leaders to account
- Oversee the school's financial performance and oversee the finances are properly managed e.g. impact of specific funding (EYPP/SEND)
- Know the school well
- Keep the balance between support and challenge
- Know the school's strengths and the areas for development
- Share the leaderships aspirational vision
- Understand how the school makes decisions about salary progression and performance
- Performance manage the Head Teacher rigorously
- Understand the impact of teaching, learning and assessment on the progress of pupils currently in school
- Are transparent and accountable



How do I show I know the school?

What evidence do I have?

General Questions to Support Visits

Is the external appearance tidy, well maintained, welcoming?

Is the internal area tidy, well maintained and welcoming?

What work is displayed? What is the quality?

What is the overall atmosphere in school?

Are there any obvious examples of community links?

Are the pupils busy, interested and active (engaged) in the nursery?

How is the nursery resourced?

What is the communication like in the nursery?

What are the keys points from your visit today?

What did you see, hear or notice?

What have you learnt that you believe will make a valuable contribution to the school?

How has this visit helped you to develop your role as a governor?

Are there any further points that you wish to bring to the governors' attention?

What evidence do you now have? What evidence do you still need?

What are the next steps?

When Observing Children Do You See Evidence Of:

A Unique Child

- ✓ Children communicating successfully (verbally/ non-verbally)
- ✓ Children with a high level of involvement
- ✓ Equality of opportunity/ diversity
- ✓ Support for children with special educational needs
- ✓ Children being kept safe
- ✓ Children making choices to keep themselves safe
- ✓ Good health being promoted
- ✓ Physical well- being
- ✓ Emotional well- being

Positive Relationships

- ✓ Children respecting their peers
- ✓ Children respecting grown- ups
- ✓ The community interacting positively with each other
- ✓ Clear communication
- ✓ Ways in which parents are valued as partners
- ✓ Children being listened to
- ✓ Staff supporting children's learning
- ✓ Staff with a sound understanding of the children in their care
- ✓ Children confident enough to be independent

Enabling Environments

- ✓ Child initiated activities in the planning
- ✓ Up to date clear planning
- ✓ Observations of children/ Assessments of children
- ✓ Children's needs being met
- ✓ Children's learning being extended
- ✓ The environment meeting the children's emotional needs
- ✓ A well organised, stimulating outdoor environment
- ✓ A well organised, stimulating indoor environment
- ✓ The wider community (incl. multi-agency working)

Learning and Development

- ✓ Children learning through first-hand experiences
- ✓ Adult involvement in children's play
- ✓ Children making decisions
- ✓ Personalised learning
- ✓ Children making connections between what they have done and what they can do next
- ✓ Adults supporting children to make connections in learning
- ✓ Personal, Social and Emotional Development
- ✓ Communication, Language and Literacy
- ✓ Problem Solving, Reasoning and Numeracy
- ✓ Knowledge and Understanding of the World
- ✓ Physical Development
- ✓ Creative Development