Early Years Education
Making a Difference Matters

The Impact of Maintained Nursery Schools

Warwickshire Nursery Schools
A Community of Excellence
The evidence base is unequivocal. High quality early years education leads to improved outcomes for children in the areas of social and cognitive development.

The impact of the increased social and economic value, seen through early intervention and education in maintained Nursery Schools and Integrated Centres cannot be ignored.

This booklet details what quality looks like. The evidence base which underpins this assertion and the impact generated from Warwickshire’s Early Years Teaching Centres
‘Effective pedagogy’ involves what is traditionally understood to be ‘teaching’ in combination with a learning environment and routines, specifically planned to enable children to become deeply involved in a range of activities, indoors and outside.

This approach, when carefully planned and delivered by highly trained practitioners, facilitates development of knowledge and skills, leading to new cognitive, physical, social and emotional understanding. This is the precursor to more formal learning.

In the early years, ‘play’ is the work of learning. Some of this is planned, some of it is spontaneous. However, the best outcomes for children are seen when:

- Adult/child interactions involve sustained shared thinking & open ended questions which extend children’s thinking
- Learning & progress are shared with parents, who engage in the learning process
- Practitioners have excellent curriculum knowledge, alongside clear understanding of child development and good literacy and numeracy skills
- Adults feedback to children supports the next steps in their understanding
- A caring ethos develops children’s resilience, alongside their ability to ‘self manage’ and resolve conflict

Nursery Schools have the highest proportion of Outstanding Ofsted ratings, performing better than any other part of the Education system .................

58% are Outstanding in the most recent statistics........

One of our Nursery schools has 5 consecutive outstanding judgements and another has 3

67% of Warwickshire's Nursery Schools are outstanding

Above national figures!
A Compelling Evidence Base

Nursery schools provide the highest quality early education, which continues to benefit children for the next ten years of their schooling, especially those children with a poorer home learning environment’
Institute of Education, 2012

Staff training and qualifications: There is strong evidence that a well trained early years’ workforce, with high levels of qualification and access to ongoing professional development, is vital to close the achievement gap
The impact of Early Education as a strategy in countering socio-economic disadvantage, Ofsted 2013

Children’s cognitive outcomes appear to be directly related to the quantity and quality of the teacher/adult planned and initiated focused group work
EPPE Final Report, Sylva et al 2004

The Teaching Centre model encourages nursery schools and children’s centres demonstrating outstanding practice to share their expertise and support with other early years settings in their region. I think this approach offers a positive way to drive improvement and develop pedagogical leadership in a sector-led and flexible way
Nutbrown report 2012

We support the development of Early Years Teaching Centres as an effective way of passing on best practice and promoting workforce development. Nursery schools with children’s centres should be at the centre of these hubs
Select Committee December 2013
What Do We Provide?

At Bedworth Heath Nursery School & Children's Centre we provide a range of opportunities, judged to be outstanding by Ofsted

- 80 funded places for 3 & 4 years olds for 15 hours every week
- 48 funded places for 2 years olds for 15 hours every week
- Lunch club for working families
- Places for children with high level medical and special educational needs and disabilities
- A Nurture Nursery for fee paying families
- Access to family support in relation to child development, nutrition, parenting and managing finances
- Volunteer and training placements from level 2 to post graduate research
- Training support and consultancy relating to early years pedagogy locally, nationally and internationally
- Ante-natal and Pre-natal services
- Counselling Service
- Job club to support adults into training and employment
## What Does Ofsted Say About Our Provision

| The centre is raising aspirations and increasing the confidence of adults in the community by providing practical assistance to help them achieve better futures. |
| Children are warmly welcomed and equally valued. Their individual needs are well known |

| Leadership and management of the centre are outstanding; there is a strong team ethos, with staff working together extremely well. |
| Highly effective support for those with disabilities or special educational needs is helping close the gap between their attainment and that of their classmates. |

| This nursery provides an outstanding quality of education. Children achieve exceptionally well as they benefit greatly from a wide range of extremely well planned learning experiences, both indoors and out. |

| This highly effective children's centre serves the needs of its community extremely well. It truly lives its vision: 'You make the difference – today, tomorrow, together’ |
| It provides a warm, welcoming and safe environment for children and families |
**What is an Early Years Teaching Centre?**

In 2012 the DfE designated 16 organisations across the Country as Early Years Teaching Centres. 6 of them were in Warwickshire. Two of the 6 have gone on to participate in further work as an EYTC, working with settings county wide to improve the quality of provision for 2 years olds.

The Early Years Teaching Centres believe that:

> ‘Every Child is Our Child’

The remit of the Early Years Teaching Centres is to:

- Lead improvement programmes and establish strong networks for professional development
- Narrow the gap between those who achieve well academically and those who do not
- Work collaboratively with other outstanding providers across the sector and develop leadership skills
- Deliver high quality training across a range of disciplines for professionals who work with under fives and their families
- Work alongside practitioners in their workplaces, providing coaching and mentoring support.

**WCNS: Evaluation Framework Report: March 2013**

During the two year project each Nursery School emerged as a system leader for early years within their local area. We learnt that the framework of ‘Early Years Teaching Centre’ is an effective vehicle to build relationships and lead quality.

75% of practitioners attending Locality Training one locality EYTC agreed that:

> ‘Attendance at the EYTC Locality Training has helped me to develop and implement strategies to improve Teaching and Learning’

In one locality, analysis of data arising from OFSTED inspections evidences that the number of settings with outcomes judged as good or outstanding by Ofsted increased over 18 months, 20% moved up at least one band.

When looking at the development of leadership we can identify that:

*Within the leadership skills audit at the baseline, 81% of practitioners felt that they were ‘establishing’ leadership skills, a further 19% stated that their skills were ‘emerging’. No practitioner graded themselves as meeting the criteria for ‘enhancing’. After a year of support, evaluation identifies 75% are establishing and 13% now consider themselves to be at the ‘enhancing’ stage*
Early Years Education, delivered through the medium of maintained Nursery Schools is at risk, despite its proven value.

The House of Commons select committee (December 2013) reports that "many maintained nursery schools have closed in the last decade" (over a hundred in England) despite robust evidence to show that they offer the best outcomes to disadvantaged young children. Their closure represents the worst sort of short-term thinking.

The youngest and most vulnerable children are being harmed by these irresponsible actions. We are urging local authorities to support maintained nursery schools as stand-alone schools and to use them innovatively as hubs for good practice and training centres for nursery nurses and teachers.

Why? - Maintained Nursery School research finding: nursery schools provide the highest-quality early education; high-quality early education continues to benefit children for the next ten years of their schooling, especially those children with a poorer home learning environment (Institute of Education, 2012)

What do you want for Children in Warwickshire?