

CASE STUDY: FLEXIBLE DEPLOYMENT OF GRADUATES TO IMPROVE OUTCOMES FOR CHILDREN

Name of setting: Dorking Nursery School and Dorking Rural Sure Start Children's Centre

Date completed: January 21st 2014

Information supplied by: Donna Harwood-Duffy, Janet Ellis, Helen Hannah

Nursery background: e.g., how long has it been open, where it is, number of children:

Dorking Nursery School and Dorking Rural Sure Start Children's Centre is based on two sites approximately 1.5 miles apart. It shares the same staff, leaders and Governing Body. The Centre originated as a maintained nursery school which has provision for 3-5 year olds with a number on roll of 70. 18 of these places are for local authority provision for special educational needs and communication and language difficulties. The Centre currently also has early years registered provision for a 2-3 year old nursery for approximately 30 children as well as a Children's Centre across the two sites which provides services to families with children from birth to age 5. The Dorking Rural site is based in one of the countries most deprived areas. The majority of children and families come from Dorking; however, some live in the surrounding areas. More recently, there have been a higher number of users in the Centre with English as an additional language. The Centre regularly provides conferences, training and workshops on a range of relevant early years topics to support other settings and practitioners.

Staff qualifications:

| Staff role | Qualification | Number of: |
|---|---|-------------|
| Headteacher (GRADUATE) | MA Education in Early Years BEd (Hons) Education 3-8 years (QTS) | 1 |
| Assistant Headteacher (GRADUATE) | BEd (Hons) (QTS) | 1 |
| Lead Teacher (GRADUATE) | Certificate in Education with distinction (QTS) | 1 |
| Class teacher (GRADUATE) | BEd (QTS) | 1 |
| Nursery Nurses/ Team Leader/ Special Needs Manager | Cache L3 Diploma in Pre School Practice NNEB | 9 2 4 |
| Nursery Assistant | Cache L2 | 1 |
| PSCLN Nursery Nurse | EYPS | 1 |
| Outreach worker | Foundation Degree | 1 |
| Centre Coordinators | BA (Hons) BEd (Hons) | 2 |
| Bursar | BA (Hons) MA Business | 1 |

How the graduate is deployed/role in the setting/age of children they work with:

- Headteacher is also the Head of Centre. Works across the entire setting with responsibility for leading the Centre. Does not work directly with children.
- Assistant Headteacher, part of the senior leadership team, leads the 3-5s nursery provision (maintained nursery), works with children age 3-5.
- Lead Teacher, part of the senior leadership team, leads on all aspects of EYFS across the Children's Centre and 2-3s nursery. Is not part of the ratios to work with children, however, does model, scaffold alongside practitioners in the classrooms as and when necessary.
- Classteacher, works alongside the Assistant Headteacher as classteacher and key worker in the 3-5s nursery, works with children age 3-5, trained Forest School Teacher.

How the graduate staff are helping to improve outcomes for the over 3s (and wider age group):

The Headteacher, Assistant Headteacher and Lead Teacher work as part of the Leadership Team relentlessly improving outcomes for children across the Centre. They are highly experienced, having worked in a variety of primary and EYFS settings. They are knowledgeable, experienced and constantly striving to improve provision and practice using recent reading and research to support this.

These three members of staff are part of the Senior Leadership Team which comprises of a total of 7. Their focus is on improving the Centre and outcomes for children and families at all levels.

The Lead teacher and Assistant Headteacher ensure that across both Nursery classes and the Children's Centre high expectations are set for all practitioners and there is a focus on the role of the adult. Adult questioning and interaction is key to ensure that children can be supported, nurtured and have their knowledge extended. The Leadership team also place a strong emphasis on the continuing professional development of all staff and high quality training, this helps staff improve their skills and focus on constantly striving for outstanding.

Within the Children's Centre ;

The Lead Teacher is not employed to be part of the ratios in the setting. This decision is a conscious one so that she can model, scaffold, work alongside practitioners and have time to mentor and coach them. This is not possible if working directly with the children as there is not the time to do this. The lead teacher's role is to lead the staff in the non-maintained sector of the Centre, both in the registered provision and Children's Centre, (including supporting outreach workers, home visitors, practitioners who deliver drop in sessions for parents, etc). Her role is varied and some of her tasks include; induction of new staff and volunteers, mentoring students, support individual CPD, deliver in house CPD and INSET, 1:1 coaching, working alongside new practitioners to observe children, supporting daycare staff to write 2-year old reports, monitoring and moderating progress trackers, planning and evaluations and ensuring overall coverage and delivery of the EYFS is paramount. A carefully planned induction programme and mentoring by the Lead Teacher for practitioners enables the context for and understanding of the expectations of the setting.

Within the maintained nursery;

Attention to detail is key in ensuring inspirational teaching across the Centre. Staff deployment in the nursery and working hours allow for practitioners to work beyond contact time with the children. This provides opportunities for daily pedagogical discussion about next steps, children's interests and provision. This allows for the practitioners to be responsive to the children and plan appropriate and exciting experiences. Weekly team meetings outside contact time also allow for expectations, routines and the needs of individual children to remain at the forefront of discussion. This also provides for all staff to have an ownership of the setting and lines of communication to be

open.

Initiatives such as Forest school, which is led by the Classteacher provide opportunities for children to improve outcomes and have experiences beyond the regular classroom environment.

Across the Centre; working with parents is a priority. All the graduates model how to interact with parents, develop relationships with and as a result, practitioners are proactive about talking to and making suggestions about how to support learning and development at home. Parent information files, events/open days, displays, leaflets are all part of the role of the 3 Senior leaders to ensure parents are well informed.

Simple table which sets out the structure of the day e.g. what the graduate will do with the children on a typical day to demonstrate the pedagogical approach:

| Time | Pedagogical approach/teaching/activities (within the maintained nursery) |
|------------------------------|--|
| 8:45am | Start of session, children free flowing within inside and outside classroom, graduates and Nursery Nurses focussing on talking with parents and interacting with the children |
| 9:15am | Free flow session – graduates and Nursery Nurses leading focus activity with children to teach specific key skills or interacting, modelling, playing alongside the children during their play activities both inside an out |
| 11:30am | Group times – children working with key worker (graduate or Nursery Nurse), teaching key skills of communication and language. Focus on songs, rhymes, music, etc |
| 11:45am | Lunch time for the children – graduate, Nursery Nurses or Nursery Assistants will be sitting with group of children at lunch table modelling and interacting with the children |
| Afternoon session as morning | |

Funding of graduate positions, including any examples of where you may be keeping fees low, whilst employing graduates and maintaining a high Ofsted judgement:

4 graduates are core staffing and budgeted for by the Centre within the local authority budget provided.
Highly skilled practitioners with expertise and knowledge ensure the high Ofsted judgment is upheld.
The recruitment and selection process ensures the ethos of high expectations.

Thank you for taking the time to complete this case study.

Please sign below to confirm that you give permission for this case study to be published by NDNA and shared with the Department for Education.

Signature:

Print: Donna Harwood-Duffy

Date: 27th January 2014