

Movers Feedback

Provider: Kelsall

Room: 2 year olds (Nursery)

Observed by: Rebecca Jacevicius

Date of observation: 24-03-2023

Staff Present: Emma, Kerry, Nicola

Score: 5.9

Item/s	Strengths
1. Curriculum, environment, and resources for physical development Arranging environmental space to promote physical activity (7)	<p>There is sufficient space for children to engage in gross motor play both indoors and outdoors. Children are provided with plenty of free play opportunities to engage in physical play of their choosing. Children have access to outdoors for the majority of the session.</p> <p>Staff arrange the indoors and outdoor environment for children to engage in movement activities that incorporate other curriculum areas. For example, stories, chalks, paintbrushes, digging, filling and emptying and opportunities in play dough.</p>
2. Providing resources including portable and/ or fixed equipment (6)	<p>Staff provide a range of resources which are easily accessible for children to use when they want to or when they need to. Resources for movement play challenge and enhance children's skills and physical development for example, tummy trolleys, spinning cone, steps and slide.</p>
3. Gross motor skills (7)	<p>Staff vary gross motor activities indoors and outdoors and change them regularly to maintain interest and ensure that all children have a chance to engage with them for example, using the school hall, wider school environment and local park enhance children's physical development opportunities.</p>
2. Staff engaging in movement with children indoors and outdoors	
6. Observation and assessment of children's physical development indoors and outdoors (7)	<p>There are a variety of systems in place that are used to capture children's physical development. These are used to inform planning, and next steps that are shared within the team and parents. Where children require targeted support referrals are made to outside agencies in collaboration with parents. Good use is made of the photographs captured in Tapestry to support children in being able to comment on their own learning.</p>
7. Planning for physical development indoors and outdoors (7)	<p>Movement activities are carefully thought through and are designed for specific children's needs. Plans for physical development include all other areas of the curriculum.</p>
3. Supporting physical activity and critical thinking	
8. Supporting and extending children's movement	<p>All staff were observed extending children's movement vocabulary as they were engaged in physical activities. Staff consistently play</p>

vocabulary (6)	alongside, or work to involve those who are less inclined to engage in physical movement activities and talk. For example, 'Fill, fill, fill the tray, fill it to the top' "Turn you upside down, get your bottom right into the middle, Now you're upside down" "You've done lots of little dots, I'm going round and round"
9. Encouraging sustained shared thinking by communicating and interacting through physical activity (6)	Parents and staff exchange observations of the children's movements activities, vocabulary, and discussions at home and at the setting through Tapestry, which is a two-way process and face to face meetings at parents evening. Staff are aware of children's movement activity at home, for example being aware of a child without a garden.
10. Supporting children's curiosity and problem-solving indoors and outdoors (6)	Staff join in with individual children's movement interests, responding to their physical activity such as spinning children in the cone and helping them to thread wool through the railing. They support curiosity and problem solving and encourage children to learn from each other for example "Squeeze the tweezers, T's good at squeezing them. Can you do the tweezers too".
4. Parents, carers and staff 11. Staff inform families about physical development and the benefits to their learning, development and health (7)	Parents views are regularly sought during evaluation of provision. They are also consulted in a timely manner if there are concerns about a child's physical development. In this way referrals are jointly decided.

Areas for Development

Item	Details of improvement
4. Body movement to support fine motor skills (2)	Children engage in gross motor activities outdoors daily that help strengthen and improve dexterity in their hands and fingers to support fine motor skills. To improve the score review the positioning of activities so that floor-based movement is provided on a daily basis to develop those skills.
5. Pedagogy for physical development (4)	Staff prompt children to move who seem to be reluctant to be physically active. They are aware of when it is appropriate to step in and support children's own efforts and when to stand back and let them persevere on their own, which was seen in the floor book when children climbed on trees in the forest school. Consider ways to further extend children's movement play by modelling ways of moving and joining in children's movements such as crawling on all fours, spinning, balancing, jumping etc.