Green Lane action plan (URN:EY252401) – inspection date 5 June 2025

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Full report published 12 September 2025

Local Authority meeting dates:

6 June 2025 – EDA support

10 June 2025 EDA support

20 June 2025 – team around the setting with LA EY Lead and EDA

2 July 20205 – EDA support

22 June 2025 – team around the setting with LA EY Lead and EDA

31 July 2025 – setting visit to LA nursery x2

20 August 2025 – EDA support

31 August 2025 – Full staff Safeguarding Refresher – Training Provider – Clennal Education Solutions.

Documents referred to:

* [Early years foundation stage statutory framework](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

[For group and school-based providers](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

[Setting the standards for learning, development and care for children from birth to five](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

[Dated: 11 October 2024 Effective: 01 November 2024](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf)

[EYFS statutory framework for group and school-based providers](https://assets.publishing.service.gov.uk/media/68b582a1cc8356c3c882a94b/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf) – effective September 2025

[Childcare: significant events to notify Ofsted about - GOV.UK](https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about)

Inspection feedback challenged actions taken by staff to remove gravel from child’s mouth. This has been checked with First Aid provider Ryan Greer – Lifelines who confirmed we are using the correct paediatric action for removing an object from a child’s mouth.

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| **EYFS:** **3.33 What practitioners know, plan for, and do matters for children’s learning, development, safety, and happiness in settings…Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.** **3.34 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.** **3.35 Supervision should provide opportunities for staff to: • Discuss any issues – particularly concerning children’s development or well-being, including child protection concerns. • Identify solutions to address issues as they arise. • Receive coaching to improve their personal effectiveness.** |
| What we are addressing by 21/7 (Intent) | How we will do this. (Implementation) | Timescale  | The difference will be… (Impact) |
| **Actions from report:****provide effective supervision and training for all staff, including managers, so that weaknesses in practice are identified and addressed to develop the overall quality of the provision.** | * \* Manager to strengthen staffs understanding of sensory development – what it is, what it isn’t and what it looks like in practice for children 0-2
* \* Manager to unpick 7 sensory areas with the team and how the environment can support essential sensory development away from ‘tuff tub activities’
* \*Manager to support staff’s articulation to parents around the children’s learning opportunities through everyday experiences
* \*Supervision to better utilise the leader’s observations of staff practice and discussions with room leads to develop a more tailored approach to staff development.
* \* Manager / LA EDA discussions planned around effective supervision
* \*Joint observations planned with a Director to provide opportunity for articulation and challenge around leadership
 | Started June 2025Started SeptemberJune/July/ AugustJuly 2025September 2025 | * Staff better understand sensory development and how it is provided through everyday experiences rather than ‘tuff tub activities’. The environment is now mapped against the 7 sensory areas.
* Staff have shifted their thinking toward the intent/why and away from ‘activities’ that look fun

Staff are now providing parents with more focused information around learning and the why behind the offer, and how this can be supported at home * Currently supporting two teams to make connections between elements of practice. For example cutting grapes/not playing with small loose parts and independence at snack time and what staff are doing for children that they could be learning to do for themselves in wider routines.
* September 2025
* \*Due to staffing changes, 4 staff identified from the wider team as benefitting from support around ‘intent’

Manager now has a clearer and more confident understanding of supervision in relation identifying and supporting staff training needs**Planned impact****Opportunity to bounce thoughts and observations and consider other perspectives**  |
| **EYFS: 3.91 Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.** |
| What we are addressing. (Intent) | How we will do this. (Implementation) | Timescale  | The difference will be… (Impact) |
| **implement and monitor robust risk assessments, ensuring that all potential hazards are identified, minimised and managed effectively, to ensure children's safety in the nursery** | \* Support staff’s understanding around what a risk assessment is and isn’t and the flexibility needed across the day, indoors, outdoors and offsite to maintain children’s safety.\*Develop staff’s understanding of ‘What is my role here?’\*Develop staff’s knowledge around stages of development and safe/developmentally appropriate learning opportunities, particularly for the younger children.Continue to share safety awareness through well-established routines, simple rules and planned activities with children through staff modelling and interactions\* Contacted our Paediatric first aid provider to check correct action for sweeping the mouth of a child at risk of choking Ryan Greer – Lifelines. | StartedJune 2025 | \* Staff understanding of risk is heightened as risk cannot be totally eradicated from the children’s day, such as making sure choking hazards are removed indoors cannot always be the case outdoors or offsite such as cherry stones falling from the tree which can be picked up and placed in mouth. Risk is assessed through constant observation of children and environment and removing hazards when identified.  |
| **EYFS: 3.42 Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children’s needs are met.** |
| What we are addressing (Intent) | How we will do this. (Implementation) | Timescale  | The difference will be… (Impact) |
| **Actions from the report:****ensure the deployment of staff meets the needs of all children and provides adequate supervision to maintain their safety and promote their learning** | \* Manager to strengthen understanding around effective deployment of staff so that children are effectively supervised during activities which have increased risk and extra support needed.\* Shared thinking-around experiences which require 1:1 and how they can be provided in an alternative way to allow staff to support children as well as team when needed.   | Started June 2025StartedJuly 2025 | \* Staffs thinking around children’s individual attention is embedded so that care, education and safety are of high quality.\* Closer knit team and staff are more aware and focused of when they need to step in and support. Staff feel more supported and chaotic times are reduced. |

Additionally, leaders have refreshed their knowledge around notifying Ofsted of significant events