

## Shared Conversation Visit

|                         |   |
|-------------------------|---|
| Setting Name/URN:       | Date of Visit:                          |
| OFSTED Inspection Date: | Outcome:                                |
| Number of staff:        | Number of children on roll:             |
| Advisory Team member:   | Manager: <i>(don't forget surnames)</i> |

## Contextual Information

| Number of children with SEND | Number of children with EHCP | Number of Service children | Number of Children in Care | Number of EYPP | Number of EAL | Number of funded 2 year olds (Disadvantaged Entitlement) | Number of children with admission outside of normal age group |
|------------------------------|------------------------------|----------------------------|----------------------------|----------------|---------------|--|---|
|                              |                              |                            |                            |                |               |  |   |

*Note any changes in the last year e.g., Ownership or management team, committee issues, staffing turbulence, Service delivery – hours, days, weeks open, Changes to premises/ rental, take up of places, Compliance issues with regulatory bodies etc.<sup>1</sup>*

Ofsted Recommendations/Action

What is your training focus this year/currently? What are your training needs currently?

Area of **Learning and Development** focus – from your self-evaluation what would you like to discuss during the visit?  
To be identified by the setting prior to the visit

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Local Authority Priority: Enable all children and young people to have the best possible start in life and improve equity of educational achievement.

What is your **own** judgement on the overall quality of your provision based on the grade descriptors in the Ofsted Early Years Inspection Handbook? (Please note, this is your own evaluation, you will not receive a grading from the Advisory Team during the visit) Highlight below:

|             |      |                      |            |
|-------------|------|----------------------|------------|
| Outstanding | Good | Requires Improvement | Inadequate |
|-------------|------|----------------------|------------|

| Core Offer and Recommended Training – add any additional training in the below  |   | YES   | NO   |
|---|---|---|--|
| SFYC Provider Briefing  |   | <input type="checkbox"/>  | <input type="checkbox"/>   |
| SFYC Early Years and Out of School Designated Safeguarding Leads Meeting  |   | <input type="checkbox"/>  | <input type="checkbox"/>   |
| SFYC Birth to Four Networks   |   | <input type="checkbox"/>  | <input type="checkbox"/>   |
| SFYC SENCO Time to Talk Support Groups  |   | <input type="checkbox"/>  | <input type="checkbox"/>   |
| If the answer is no, how does the setting ensure that they are up-to-date with all Hampshire guidelines and national updates? |   |   |  |
| What training has the setting attended recently?  |   |   |  |
|    | <a href="https://hants.gov.uk">Hampshire County Council Shop (hants.gov.uk)</a> |  | <a href="#">Hampshire Safeguarding Children Partnership (HSCP)</a> |
|    | <a href="#">Course: Taking Ofsted in your stride (hants.gov.uk)</a>             |  | <a href="#">Services for Young Children Moodle</a>                 |
|    | <a href="#">SFYC Moodle: Early Years Advisory Team Training Brochure</a>        | Recommended training: <i>add here</i>   |  |

## Learning walk and discussions with the Manager

Please use categories as subheadings for clarity

| Category  | Strengths<br>(maximum 3)<br><small>Click in the box to check</small> | Developments<br>(maximum 3)<br><small>Click in the box to check</small> |
|---|--|---|
| Learning Environment: Indoors and Outside                                     | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Learning Environment: Routines  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Leadership & Management of Teaching and Learning: Development Plan, Staff CPD | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Leadership and Management: Partnership Working / Transitions / Home Learning  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Leadership and Management: Quality of Teaching / Interactions                 | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Communication and Language                            | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Physical Development                                  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: PSED  | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Literacy, Reading / Writing                           | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Mathematics   | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Understanding the World                               | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Educational Programmes: Expressive Arts and Design                            | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Curriculum: OAP / Child Development / Challenge / Progress                    | <input type="checkbox"/>   | <input type="checkbox"/>  |
| Curriculum: Disadvantaged children / SEND / Vulnerable children               | <input type="checkbox"/>   | <input type="checkbox"/>  |

|   |                          |                          |
|---|--------------------------|--------------------------|
| Personal Development: Independence / Cultural Capital / Diversity / COETL | <input type="checkbox"/> | <input type="checkbox"/> |
| Statutory: 2-Year-Old Progress Check                                      | <input type="checkbox"/> | <input type="checkbox"/> |

| 2 Year Old Progress check                       |                          |
|---|--------------------------|
| Statutory: 2-Year-Old Progress Check undertaken | <input type="checkbox"/> |

| Additional information. Highlight for signposting only  |  |
|---|--|
| <p>If any <b>significant</b> worries/ issues arise <b>signpost</b> to appropriate team (if there are significant concerns you may wish to write a separate Record of Contact) CDO, Inclusion (highlight if need to signpost)</p> <p><i>Please complete Columns P and Q for safeguarding signposting</i></p> |  |
| Area to discuss   | Use this column for any notes (optional) |
| Welfare and Safeguarding, including attendance  |  |
| Finance   |  |
| Inclusive practice, children known to Inclusion Service, SEN IF EAL children  |  |
| Published SEND Local Offer – up to date (partnership working/information for families)  |  |
| Supervision and support for staff wellbeing.  |  |
| Safer Recruitment processes in place  |  |
| Staff training plans  |  |
| Able to meet demand for EYE funded places for 2 – 3- and 4-year-olds – other sufficiency concerns   |  |



[Shared Conversation feedback 2024-25](#)

Action by (date)

## LEARNING AND DEVELOPMENT ACTIONS

It was agreed the setting will action:

1

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Please make sure you have read and understood the Hampshire EYE terms and conditions document in regard to OFSTED: [Early Years Education Funding Payment and Statutory Guidance | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

**Notes for SFYC EYAT member:**

*The notes below are for guidance purposes only. You do not need to discuss everything included.*

To be used in conjunction with the [Shared Conversation Guidance for Team updated March 2023.docx](#)

**Recent training:**

Knowledge that builds and develops over time. Link to self-evaluation. Statutory CPD. Consistently translates into improvements in the teaching of the curriculum. Future plans?

**Learning Walk and Discussions:**

Get a clear picture of what's happening across the provision in terms of quality. Drill down into a particular aspect of provision e.g., meeting the needs of the cohort of children, gender bias, diversity within the provision etc. To identify training needs and areas for professional development. This should be short and informal. Key questions: Why this? Why now? Focus on looking at priorities identified by the setting and significant observations made by the Manager and Advisory Team member.

**Children in Care / EYPP / Def & Dec children:**

What are you doing over and above for these children?

**Service Children:**

Does the setting currently use the Military Matters toolkit? If yes, which modules have been completed? If no, would they like to be invited to the next launch?

What key areas for development were identified from using the toolkit's self-evaluation tools?

What have the setting implemented to support the learning and development outcomes for service children?

What has been the impact of these implementations on learning and development for service children?

Do you know about wraparound childcare for service children?

**Safeguarding:**

Refer to Safeguarding review Proforma October 2021 [Safeguarding Review Proforma \(Oct 2021\)](#) e.g. What do you do if you have a safeguarding concern? When did you last have safeguarding training? Under what circumstances would you contact the LADO? What is your understanding of Prevent?

**2 year old progress check:**

Be explicit about two-year-old checks and tick the box on the report. You do not need to see the checks, just clarify that they are undertaken. Here are some possible questions you may wish to ask:

When do you undertake the checks?

How do you involve parents?

What do you do if any concerns are raised?

*Do you make necessary referrals to external agencies?*