Self-evaluation for Guildford Nursery School (GNS) under 2s at York Road

Ofsted Registration Number 2844217

Our aims	**GNS-Where everyone can flourish**		
	To inspire our children, parents, community and staff to be the best they can be.	To enable all children, parents and staff to love learning.	To empower all children, parents and staff to make progress and achieve.

Context	Guildford Nursery School (GNS) under 2s provision is based in the maintained nursery school in Guildford town centre. The building is Victorian with a walled garden. The organisation is distinguished by its Froebelian approach: a unique educational philosophy that views babies and children as capable, autonomous learners who flourish through play, self-activity, and a close connection to nature. • Ofsted registered GNS under 2s in June 2025. • To ensure the highest quality, there is a maximum of 9 under 2s attending each session with 3 adults. • None of the children have an open case with children's services and none have a multi-agency plan in place. • There have been no referrals made to the local authority designated officer for safeguarding. • All staff have current paediatric first aid certificates. • There have been no complaints and no incidents of discrimination. • There have been no exclusions or children taken off roll. • In the school there are children aged 2-5 whose provision is inspected under the school inspection framework. • The nominated responsible person is the headteacher of the school who is a qualified teacher (QTS). The SENCo is also a qualified teacher. • The manager is a qualified EY Educator with many years' experience. She is line managed by the deputy headteacher (QTS) of the nursery school. • The manager leads a team in which 3 (including herself) hold a full and relevant level 3 qualification, 1 x QTS, and 4 are unqualified. • GNS has an extensive professional development offer including formal qualifications which results in a highly qualified team. **Our wider role:** • GNS delivers workshops, seminars, training courses, and visits for practitioners, settings and schools locally and beyond. For instance, since September 2025, 50+ practitioners have visited, we have delivered three webinars and presented at one conference. • The manager of the setting participated in a national research project looking at Treasure baskets and heuristic play. • We are the Surrey commissioned lead provider for Early Help in Guildford borough, supporting 100+ families through our team of Family Support Workers. • We lead the Surrey and Hampshire EY Stronger Practice Hub.

SAFEGUARDING EVALUATION SUMMARY		
Safeguarding	**NOT MET**	**MET**
		✓

CURRENT EVALUATION SUMMARY					
	URGENT IMPROVEMENT	**NEEDS ATTENTION**	**EXPECTED STANDARD**	**STRONG STANDARD**	**EXCEPTIONAL**
Inclusion				✓	
Curriculum and Teaching				✓	
Achievement				✓	
Behaviour, attitudes and establishing routines				✓	
Children's welfare and Well-being				✓	
Leadership and Governance				✓	

PRIORITIES	
1	To recruit, retain and continuously develop high performing staff to ensure every baby, child, family and staff member has the opportunity to flourish.
2	To embed a culture which champions the diversity of the community we serve so that everyone feels they belong and is able to flourish.
3	To ensure that every baby and child has the best opportunity to flourish in life.

Safeguarding is met	
Strengths	*"The safeguarding culture at Guildford Nursery School and Family Centre is exceptional and represents one of the strongest safeguarding cultures observed by Cornerstone Safeguarding. Staff at all levels consistently demonstrate their contribution to creating a safe, healthy, and supportive environment."* (External audit, Jan. 26) **Safeguarding culture:** • The culture of safeguarding is one of all knowing that 'it could happen here'. • All team meetings start with sharing of any safeguarding matters to ensure all relevant staff are aware. • All staff within all teams use CPOMS (an online system) to record any and every concern which means that the Designated Safeguarding Lead (DSL) and Deputy DSLs can see the whole picture. • All staff understand that, if in doubt, record and alert. • There is a thorough understanding of the continuum of support meaning timely and appropriate referrals are made. • There is effective communication between all staff and all DSLs. The results are that staff commonly seek advice, share practice, give and receive supervision, monitor and audit cases and receive feedback from the monitoring of cases. • Sharing of information with other agencies is always timely and fulsome with staff understanding that even small pieces of information will support the bigger picture. • Early Help support is support provided by the school. It is given to children and families who have additional needs above that of all families but less need than 1:1 whole family targeted support. Early Help can include: - Additional support from the key person. - Additional support from the SENCo. - Referral to another agency such as Homestart. - Signposting to groups such as SENDsory play or a parenting course. - An advice session with the family centre team. • The very well-established key person approach ensures a triangle of trust exists between key person, parent and child. Each child and parent know they have someone safe to talk to in their key person. Key persons are attuned to each of their children and notice when children show through their behaviour that something is not right. • The child's key person, who knows the child and family best, attends all case conferences, core group and Team around the Family (TAF) meetings which means the child's voice is centre-stage. **Safeguarding information for all staff to know and act on:** • Thorough and regular training ensures that all staff understand their role in keeping children safe.

	• All staff and governors sign to state that they have read and understood the appropriate parts of the latest version of Keeping Children Safe in Education (KCSiE). • There is an annual safeguarding update each September for all staff. • An online Single Central Register (SCR) alerts leaders when an employee or governor needs to update their safeguarding training. • The Headteacher (DDSL) and Family Centre Manager (DSL) attend every DSL network meeting each term to ensure their knowledge is completely up to date. • Every member of staff holds a current paediatric first aid certificate. • All staff have completed training in online safety, GDPR, cyber-security and Prevent. • The weekly staff newsletter provides safeguarding updates in bite-sized chunks and reinforces information to ensure a constant awareness and ever-increasing knowledge. • Nursery staff and nursery-based DSLs benefit from the knowledge and expertise held by the family centre team. **Management of safeguarding:** • DSLs (all members of the senior leadership team) meet twice every half-term to support one and other and to improve their knowledge. • DSLs write management oversight onto CPOMS when reviewing cases at DSL meetings. • Time is prioritised to ensure staff can be effective in their roles. • DSLs ensure that best practice is maintained and areas for development are acted upon immediately through termly audits carried out by the safeguarding governor, external checks and internal audits. **Safer recruitment:** • At least one member of all interview panels has up-to-date safer recruitment training. • The online SCR shows that all checks are completed for all staff and all other adults. **Safeguarding concerns or allegations:** • All staff know how to make an allegation of both a serious nature and a low-level concern. • The Headteacher and Chair of Governors have attended the Local Authority training on managing allegations. • Records are kept of all referrals to the LADO, DBS and all low-level concerns.

Safeguarding **Actions from previous year:**		**Impact of actions:**
To ensure that new staff quickly understand that every change in a baby needs to be recorded to enable us to have the whole picture.		Termly audits show that every member of staff is aware of the specific requirements of safeguarding a baby such as all bruises on a non-mobile baby must be reported and considered as non-accidental.
Areas for development	DSL and DDSLs to create an annual safeguarding strategic plan to ensure that all aspects of safeguarding are covered over the year.	
Progress made: **Autumn term**		
Progress made: **Spring Term**		
Progress made: **Summer Term**		

Inclusion - Strong	
Strengths	Our ethos is rooted in celebrating each baby and child as an individual, in line with Froebelian principles of seeing babies and children as whole, autonomous learners. We focus on understanding where every baby and child is in their developmental journey and meeting them with respect and curiosity. Through observation we build a picture of children's strengths, interests, and any areas where they may benefit from additional support. **Identifying, assessing and meeting needs and reducing barriers:** • Our inclusion team comprises the deputy headteacher, the SENCo and a lead EY educator, giving them sufficient authority within the leadership structure to make a positive difference for children with SEND and ensure transformational impact on every child. • We prioritise early and accurate assessment of children's needs through our robust observation and assessment systems, allowing staff to identify support needs quickly and make appropriate reasonable adjustments. • Our recently developed continuum of educational support needs ensures all staff understand what provision is required to reduce barriers to learning and wellbeing for each child. • Key People know their children exceptionally well enabling them to ensure each child makes excellent progress from their individual starting points. • The deputy headteacher and SENCo meet termly with each key person to monitor the progress of each baby and child and to ensure the support is having the intended impact. • All staff receive high-quality training and support from induction onwards to implement a graduated approach constantly developing their skills to provide the right support at the right time. • We work effectively with external specialists to ensure coordinated, effective and timely support is provided for the child and their family. • Parents are nurtured from their very first encounter with us; they quickly know that GNS under 2s is a safe place. **Supporting disadvantaged children, children with SEND and those who are known (or previously known) to social care:** • Parents are hugely positive about the support they and their child receive (Parent survey, Feb. 25) • The flexibility of staff and their responsiveness to children's support needs are a real strength of our setting. Relationships are warm, caring and respectful, as a result babies and children thrive and enjoy a rich and stimulating learning experience. • Our highly personalised ambitious curriculum; key person approach; observation, assessment and planning cycle are very effective in ensuring that each baby and child, regardless of any barriers they may face, achieve well and enjoy a high level of wellbeing. • Additional funding, including EY pupil premium, is very effectively deployed to ensure barriers to development and learning are significantly reduced and to ensure each child achieves very well.

Inclusion **Actions from previous year:**	**Impact of actions:**
Develop nurture spaces to encourage co and self-regulation and to create areas where babies and children can rest and relax. Ensure all staff use Makaton all the time.	• Various calming spaces are provided. Babies and children are being supported to use them when they need to. • Experienced staff use Makaton all the time, less experienced staff are being taught our 12 basic signs and are growing in confidence in using them with the babies and children. • Heuristic play is proving to really support children's self-regulation. • ALD boards are available for experiences such as snack, water play etc. • Me books support the children to see similarities and differences between themselves and others in the group. They are supporting their sense of belonging.

Areas for development	Each key person to have a buddy EYA to support with communication between nursery and the family at start and end of sessions. Nursery staff will engage in meaningful communication with every child's parent each week.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	

Curriculum and teaching - Strong	
Strengths	**Leadership of the curriculum and teaching:** • Systematic monitoring and evaluation of curriculum and teaching by external reviewers (every 18 months), governors (termly) and senior leaders provide a comprehensive understanding of the quality and areas for development. • Our curriculum is built around a relational pedagogy formed from in-depth knowledge of children and families. This enables staff to ensure their teaching is appropriately matched to each child's stage of development. • Curriculum guidance has been written for the seven areas of learning of the Early Years Foundation Stage (EYFS). This includes what we want children to learn (curriculum ambitions) and the sequence of knowledge and skills (pathway to success) children need in order to achieve those curriculum ambitions. The guidance supports Key People to plan, deliver and assess intentional teaching. • All staff are trained to provide the right support at the right time. • Our curriculum is very ambitious for every child. Staff ensure children receive additional support if required so that all children have success and feel successful in their learning and development and are ready for the next stage in their life. • Effective communication between adults ensures that there is consistency for each baby and child. • All staff have detailed knowledge of the children and can talk about their learning and developmental needs with confidence. • The nursery environment has been designed with thought for optimum learning needs. It is exceptionally well cared for. The light bright, airy, spaces are accessible, the space is purposefully resourced. There are plenty of natural resources, giving children real experiences with real objects. **Curriculum design:** • Our curriculum for the under 2s focuses heavily on the Prime areas whilst ensuring the babies can enjoy stories, rhymes, singing and appropriate Maths activities. • The outdoors features heavily in our curriculum. Our research, supported by academic studies, shows that babies and children communicate more in terms of both quantity and quality when they are outdoors. The outdoors also encourages physical play on a larger scale and is thus crucial to developing early physical skills and abilities. • We believe that humans learn language as we use it, that we learn through language and that we learn best about language when there is a real purpose to the learning. We provide each learner with exciting opportunities and experiences that motivate them to communicate and give them something to communicate about. • There is an overview for each term of the year that shows when the following will happen: core books and rhymes, first-hand experiences, planned events/visits, and involvement of parents. The overview ensures that nothing is left out. • Planning at all levels is consistent ensuring that every baby and child receives the same curriculum experiences that are adapted to meet each child's specific needs.

	• Makaton is used with spoken language to enhance both understanding and children's ability to communicate their needs. • A core book and rhyme approach to early reading supports all children to achieve early success and satisfaction. Even the youngest babies join in with the actions and move to the rhymes and songs. Ultimately this approach enables children to 'read' the core books. • Our aim that children develop positive attitudes and interest in mathematics is realised through children having plentiful opportunities with an adult to count, spot patterns, explore size etc. We provide this through meaningful play, stories and rhymes, and educationally worthwhile small group work. **High-quality teaching:** • Staff play with babies and children and in doing so teach children the necessary personal, social and emotional skills they need to succeed in life. • Babies and children are taught prosocial behaviours from the beginning. • Children's communication, language and literacy is promoted effectively through adult interactions and planned activities. • Small group times are effective in supporting and extending learning. • Staff understand the importance of developing children's independence skills. Children have a good balance of adult supported and child led learning. Staff are skilled at knowing when to interact with children and when to allow children to play at their own pace. • Resources and opportunities offered to the children are carefully thought out and planned. This results in high levels of engagement amongst all the babies and children. • From observing children with their learning journeys, one can see the love, pride and care the children have for them. • The systematic and consistent use of visuals, objects of reference, and Makaton for all children and especially those with additional support needs, enhances hugely children's ability to communicate their feelings of belonging and inclusion. • Intensive interactions support and improve babies' and children's listening and attention. • Constant high-quality interactions between adults and children ensure that the children develop and expand their vocabulary and knowledge. • Makaton is used with spoken language to enhance both understanding and children's ability to communicate their needs. • The photos and learning stories within each child's learning journey enable every child to communicate about their learning and progress and make the learning and development visible for both parent and child. • A freedom with guidance approach to physical development results in babies and children showing good control in both large and small movements appropriate for their stage of development.

	• Staff model and talk through with babies and children how to manage risk. This means that the children are more confident and competent to manage risk safely. • Reading and a love of books is fostered through our continuous provision, our core stories and rhymes approach, key group times and rich language constantly modelled by staff. • Staff know that the following are all early literacy: communication, a love of stories, pretend narratives, singing, rhyming, painting and drawing. • Frequent and meaningful opportunities to use maths means that children have a confident, have-a-go, can-do attitude. • Well-trained staff use every opportunity to interact with the children. This ensures each child is able to learn more. • "The Froebelian principle of "Freedom with guidance" is deeply embedded in practice and children are encouraged and supported to make choices about how they learn, with staff planning well-resourced and enticing environments which stimulate children's interests." (External review, Oct. 25) • The systematic teaching of skills means that children can do more and know more. This is evident in the learning journeys. **Inclusive curriculum and teaching:** • Assessment, moderation meetings and cohort reviews highlight which children might not be making sufficient progress and targeted support is provided to ensure progress is accelerated. • Specially trained staff who support children with additional support needs within the nursery ensure that these children make accelerated progress. • The stimulating continuous provision provides a wealth of opportunities for development and learning. • Links with parents are strong. The value of home visits before a child starts is recognised and evidenced in children's learning journeys. Arrival and pick up times are relaxed and create easy times for conversing about what children have been doing during their nursery time. • Staff know children exceptionally well, as a result they respond sensitively to children's emerging needs. The team are able to talk in depth about children's interests and fascinations and can identify when children need additional support to sustain their attention, and when to allow children to play independently. • Staff understand the phases of language acquisition especially for those learning English as an additional language. They do not expect a child to respond verbally if that child is still working within the 'silent phase', they appreciate the importance of 'intent participation'. • Routines are clear and babies and children are active agents in their own learning.

Curriculum and teaching **Actions from previous year:**	**Impact of actions:**
To develop staff knowledge and understanding of the benefits of heuristic play and treasure baskets.	Staff received training on treasure baskets and heuristic play in Nov. 25. Both are now becoming features of weekly practice. We joined an advisory group nationally researching treasure baskets and heuristic play. Our practice was filmed for national use. We were a member of the birth to 5 working group writing the section on 0-2s.

Areas for development	To ensure new and less experienced staff can provide and lead heuristic play for the under 2s.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	

Achievement - Strong	
Strengths	• All children are seen learning through play and those who need extra help or support receive this in a timely and relevant way. There is much meaningful praise and encouragement provided, which affirms children and ensures they feel valued and understood. • Babies and children are curious, motivated, keen to join in and are supported to develop their unique dispositions for learning. • Carefully planned and thought-out experiences that are just beyond a child's current capabilities mean that each baby and child is enabled, encouraged and supported to develop perseverance and resilience. • Individual and bespoke teaching ensures that every baby and child achieves extremely well. • Staff know each child's support needs and adapt their provision and teaching accordingly to ensure that every child achieves very well. • Learning walks show babies and children demonstrating very high levels of engagement and concentration for their stage of development and age. • Sensitive co-regulation and emotion coaching with attuned adults results in children increasingly being able to self-regulate. • The systematic teaching of skills means that children can do more and know more. This is evident in the learning journeys. • Children consistently learn new vocabulary and/or Makaton signs which enables them to communicate effectively. • Working with clay, weaving and sewing, cooking all promote the development of the physical skills needed for later writing. • Children leave GNS under 2s enjoying and joining in with the core rhymes and songs which support them to access the later literacy curriculum. • Every child leaves GNS under 2s with the necessary support and paperwork in place ready for the next stage of their education. **Parent survey, October 2026:** **How do you think your child is benefitting from attending the nursery school?** • *Better social and emotional development, good motor skill development* • *My child has developed her language since joining GNS. She has formed positive relationships with adults and the other babies. My child shows independence when eating and she uses makaton to communicate her needs which she is learning from Nursery.* • *Definitely is far more independent and also the staff feedback is always so positive* • *Interacting with staff and other children - has helped greatly in her development* • *play with other friends and routines* • *He has fun there and it's a good change of scenery and he gets on well with the staff*

Achievement **Actions from previous year:**	**Impact of actions:**
Model, teach and monitor intensive interactions especially for new staff to ensure exceptional achievement for every child.	• All staff received specific training on intensive interactions. • Monitoring shows that intensive interactions happen within the room particularly through sharing of books, heuristic play and during care routines. • Learning journeys demonstrate the progress from starting points of each child.

Areas for development	To ensure babies have meaningful daily time to engage in and with nature.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	

Behaviour, attitudes and establishing routines - Strong	
Strengths	*"My baby is happy to go to Nursery and she has formed good relationships with all the adults in the baby room. Everyone in the team is caring and nurturing. I always feel that my baby is in the best hands."* (Parent survey, Oct. 2026) **Strategic leadership of behaviour, attitudes and establishing routines:** • A comprehensive policy on nurture and relationships supports a consistent, developmentally appropriate approach. • A clear policy for attendance effectively communicates our expectations for all. • The behaviour and attitudes of all staff are calm, kind, respectful and utterly professional and this results in high levels of wellbeing amongst the babies and children. **Positive relationships:** • Respectful and responsive relationships are given the highest importance and status. Staff recognise and respond to children's emotions, interests, experiences and needs in a timely and appropriately developmental way. • The consistent approach to nurturing children means that they learn to have respect for each other and resources. • Babies and children are effectively helped by adults to transition. • Adults observe and listen carefully so can give babies what the babies tell/show them they need. • Observations and knowledge of the Leuven scales help staff identify which children are engaged and involved and which need more support. **Attitudes to learning:** • From open days to home visits, weekly newsletters for parents, the key person approach; families are made aware of and supported to build positive attitudes to learning. • Restorative approaches such as emotion coaching are used to support behaviour and attitudes. • Specially chosen books help children to identify and name their feelings and thus become emotionally literate. **Attendance:** • Attendance is closely monitored and parents of all absent children who have not provided a reason for the absence are called on the first day of absence, this has led to better reporting from parents and ensures close monitoring of vulnerable children. • Persistent absence is always raised with parents and support provided to ensure improvement. • Attendance is currently 83% due to one child whose attendance is 54%. This child started in September and has had a lot of illness, we are monitoring. Excluding this child, attendance is 86%. **Inclusive approaches to behaviour, attitudes and establishing routines:** • Reasonable adjustments are always made in consultation with the family to ensure every child can achieve very well.

Behaviour, attitudes and establishing routines **Actions from previous year:**	**Impact of actions:**
Create visuals to support babies and children under 2 to express choices.	Visuals, now and next board and communication boards are available to all staff. Visuals are used at snack to allow children to make choices. From settling to daily life, everything is personalised for that child and family.

Areas for development	Separated parents to be offered separate parent meetings if necessary. Both parents to be sent all information if both have PR. Both parents to be offered a home visit if they share the care of the child.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	

Children's welfare and well-being – Strong	
Strengths	Our vision is that everyone feels they belong; they are accepted and valued for who they are, just as they are. **Leadership of children's welfare and well-being:** • Clear policies and procedures effectively ensure every child's welfare and well-being are promoted. • Enhancements are provided through the core offer of continuous provision ensuring that all children have access to a wide set of cultural capital experiences beyond that which one would reasonably expect them to get elsewhere. • Our curriculum offer is broad and includes: treasure baskets, helping to prepare their own food, exploring their environment in and out. As a result, children demonstrate high levels of well-being, engagement, motivation and therefore development and learning. **Developing and supporting children's welfare and well-being:** • A very well-established key person approach supports all children to form secure attachments and ensures that children's welfare, well-being and independence are high. • Relationships between adults and babies are warm, responsive, sensitive, calm yet stimulating. • Adults know the children very well indeed, they know what excites them, what calms them, how they learn, what they like and dislike. • The under 2 provision feels calm and welcoming. Positive, loving and nurturing interactions from all the staff to all the children are what is always observed. • Children are taught how to manage risk and keep themselves safe, e.g. when climbing, playing in water. • Routines such as nappy changing and eating are opportunities to connect further with each baby and child and to promote independence when appropriate. • Careful thought has been given to sleep routines to ensure that the babies and children feel safe and loved. The babies sleep in a warm and quiet room, the lighting is low and classical music softly plays. Each have their own named cot. **Inclusive children's welfare and well-being:** • Family photos give children the opportunity to notice and talk about similarities and differences within and beyond their group. The photos reflect the diversity within GNS. • Staff are very aware of unconscious bias and the need to challenge this. • Staff understand the need for equity and therefore provide the right support to each child at the right time. • The systematic and consistent use of visuals, objects of reference, and Makaton for all children and especially those with additional support needs, enhances hugely children's ability to communicate their feelings of belonging and inclusion.

Children's welfare and well-being **Actions from previous year:**	**Impact of actions:**
Ensure family photos have parents' names on the back so that staff can always use their correct first names. Create communication boards to support children to make choices.	• Family photos have first names of parents on the back. • Visuals, now and next board and communication boards are available to all staff. Visuals are used at snack to allow children to make choices. • Me books are supporting a sense of belonging. • Key family groups and time spent with older children supports transition.

Areas for development	Key people and their buddy will make/source resources/books etc. to ensure that each child's heritage is reflected.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	

Leadership and governance – Strong	
Strengths	*"This is a great place to work. The constant awareness of all staff and the culture of the organisation is about providing the best for the children whilst supporting the staff to achieve this aim with a realistic awareness of workload."* (Staff survey 2024) **Strategic leadership:** • The staff responsibilities document ensures that everyone is very clear about the expectations of their role and they provide a very high-level quality of education. • Staff feel empowered and trusted within a collegiate culture. (The GNSFC culture survey, 2024) • A robust recruitment process followed by thorough induction, support, supervision and performance management processes have resulted in a highly skilled and committed workforce. • A rigorous, carefully thought-out recruitment procedure limits unconscious bias as much as possible. • The website is checked for compliance regularly by senior leaders, governors and an external reviewer. • All statutory policies are up to date. • Our Froebelian approach gives us a shared vision, values and language. • Practice-led research with the support of researchers results in continuous quality improvement of teaching and learning. • Staff delivering training to other settings and schools has increased staff confidence, knowledge and ability to articulate our practice and pedagogy. • The level of adult engagement is consistently high which results in high levels of wellbeing and involvement amongst the children which in turn leads to deep-level learning. • The manager of the under 2s leads her team extremely well and ensures the focus is wholly supporting and extending each baby's holistic development. • Our increasingly strong reputation within and beyond the local area means we have been able to recruit staff of excellent calibre. **Governance:** • Governors provide very effective support and challenge for all staff and especially for members of the Senior Leadership Team. • Governors provide effective and confident strategic direction for the school through policy ratification, monitoring of the Development Plan and co-creating the vision for the school. • They are very knowledgeable about what is happening on the ground due to their regular visits and meetings with staff at every level and from every team. • During frequent visits and meetings, governors test out staff knowledge and understanding about safeguarding, whistle-blowing, financial probity.

	• Governors carry out a termly safeguarding audit and meet with staff to consider their wellbeing termly. **Staff well-being and workload:** *"I enjoy my work. And I do feel the staff are like a family. I am very lucky to love what I do in a beautiful setting."* "*I feel professionally happy; the feelings of the children and adults seem to reflect each others."* • The agreed three behaviours (We will be consistently kind, honest and reflective) have a very positive impact on all interactions within GNSFC. *"I feel this is now more consistent within the team and the use of the words kind, honest and reflective have supported us if needing to prompt people in a gentle way in conversation."* (Staff survey, 24) • Referrals to occupational health are always timely and appropriate. • A clear wellbeing strategy ensures everyone knows their entitlements and responsibilities. Staff surveys (2023 and 2024) found that morale amongst staff is high: • 100% of staff enjoy their work • 100% of staff reported that there was someone who cared about them as a person at work • 96% of staff reported that they have opportunities to learn and develop at work and opportunities to be listened to. • All staff report that they feel valued and safe at work. • 92% report that they can manage their workload most of the time. • December 2025, 80% of staff rated their opportunity to flourish at work as 'High', 20% as 'Medium', 0% as 'low'. • 1:1 meetings in July 2026 showed that every member of staff is treated with kindness, honesty and reflection. **Professional learning and expertise:** • Every member of staff has effective performance management meetings with their line manager enabling each to be the best they can be. 100% of staff reported that they know what is expected of them at work; that there is someone who encourages their development; that they know what the school is trying to achieve; and that they are valued (Staff Survey 2024). • Each line manager ensures that their staff have access to the training needed for them to do their job well. • A well-planned professional learning programme that includes formal qualifications results in a very well qualified and expert staff team who are forever developing and learning. • Line managers have training in the use of coaching skills to empower their staff and build resilience. The use of coaching has resulted in all staff being increasingly solution focused. • Mentors effectively support and guide new and less experienced staff.

	• Our understanding of diversity, equality, equity and inclusion is continually increasing. This is due to extensive professional dialogue, outside speakers offering different lived experiences, updates in the weekly staff newsletter, and staff training. **Parental and community engagement:** • Twice termly come and play sessions as well as termly parent meetings, initial home visits, learning journeys, regular communication from the key person ensures parents are well-informed about their child's development and learning. • Parents are nurtured from the very first encounter with Guildford Nursery School (GNS) admissions; they quickly know that GNS is a safe place. • The Key Person Approach is well-embedded and provides an effective triangle of trust between key person, family and child. • Community events such as the annual Saturday Froebel Festival (315 visitors May 2025) have supported a cohesive community spirit. • We use translation apps and interpreters to enhance understanding. • Our website is available in nine languages, which are the ones most commonly spoken by our families. • All written communication adheres to agreed accessibility guidelines. • We ask families for their preferred method of communication and pronouns. • Accessibility audits are carried out with action plans to improve accessibility further. • Our home learning section on the website is comprehensive and widely accessed, e.g. one rhyme video was viewed over 4K times. How to do Makaton videos are especially valued by families. • In the last 4 years over 350 professionals from other schools and settings have visited to learn from our practice and provision. • We have devised and recorded online training sessions that any professional may access: https://thefroebelpartnership.co.uk/training **Parents responses to the question 'What do you like about the baby room at York Road?' Oct. 2026:** • *I love it, as does my child. The space is used well with lots of things to keep kids interested and busy* • *My baby is happy to go to Nursery and she has formed good relationships with all the adults in the baby room. Everyone in the team is caring and nurturing. I always feel that my baby is in the best hands.* • *The baby room is absolutely incredible. My daughter is settled in so well she absolutely loves it and the staff was so confident in helping the transition* • *Great staff and Key Person, always clean and tidy and calm* • *the ambience and settling*

	• *Lots of toys to keep them entertained, particularly the water table! And lots of books. I like that there is lots of one on one attention as well*

Leadership and governance **Actions from previous year:**	**Impact of actions:**
Use our Reflection with Guidance tool to reflect on children/practice/environment at every opportunity such as inset days, team meetings, staff meetings.	• We use our Reflection with Guidance toolkit every 3 weeks during our staff meetings. • This is enabling staff to reflect on their practice and to engage in professional reflective dialogue with colleagues. This is leading to continuous quality improvement of both practice and provision at an individual and team level. • Consistent reflection at weekly team meetings, staff CPD meetings, inset days leads to continuous improvement of the provision and pedagogy. • Cohort reviews, KP meetings with SENCo ensure no child is left behind.

Areas for development	Develop a professional development programme for leaders and aspiring leaders.
Progress made: **Autumn term**	
Progress made: **Spring Term**	
Progress made: **Summer Term**	