

# Governor-run early years provision

**T**he 0—5 Early Learning and Childcare Service at Leicestershire County Council has recently developed some ‘best practice’ top tips to highlight what works well when links are strong between schools and governor-run early years provision.

Jane McNee, Senior Improvement Adviser, outlines them here:

## 1) Value your pre-school leaders and see them as part of the wider team

Recognise, value and use pre-school leaders’ strengths within the school e.g. by sharing knowledge and skills in relationships with parents, use of technology, and include them in whole school training and staff meetings. They should play a part in the accountability of the setting and the school by taking part in regular pupil progress meetings and being part of performance management systems.

## 2) Share resources and equipment

When facilities are shared, both parties not only benefit from accessing more quality resources at a reduced cost, but learning opportunities for children are extended and enhanced. The children are familiar with particular resources, tools, equipment and materials when they transfer to the school.

## 3) Share observation, assessment and planning systems

When early years practitioners are involved in moderating judgements this leads to greater accuracy of assessments and greater awareness and understanding of children’s learning and development.

Reception teachers are more familiar with the children who are about to start; the children are more familiar with them; and pre-school practitioners have a clearer understanding of the expectations of the reception year.

Pre-school leaders and reception teachers should also be self-reflective and work together to identify areas for further development. All practitioners should be encouraged to share ideas, thoughts and best practice to ensure that continual improvement is taking place.

This could be in phonics, pupil

premium allocation, parental partnerships, communication and language, and/or outdoor learning.

## 4) Cultivate a shared understanding between the pre-school and school of what ‘school readiness’ looks like in practice

Shared routines, expectations and approaches ensure that children’s transitions are smooth; pre-school practitioners should have a clear sense of key aspects they need to focus on in order to support children and their families to ensure children are ‘ready for school’.

Children’s parents/carers will receive support, guidance and information on how they can support their child at home to be ‘ready for school’– when this fits in with the school’s understanding of ‘school readiness’, messages will be consistent.

These above top tips form part of a more extensive document which will be shared with all schools over the coming months. This document also details the impact that governor-run early years provision has on outcomes for children at the end of the reception year.

For more information, ask your school for a copy of the document, ‘**Governor run early years provision – Impact and best practice**’.

