

Awaiting Ofsted inspection under new Charity Incorporated Organisation status

***Coten End Pre-school CIO  
Self Evaluation Form***

***Academic Year September 2020 – July 2021***

<b>Setting name</b>	Coten End Pre-school CIO
<b>Setting unique reference number</b>	EY562461
<b>Setting address</b>	Warwickspace 71 Coten End Warwick CV34 4NU
<b>Completed by (name and role)</b>	Hazel Jones – Pre-school Manager
<b>Date completed</b>	March 2021

### ***Our setting***

Coten End Pre-school was established in 1964 as a small playgroup for families that lived in the local community. It was run by parent volunteers. Through time it grew and now is a Pre-school registered for 50 children in the morning and 32 children in the afternoon, with 9 permanent paid staff.

The setting now a registered Charitable Incorporated Charity, which has a committee of parents and staff – who all are have a say in how the setting is run and any future plans.

Due to Covid19 regulations our opening and closing times had to change between March 2020 to the present date so the main entrance wasn't being used by 2 groups at the same time.

The setting is open from 8.45am until 3.15pm Monday to Friday during term time. The setting offers the following sessions.

8.15am - 8.45am Early Riser

8.45am – 11.45am Morning session

8.45am – 12.45pm Morning plus lunch club session

8.45am – 3.15pm Full day

Parents/carers provide a packed lunch if the children stay over the lunch time session.

These are kept refrigerated until 12 noon.

Day to day management of the setting is done by the manager and 2 deputies along with other qualified, enthusiastic staff. The manager reports to the committee on a regular basis and meetings are held half termly. We have been unable to hold committee meetings during the Covid19 Pandemic due to the restrictions. Committee members have received letters/emails informing them of any concerns at the setting and any changes that were planned

Staff meetings were held on a weekly basis from 8.30am – 8.55am. During Covid19 the staff meetings were more difficult to arrange as keeping staff in bubbles and having staff furloughed during the quieter times. It was made more difficult as the manager had to self isolate due to being classed as a vulnerable person during certain periods. Staff were messaged via messenger with a weekly update or when things needed to be changed.

Currently there are 7 members of Early Years staff including the 2 deputy managers – all staff are at least level III qualified. The setting has a manager and a Finance Manager. The manager is not counted in staff/child ratios, but does cover staff when the situation arises.

There is 1 bank staff registered to the setting – she is level III qualified with many years experience in Early Years. She attends the Safe Guarding/Child Protection training and Paediatric First Aid training alongside the fulltime staff

All managers are Designated Safe Guarding Lead and Early Help trained.

One of the deputies main roles is to support all our children with Special Educational needs, she has no key children assigned to her. She attends SENco training on a regular basis

All staff receive Safeguarding/Child Protection training 3 yearly.

All staff are paediatric first aid trained.

In July 2019 the setting received accreditation from Millies Mark as the setting goes above and beyond Ofsted's requirements for first aid. All staff attend a refresher in Paediatric first aid every year and full Paediatric First Aid training 3 yearly.

The setting caters for children from the age of 2 years to rising 5's. The setting benefits from having 2 areas – one for the younger children and one for the older children during the morning session. However, the afternoon sessions are mixed age groups in 3 rooms of the setting – as the main hall is unavailable to hire – this allows siblings to spend time together throughout the afternoon.

The children attending the setting come from a wide variety of backgrounds. Children attend with many second languages including: Turkish; Romanian; Russian; Libyan; Hindi; and Punjabi. We respect all children's cultures and religious needs when planning activities each term.

The setting caters also for Special Educational Needs children with a member of staff who is specifically employed to support these children – she does not have any key children – so her time is spent offering support to the child and their family. She is also available to help those children that require some help to prepare for their transition to formal education, either educationally, socially or with their personal care.

At present we have children 6 who have English as a second language and 3 that have special educational needs.

The building where the setting is based is run by a Social Enterprise, the pre-school has been run from this building since 1964. The pre-school children have access to a garden at the rear of the building. The building has disabled access and toilets. The building is shared with several other groups, but due to a newly installed security system all areas of the pre-school are inaccessible to these groups whilst children are at the setting.

There is a local Primary school across the road which the setting has close links with.

***Our mission statement is:***

***Help children to succeed in all areas of their lives***

***Create childcare that is family friendly***

***To educate in a fun and exciting manner.***

We continue to plan each weeks activities by observing and noting childrens play the previous week – building on their ideas and their interests. This approach continues to enhance each key workers knowledge of their key children and allows staff to easily recognise the childrens next steps and more importantly their individual needs.

### ***Views of those who use our setting and who work with us***

Staff are aware that all children have their own interests and that they develop at different rates and in different ways.

Because of this staff know that observing and listening to their key children is paramount to knowing and understanding that child.

Learning journals are available online to all parents/carers daily via the pre-schools Famly App. Parents are sign posted to this app when they complete their induction paper work. The app immediately shares observations and photos of children to individual parents/carers whilst their child/children are at pre-school

The setting encourages parents/carers to add to the observation files and comment on observations taken at the setting.

At the first settling in session key workers discuss with the parents/carers about the childs interests and the childs current knowledge.

In November 2019 the setting changed the information we gain from parents/carers at this meeting – by using the EYFS we gain more relevant knowledge as a baseline for the child. This enables staff to have more of an idea of what the childs interests are and where to focus the childs learning. From this we can then develop each childs learning and skills; be aware of their likes and dislikes; their achievements in life already.

We believe that as Early Years Practitioners it is our main objective to ensure all children feel valued pupils of the setting, as well as a member of a larger community.

We believe all children have a voice and this voice should be listened to and encouraged.

The majority of parents/carers that access our setting are working parents and as such we are an essential part of the families world, which means we must provide a loving, safe and caring environment for all the children and a support network for the parents/carers.

Childrens welfare and safety is the priority of all – to enable parents/carers to feel a valued member of our small community we run an open door policy, parents/carers are welcome to come and speak to staff at anytime, there is no requirement to make an appointment.

During Covid19, we continue to offer this support to all parents/carers and invite those needing support to still come into the setting to speak to a member of staff. All Covid guidelines are followed, but we have taken the decision as a setting that as help is becoming harder to access we need to be available for parents/carers in these unprecedented times

Parents/carers are made aware that any problem small or large can sometimes be made more manageable by talking to a third party.

We have 3 staff members trained in Early Help for those times when other outside agencies may offer more appropriate support, but we do encourage parents/carers to discuss their problems, however small, at an early stage in the hope that more formal measures need not take place.

It is our duty to ensure parents/carers feel secure in the believe that we wish to build strong, unjudgmental relationships between the family, home and the setting.

We ensure a deputy or manager available to talk to at the end of each session.

We have encouraged parents/carers to telephone and discuss any issues they may have during Covid19. Staff have held Zoom meetings with parents/carers who may have some concerns either with their child or with the setting, if they have been unable to and/or uncomfortable to attend the setting in person.

***NB: Early Help can only be instigated with the parents/carers agreement.***

The setting is run by a Voluntary Management Committee. Parents/carers are encouraged to join the committee to help us to move the setting forward. Due to family/work commitments of the committee members we have found it more difficult over the years to involve parents/carers in fund raising activities. We have therefore, minimised the work these activities take prior to the event. We do find it difficult to enrol parents/carers, some years, but usually manage to have just enough to attend meetings and make decisions for the setting. This has meant that the management team and financial manager make more of the day to day decisions for the setting.

We encourage all parents/carers to come and take part in stay and play sessions, that are arranged throughout the year.

Key worker meetings are held termly, for parents/carers to attend. This ensures all parents/carers have time to discuss their childs developments and achievements regularly, privately.

There is a comments box in the foyer for parents/carers to use at their convenience. SENco (Special Educational Needs Co-ordinator) will hold regular meetings with both parents and staff members, if a difficulty has been identified.

This member of staff is employed solely as a SENco (she has no key children) and she has her own timetable to allow efficient time to spend with children requiring her complete attention on a one to one basis or to work along side the key worker in group activities. She works alongside parents and other professionals to achieve the best for each child.

Staff have access to a daily diary where points to be discussed with parents are added, so that if they are not on duty when the child is collected, messages can be shared.

Parents/carers are asked to complete questionnaires on a termly basis. The feedback from these are considered when we plan for the future. Questionnaires are always anonymous which allows parents to be completely honest

The most recent questionnaire (February 2021) examined how the setting had managed the daily routine and the safety of all during a pandemic.

Staff can express their views at weekly staff meetings and at half termly supervisions, although staff know they can talk at any time with any of the management team and/or committee members if the need arises.

Appraisals are held at the beginning of the academic year but are relating to the previous year – this is due to the summer term being so busy. Staffs comments are always taken on board and if the setting can accommodate their requests we do try to. Staff are videoed doing activities with the children and these are used to assess their development. The videos are shared with the individual member of staff and points noted if where and where any improvement could be made. This is used as a self-assessment tool – as staff watch the video first and then discuss with a manager.

July 2019 the setting received Millies Mark accreditation. This confirms that the setting goes above and beyond the requirements set by Ofsted for Paediatric First Aid.

Accident/incident forms are now completed through the Family app. Parents will receive a notification of an accident/incident and are asked to confirm receipt of this information via their electronic device. Parents/carers are informed immediately by telephone if a head injury is sustained – then a head injury assessment form will require a signature on collection of said child (a photo copy of this form is given to the parent/carer and the original is filed at the setting)– a NHS head injury information sheet is also handed over at collection

### ***The quality and standards of our early years provision***

Within the first 2 weeks of a child attending the setting a baseline assessment is completed by the key worker.

This assessment is conducted using the prime areas of learning as defined by the EYFS. The key worker will have observed the child in these areas as well as the other areas in the full curriculum.

This is then shared with the parent/carer – parents/carers are invited to add any comments they wish to make. This assessment is tracked on the settings development tracking system.

SENco will be involved if the parent/carers have shared any concerns at the settling in stage, but if a concern is shared at a later point by the key worker and/or the parent/carer.

SENco will be invited to work alongside the key worker and parent/carer and any other outside agencies that would benefit the child.

Following the baseline assessment a progress summary will be completed once a term to see how the child is developing. These assessments are also tracked so that both staff and parents/carers can see where a child may be struggling and where they may be excelling in their learning journey.

Again having these meetings has been impossible during the pandemic – so assessments have been sent home for parent/carers to complete and return to the setting

This is an easy and accurate way of assessing how the child has developed since starting at the setting.

If more detailed observations are required to ensure a child is getting all the help they require this will be done by the key worker and/or SENco.

Through all observations staff aim to help individual children reach their personal targets.

We do not at any point compare one child to another – every child is an individual.

If staff are struggling to find ways in which to enhance a child's learning they can discuss their concerns with the room leader/ SENco or management. This enables staff to organise activities for small groups of children that may be struggling in an area.

SENco is also available to do small group time with a group of children that are perhaps having the same difficulties in a specific area of learning.

The setting now uses the Family app to record the baseline assessment and all other assessments that take place throughout the year. This app makes it easier for parents/carers to track a child's development regularly rather than awaiting a written report each term.

We continue to offer parents meetings on a termly basis to discuss a child's development with the parent/carer – although we would rather parents/carers contact us throughout the term with any queries

Alongside the Family app we also track our children on an excel programme. This gives staff, parents/carers an instant visual to how children are improving throughout the year. This tool is used at staff supervisions so development and how the staff member is enhancing each child's experience at the setting can be discussed.

Parents/carers are a useful asset to find out whether our planning and adult interactions are helping children to enjoy and achieve. We therefore value their comments through discussion at key worker meetings, general chat throughout the term or through questionnaires.

Key worker meetings can be held via telephone/Zoom if this suits a parent best.

The setting continues to use exercise books as part of the learning journal. These books are available to all children every day. They can be used at any time by the child. By the time children enter Butterflies they are excited to use their 'school books' to write and draw in.

Special pictures/paintings can be added to these books also throughout the year.

Parents can look through these books at their leisure at Stay and Play sessions or in a morning whilst dropping their child off at the setting.

This has been impossible during the pandemic due to the restrictions of sharing resources between the setting and home

We provide resources and activities to ensure that boys and girls enjoy all areas of learning indoors and outdoors.

We are continuously looking at ways to improve the environment for the children. During 2021/2022 academic we are hoping to make further improvements to our outdoor area. The decking area will be made more accessible to all by being replaced with a soft, easy to clean surface.

We encourage children to be independent in their self care, their play and learning. Staff assist children when necessary, but we encourage a 'have a go' ethos.

We plan activities weekly to allow children to initiate their own play.

Staff ask open ended questions to encourage children to use their own thought process to manage difficulties that need solving. This has proved to work well in terms of communication and language development and independent thinking.

With close observation of children by key workers and staff receiving support from SENCO we can quickly determine which children need help from the setting and/or other agencies.

This can enable the setting to receive extra funding where required, this may enable us to increase our staff/child ratio; purchase specialised equipment and give support to children in afternoon sessions when our staff numbers are slightly less than the morning sessions – due to numbers of children.

All staff receive training in Safeguarding/Child Protection and they are made briefly aware of each children's circumstances.

The key worker will be provided with further information if it is felt necessary.

All safeguarding information is shared with those that require the information under the most stringent confidentiality guidelines.

We have 3 members of staff that receive DSL training, one DSL is on site at any one time.

In 2019 we initiated the use of the NSPCC PANTS programme. We now use only the correct terminology for all parts of the body – staff will ask if children need any help with their personal care – children are encouraged to say no to staff if they do not wish staff to help.

This programme is explained to parents/carers during their induction and books from the NSPCC explaining the programme are in the induction pack.

We plan a PANTS week each term.

Parents are informed when this week will occur and are invited to join our stay and play sessions to see how we teach children this subject.

Parents are encouraged to help escort the children when we go on trips away from the setting – no parent is left alone at any time with any child other than their own.

This is made clear at the beginning of the trip.

There is always a member of staff in charge of a small group when the setting goes on trips.

These trips do sometimes incur a small additional cost to the parent.

When we concentrate on a theme, such as Super Heroes, we organise visits from the

local police, fire service, paramedics and dogs for the disabled.

This has not been possible during the pandemic

Parents can pay a small fee for extracurricular activities that the setting offers – these include, Boogie Beat, First Aid.

Staff are provided with a file with all the policies and procedures and are kept up to date with any changes that may be made.

Staff are aware of our behaviour management policy which promotes respectful behaviour among children as well as establishing a positive attitude and atmosphere conducive of learning.

We ask parents/carers to respect staff in the way in which staff respect parents/carers, and other professional that may visit the setting

We promote independence by introducing routines such as self registration and name pegs for their belongings.

We are a 'pack away' setting, which can cause us frustration as sometimes it restricts what we can offer to the children, but it does mean that we have the opportunity to check equipment for safety and suitability on a very regular basis.

Risk assessments are carried out on new equipment to ensure it is suitable for the children at our setting.

Extra risk assessments were carried out during the pandemic and extra routine cleaning took place and continue to do so at the time of this Evaluation.

All children are encouraged throughout the year to wash their hands frequently and high personal hygiene routines have always been in place.

Staff were provided with face masks and shields – these were not worn around the children, as the setting took the view that children use facial expressions as part of their communication.

Staff did wear PPE when speaking to parents/carers either in the building or outside.

Parents during this period are unable to enter the building to drop off and collect children.

Parents have to wait at the front of the building and staff are on the front door to welcome children and to say good bye to children.

Fire detectors are tested regularly, this is arranged by the directors of Warwickspace and the setting implements fire practices for the children and staff every half termly according to the fire evacuation policy.

Fire practices are recorded and any issues that are raised are noted and acted upon immediately

Staff carefully monitor the arrival and departure of children, with one on each room door and one on the main door of the building at the end of each session.

All staff receive an appraisal each year and supervisions take place at least once a half term.

Staff are encouraged to speak to management if they are unaware of any policy and to discuss any concerns either at the setting or at home.

Risk assessments are carried out on a regular basis (half termly) or when a new member of staff/volunteer has started at the setting.

***Our priorities for improvement.***

Ensure that all staff lean towards adult initiated rather than adult led activities. For example; letting children choose activities from the resource book – to be implemented Summer Term 2021

To develop thinking skills in children and to become independent in their thought processes – to find solutions themselves to difficulties

To gain Curiosity Approach Accreditation, when finances and timing allows

To improve access to IT safely and with a specific aim of enhancing a child's learning and knowledge

***Our practice is:***

Outstanding: our practice is exemplary	
Good: our practice is strong	X
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

## ***Quality of teaching, learning, assessment and childrens well being***

### ***Evaluation***

Children at our setting benefit from learning and enjoying themselves at the pre-school in a friendly, child led environment.

We offer a wide variety of toys and resources for the children to play with and investigate.

We are providing more and more natural resources for the child to include in their play. These have had to be removed during the pandemic due to them not withstanding continues washing and sterilising

We have various areas for learning, some of which are on the floor and others that are table based.

The main hall of the building is occupied by our Butterfly children.

We offer role play; small world; construction; mathematics; messy play and art in this area

In our 'quiet room', we offer a book corner; small construction; graphics area and computer skills.

As the main hall can get quite busy and loud, we introduced the quiet area so children have somewhere to sit and take time for themselves when they wish.

In this room we also play calming music such as classical and meditation.

Snack time is held in the quiet room

Our Caterpillar children have access to 2 rooms during the morning.

The side room has the role play area and construction and small world and in the main room we offer messy activities and mark making.

Butterflies 'quiet room' and both caterpillar rooms are used for the afternoon sessions

Our outdoor area has a large construction area under the canopy.

We offer mark making and mathematical outdoor activities via our mark making and maths 'shed'.

We offer other messy activities when the weather is suitable.

All other areas of learning are also catered for outdoors.

We also take children for walks to the local parks throughout the year – we do have to plan these visits so that adult/child ratios can be adhered to.

At the end of the year we take the opportunity to visit a large park in the next town.

We alternate between 2 well known parks each year.

The children travel by a hired coach .

We plan activities whilst at the parks; such as a map to find points of interest; an assault course.

Small and large group activities are frequently used to develop childrens turn taking skills and language skills.

These can be either adult or child led. These activities encourage teamwork and the childrens organisational skills.

Staff continually praise the children in their efforts and learning.

Motivation and continuous support from staff is a necessity to encourage the growth and well being of all our children.

We reward children with stickers and certificates for all positive behaviour, work well done and new achievements.

We encourage parents/carers to share those WOW moments at home also – so we build good communication between home and the setting and share in the child's achievements

Staff talk to children at their level ie; getting down to their level and keeping instructions short and clear for those with speech and language difficulties or English as a second language.

The children that attend our setting all develop throughout their time with us, some more than others but children are not judged by the amount of development attained. We accept that all children come to the setting with different previous experiences and we acknowledge that this can affect children's learning.

Children learn and develop regardless of their starting points due to the inspiration and continuous support from all the staff working alongside parents/carers

Identifying each child's starting point is essential to enable a fair tracking system to be in place.

Communication between staff, children and parents/carers is essential to ensure that we are offering the best care for all.

Good communication takes place during all activities on offer – staff allow children time to make sense of a question and to reply.

If a child is engaged deeply in an activity a staff member is more likely to sit next to the child and wait for them to start a conversation instead of interrupting their thought process.

We are aware that the areas we need to improve the outcomes for are IT and Knowledge and understanding the world.

We have struggled in the past with these areas but with a new approach to IT by all the staff we are hoping this year we can improve what we offer.

A member of staff has been working her way through the Osbox that we purchased – this provides activities for children to take part in to understand how to use the internet safely.

We are aiming to train staff to understand the value of offering more natural resources and less structured items to play with – to enhance their own imaginations. We do aim to in the future take on board the Curiosity Approach to learning – unfortunately due to the pandemic and the reduction of income that this has had on the setting we are unable to fund this project at present

We spend time with the children so that we can find out what interests them and plan around this.

Children frequently ask for resources to be added to an activity and they can then show where this play is going either with staff interaction or not.

We discuss safety with the children on a daily basis eg: how toys are left on the floor - ensuring that towers with the blocks aren't built too high – ensuring the fire exit is clear at all times.

Children are encouraged to help at tidy up time to ensure that the space is clear for the next activity.

When children play outdoors in the large construction area we discuss the use of the wooden bricks and how we should climb the ladder safely.

The children are aware that a large tyre should be behind the tyre before they start to climb.

All areas of the setting are supervised by at least one member of staff – students and volunteers are not counted in our staff/child ratios at any time.

During outings children always hold the hand of the adult they are paired with.

We do try to pair friends up, but sometimes we are aware that these relationships aren't always ideal for trips out so we may take this in to account when pairing children and adults.

We have often used story time to discuss car safety and road safety if parents have arrived mentioning issues on the way to the setting. We have started first aid lessons for the children so that they can learn the basics of first aid and give them confidence. We hope to continue these sessions when restrictions are lifted – there is a small surcharge for children to take part in this sessions

It is most important for all children, regardless of religion or culture to feel secure in knowing they can talk to their key worker or another member of staff at anytime about anything that is bothering them.

We agree that the key person system is an integral part of children feeling safe but also believe that all children should feel comfortable with all staff incase the key worker is away from the setting.

Time is made during the day to ensure that children are given opportunities to talk freely.

Quiet times are important for all children, especially those that spend all day with us – these times can be when some children may feel happier confiding in staff.

SENco has received training on Time to talk and is very adapt at taking time to spend with those children that are perhaps quieter than others and perhaps their voice isn't always heard in the hustle and bustle.

We are now training another member of staff in the Time to Talk programme

Children and staff at our setting are aware of healthy practices regarding eating, toileting and general hygiene.

We encourage children to wash their hands before and after snack, lunch and cooking activities.

At snack time they are offered fruit and/or a biscuit.

Children are offered milk or water at snack.

At lunch time parents are advised of what to put in lunch boxes and an ideas sheet is available if they are struggling.

For safety reasons grapes are not allowed on site.

We discourage sweets and fizzy drinks in lunch boxes, and sometimes advise parents about perhaps offering a healthier lunch to their child.

Staff and children sit together to have their packed lunch – this enables conversations to take place regarding healthy food and where it comes from.

Children are never put down if something unhealthy is in the lunch box – if this is a regular occurrence we would discuss wit the parent/carer.

When we do cooking activities we ensure we are choosing healthy options and that most recipes are vegetarian so that all children can cook and eat the food.

Children are encouraged to go to the snack area when they are ready for snack

The children are encouraged to follow a hand washing routine when using the toilets first supported by staff but then allowed to become more independent.

Children having their nappies changed are also encouraged to wash their hands as this then becomes the norm.

At all times staff use the correct terminology for all parts of the body – and children are encouraged to do so also

We believe a positive approach towards physical activity is so important for the health and wellbeing of the children.

The outdoor area provides space for them to run as well as interact with the resources available to the children.

If the weather is inclement we are able to use the main hall to provide more physical activities.

Our timetable always allows time for out door play or physical play indoors – we believe children concentrate best when they have 'let off some steam'.

In our outdoor area children especially enjoy the bikes and scooters, the climbing frame and other physically challenging resources.

Music and movement is provided inside and outside

We offer Boogie Beat and mini first aid sessions for all the children to take part in sessions to all the families that attend the setting – there is a small surcharge for these activities. It is not compulsory that children attend.

We are also aware of the mental health of children as well as the physical health – with this in mind we now offer childrens yoga sessions, these are held by the staff – after completing a short yoga for children course.

We encourage all children, however young, to enjoy their time with us and that includes helping staff either within the rooms or in the office if they wish.

They do enjoy special jobs and are over the moon if they need to help our finance manager or manager with a special job. This can be putting away art resources that have been delivered, sending notes to staff from the office or simply sitting in the office for 5 minutes helping to take the printing out of the photocopier.

We always encourage children to be kind to one another all the time – and praise them when they've helped someone complete a task either another child or a staff member. Praise/stickers and certificates are given to the child when good behaviour is achieved.

Our SENco will have small groups of children at a time to encourage turn taking and being respectful to all our friends within the setting and in the wider world.

When a child is finding it difficult to share resources and play alongside other children in a respectful way, staff and SENco will plan activities that practice turn taking eg; board games or sharing books.

When planning and setting up the rooms that are packaway we try to be aware that too much choice can be difficult for some children to cope with and therefore we plan taking all childrens needs into account – this has helped by introducing the quiet room where children have the opportunity to play in a calmer environment.

Children at our setting are taught that they should treat all with respect and tolerance accepting each other's differences.

We take the opportunity when celebrating festivals to discuss peoples differences and similarities

Multicultural resources are available all year round so children can experience these differences in us all on a daily basis.

By observing children's development we build on their skills and stretch their knowledge further.

Children's development skills are recorded in their progress files and any incomplete areas are to be approached with enthusiasm and motivation for hopefully successful completion.

Should a special need be identified, observations are passed to the SENCO who will then makes the decision to request further evaluation and/or set up an individual education plan to support the child in developing to the best of their ability.

Our SENCO works closely with our manager to ensure children are aware of their safety within the NSPCC Pants programme.

Sessions are held frequently in small groups and always 2 members of staff present, this ensures that all children have the time and opportunity to talk to a member of staff if they wish.

We believe that 'ready to learn – ready for life' (previously known as school ready) looks different with every child.

There are some children that are rising 5 when they start school and some that have just turned 4.

We have worked along side the local primary school, where most of children will move up to, and our 'ready to learn – ready for life' plan is as follows children to be able to all their own self care - to be able to dress and undress themselves – to be able to put shoes on and off – to hold a pencil correctly – to recognise the letters in their name - to be able to communicate their needs – to be able to follow instructions – to be able to recognise their name and the letters in it – to be able to use a knife and fork – to be able to sit at a table and enjoy a meal in an orderly manner.

We have embedded this in our routines and explain this to parents when they are shown around on the first visit.

The setting is a rich language environment where communication and language thrives. We believe that a strong base of language at this early years stage enables a child to be confident in communication and gives them a grounding to explore language in depth later on in their education.

We provide a book borrowing scheme so that all children have access to books on a daily basis at home. This is encouraged by a reward chart also.

Sessional storytime and singing times back this up encouraging children to express themselves and to experience narratives

In all areas of play children use mathematical language and staff encourage children to think about what language is appropriate – bigger/smaller more/less shape space measuring.

We encourage children to play educational games on the laptops but this time is monitored to ensure that children do not become isolated from the other activities and children.

We prefer to use the lap tops as a back up to discuss further any topic that the child is interested in.

For instance recently outer space was a topic that the children were enjoying so we looked for the moon and planets and discussed their shapes/colours.

This in turn prompted the children to go to the mark making table and draw planets and stars.

We find this works well especially with the boys and girls that are not so confident in using the mark making area

Other IT resources on offer are torches, cameras, video cameras, we allow children to choose music on CD and they can play this by themselves

We now use a electronic system to register children in and out of the building.

Butterfly children are encouraged to sign themselves in and out with staff support.

In October 2019 we purchased 'Osbox' a system to teach children to be internet savvy.

We encourage children to widen their life experiences and their knowledge of the wider world by letting them discuss what they have seen/done and revisit these situations through role play.

Activities are frequently altered to match the childrens lived experiences.

When we have had visits from people, for instance – police, paramedic and dogs for the disabled, children are encouraged at story time or circle time to discuss these experiences and to change various areas of play to suit their thinking

***Our priorities for improvement are***

Although 'Osbox' has been purchased we need some time to allow staff to be internet confident before we pass our knowledge onto the children.

To start accreditation for The Curiosity Approach, when the time and finances allow

***Our practice (is):***

Outstanding: our practice is exemplary	
Good: our practice is strong	X
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

## ***The effectiveness of leadership and management of our early years provision.***

### ***Evaluation***

#### ***It is our ethos that we can always be better***

During the last few years we have invested in new furnishings, that are pleasant for the children to use.

We also have had new flooring and walls have been painted too in plain white.

The staff and committee are included in the changes that take place.

Due to the cost of maintenance within the setting and the restrictions laid down by the directors of Warwickspace, we are aware that other things need doing but staff and committee have a realisation that the improvements are time, cost determined and require permission from the said directors

Management will discuss issues arising with staff at weekly staff meetings or at other points throughout the week if necessary.

Staff receive the minutes from the committee meetings – sometimes when confidential discussions take place at any meetings the information is shared on a need to know basis.

Staff evaluate the activities on offer weekly and decide between themselves where the activity could be improved or if in actual fact it was unsuitable for the children attending at the time.

Staff and parents/carers are encouraged to talk to management at any time if they have concerns.

We have a policy to cover any complaints parents/carers would like to make and the staff are aware of the Whilst Blowing policy if they have concerns over a member of staff.

All concerns are listened to and if appropriate acted on.

Regular committee meetings are held, these are open meetings and all parents/carers are welcome at least once to see if it is something they would like to get involved in. During these meetings any topic that is deemed private and confidential will be left until the visiting parent/carer has been asked to leave the meeting

At present we have 4 staff members on the committee and 2 parent members. Committee members are encouraged to share their concerns regarding the setting at these meetings including how the curriculum is being offered.

New resources are brought in line with the improvements the setting has in mind

We hold 3 fund raising activities per year to enable us to purchase new resources or to replace resources that have seen better days.

During 2020 and 2021 these activities were greatly reduced due to the pandemic

We have introduced the Family app within the setting – this has reduced the time staff spend away from the children - parents/carers are also able to see more regularly how their child is developing.

The cost of the tablets and system have been met by the setting not fund raising activities.

This new system is monitored regularly when its in use.

Staff are timetabled to work on their observational work one morning of each week. Although this is a short time – if staff do struggle the SENco or manager can cover to allow more time – especially at report writing time.

Annually we discuss with staff and the committee what improvements we would like to make throughout each academic year.

In the past we were sending 'work sheets' home to parents to encourage that 1 to 1 time with parent and child but this had faded away throughout the years – this year we intend to reintroduce this process to hopefully engage parents in their childs learning.

We continue to encourage parents/carers and children to borrow books from the setting (as a library) this has been a success to some families and not to others.

We advertise this in weekly newsfeeds.

Each member of staff has a group of children and are responsible for forming a good relationship with the childs family and to get to know the childs background initially.

Staff are also responsible for the observations, assessment and to ensure each childs development is considered in weekly planning.

Getting to know the family as a whole enables us to offer the correct support and learning style so everyone can achieve their best

Annual appraisals take place – this allows management 1 to 1 time with all staff to ensure that their targets of improvement were met and to discuss targets for the next year.

At this time of the year staff also update Disclosure Declarations and other agreements that the setting require.

2019/2020 a training agreement was introduced, to enable the setting to recoup some monies back from staff who leave in less than 2 years of receiving said training.

Staff have the opportunity to request training in a particular area and the setting will do its best to provide this – finances dependant.

At this time staff are also encouraged to self-evaluate their year and if there are any improvements to their practise they think they require.

We have financed our SENco to complete the Time to Talk training over the years and as she has no key children, we are hoping that children that are struggling will benefit from her knowledge gained.

DSL training is being updated annually for all Designated Safe Guarding Leads and they attend a complete course every 2 years

Prevent training is annually updated

All staff have completed EYTQ training.

All staff update their Safe Guarding and Child Protection training every 3 years

Our SENco and another member of staff have attended Meeting the needs of children

with English as an Additional language training within the past 2 years.

We have an Admissions policy that we follow when accepting applications for places at the setting. We do not discriminate on where the child lives or their cultural background. Many of our children are from the Warwick postcode presently but this can vary year on year.

Our waiting list is run on a first come first served basis.

Parents receive copies of our Admissions Policy and our Privacy Policy when receiving an application pack.

Within our welcome pack they receive the following policies: Anti bullying; Attendance; British Values; Collection of late fees; Making a complaint; Managing children who are sick, infectious or with allergies; No smoking; Parent involvement; Payment of fees; Use of cigarettes, e-cigarettes, alcohol and/or drugs; Privacy policy; The role of the key person and settling in; Information sharing; Staff Behaviour policy; uncollected child; Valuing diversity and promoting inclusion and equality; Child Protection and safe guarding policy – executive summary (full policy is available on request and is on the reception table); Logging a concern about a child's safety and welfare – Logging a concern about the behaviour of a member of staff.

It is a requirement to have a DBS check before an employment offer is always advertised with the post advert.

Our policy for employing new members of staff also stops us from discriminating against age or background. Previously all candidates that reach our qualification requirements usually get short listed.

We always employ people who fit the required criteria and who will fit with a well established work force.

We advertise vacancies for children and staff on Face book and other social media sites.

The setting advertises that we accept all funded children and privately paying families.

Through planning and continuous provision we aim to support all our families, we also welcome the diversity of the local community.

All children, staff and families are respected and their individuality and potential are recognised.

We ask that all parents/carers/children/staff and volunteers do not use discriminatory language, behaviour or remarks towards each other.

We have a Behaviour Policy that describes what action the setting will take if this happens.

In the situation a that children have English as an additional language, parents/carers are encouraged to speak their native tongue at home – this ensures that children have a sound grounding in at least one language before trying to learn another. It also ensures they are aware of the own background

Children with Special Educational Needs/ language needs receive extra support from our SENco.

The SENco works alongside the keyworker to ensure that both are working together to

enable the child to reach their best potential. Our SENco liaises with Speech and Language therapists, IDS, educational psychologists, health visitors and other agencies when there is a need.

All parents/carers and staff sign to say that they have received policies and procedures. Staff are provided with a folder with all policies in – they are often sent a scenario from 1 policy that they must resolve at the next weeks staff meeting.

We have struggled previously ensuring that all parents/carers receive information from the setting.

We now have an app that is updated regularly with information this seems to be more effective than sending paper copies out.

Our policies and procedures regarding Safeguarding and Child protection are inline with Warwickshires Safeguarding Board.

All staff are aware of how to report a concern via both yellow and green forms and receive training every 3 years.

We use the NSPCC guidelines to ensure children are taught how to keep themselves safe.

The setting has 3 trained DSLs, there is always at least one site, these receive training every year.

Safe guarding is always included in induction talks with both new staff and parent/carers

All staff are aware that having a good relationship with all parents/carers ensures that 'tricky' conversations can be held in a safe environment for all.

Signs and symptoms of child abuse are displayed throughout the setting.

All staff are aware of the importance of completing 'green forms' when they are concerned about a childs behaviour or something they have said.

Staff are also confident in completing 'yellow forms' if they have a concern over a member of staffs conduct.

All green and yellow forms are easily accessible to both staff and parents.

The deputies and manager have regular meetings to discuss any Safeguarding or Special Educational Needs issues.

All accidents and near misses are also discussed at these meetings.

No adult is left alone with any child for long periods of time, the lay out of the rooms is such that all staff are always visible . The only exception to this rule is the toilet area, but both doors have glass inset so staff are not isolated when dealing with childrens personal care.

Children are encouraged to be independent and confident in making choices. We have feelings boards around he setting and children are encouraged to use these to explain their own feelings. Staff discuss 'PANTS' on a regular basis and encourage children to be talk freely about their own bodies.

Risks assessments for the play areas are completed every day. Staff check toys daily as activities are set up.

The long term risk assessments are changed as and when its required.

Parents are given a copy of our 'Managing a sick child' policy is included in all the welcome packs that parents receive on their first visit.

We promote childrens good health and wellbeing continuously throughout the setting.

We encourage parents to provide a healthy lunch and we do have a discussion with those parent/carers struggling to do so and provide relevant information.

Whenever the setting does cooking activities we always try to choose healthy options.

***The issues raised at our last inspection ( December 2015) to improve the quality of early years provision have now been addressed: The late date for this inspection is due to the setting changing its legal status to CIO and Ofsted's inability to visit during Covid19.***

- *give children more opportunities to fully enhance and develop their communication skills and provide the time they need to think about and express their ideas*
- *extend the systems of performance management to raise the already high standard of teaching to an outstanding level.*

These improvements have been made. Staff are much more relaxed when waiting for a child to respond to a question or waiting for their ideas to form.

The setting has implemented more regular supervisions and training to help us to reach an outstanding rating.

The setting continuously evaluates what is on offer for the children and the environment in which we teach. We discuss our ideas for improvement at staff meetings and at committee meetings.

Any emergency requirements are dealt with immediately and others are added to a wish list.

We do have to laise with the centres directors for works that we require doing and this does sometimes hinder the time scale we have given ourselves to have works completed.

We display multicultural pictures and words and include all the children in festivals that we celebrate. We continually reassess what celebrations we offer depending on the community attending the setting at the time.

Throughout the year the Butterfly children visit the local school – to play in their garden or a classroom and to watch their Christmas play.

During the last term of the academic year teachers from local schools visit the setting to introduce themselves to those children that will be attending their school. This is the time where we share childrens interests and needs.

We briefly discuss the family background and the childs progress whilst they have been with us.

We continually liaise with outside agencies so we can support children with learning difficulties: such as, health visitors, speech and language therapists, IDS, social

services and educational therapists.

We invite parents termly to come and join our Stay and play sessions.

We offer activities that the children enjoy and encourage the parents to join in.

There are always refreshments available at the end, this gives parents the opportunity to discuss any issues they may have with the setting with the manager or just to chat with other parents/carers.

When parents/carers first enquire about the setting by phone or email, we always ask them to make an appointment to visit the setting.

They are shown around by either the manager or 1 of the deputies.

We discuss how we deliver the EYFS and how parents can get involved with the committee

The roles of all staff is explained and why if the need arises why we complete green forms.

At this visit parents, if they wish, leave with the following – an application pack – admissions policy – privacy policy – health form and a prospectus.

Parents are invited to look at our facebook and web pages.

All our notice boards have just been updated so that information is clear for parents to see.

In the reception area there is also a display stand with many leaflets to help parents seek the help they may require.

Recently we have introduced an app that all parents have access to – this is updated regularly, as is facebook, so parents know what is going on.

Key worker meetings are held once a term.

These meetings give parents the opportunity to speak to parents in a quiet relaxed room. At this meeting we discuss the child's development and if either the setting or family have any concerns.

There is a tracking graph that parents have access to, this clearly shows improvement that the child has made.

We have introduced achievement certificates so children can share their achievements at home with their key group.

A library where children borrow books and receive a certificate after borrowing 10 books, of their choice is beginning to be used by more families.

We are trying different ways to encourage parents to share their experiences at home with the children and complete various slips to do with this. We have kept this under review and changes will be made when it is felt best to do so

We have reintroduced the 'work sheets' for all children on a weekly basis so that we can share learning with home.

Every year children take part in a Christmas sing a long, an Easter sing along/bonnet parade and a summer graduation.

During the spring term we arrange a sponsored activity (sponsored bounce or walk)

to raise funds for the setting and another local charity.

We choose a local charity to support each year.

Parents, aunts, uncles and grandparents are also invited too attend these events. Parents are also encouraged to help when we go out away from the setting – we only go out and about with a ratio of 1 adult to 2 children

When the child is registered with us, at the first settling in session a All about me form is completed.

This form includes basic information about the child's home and what they enjoy playing with.

We have recently changed the format after this page – we have included the following areas of learning and have statements relating to each area – physical, communication and language and personal, social and emotional development.

This will help us to identify and areas of concern in a shorter time.

***Your Priorities for improvement:***

We continue to assess the training required by staff and how this can benefit the setting and the children that attend

Staffs CPD is monitored regularly

We would like parents to take more of an active part in the achievements at home, the library and to communicate better with the setting on the child's development. This is an ongoing development

***Our practice (is):***

Outstanding: our practice is exemplary	
Good: our practice is strong	X
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

## ***Outcomes for children***

### **Evaluation**

Children that attend our setting make good, steady progress throughout the year and the term before they start school 75% of our children have reached 30- 50 months development or above.

We have been aware that some children have struggled to reach this stage of development so this year we have introduced a new way in which we help this group of children.

After each report is written our SENco will check progress via our tracking system and if there are children struggling to reach the appropriate stage of development she will make plans to ensure these children receive the extra help that they require – either with their key worker or in one to one situations with the SENco.

We are hoping that throughout this year we will see an improved end of year result.

We do however, keep in mind childrens age and stage of development.

We are ware that not all children develop at the same rate, but we aim to give children confidence and self worth prior to them beginning more formal education

### ***Your priorities for improvement***

To provide extra help with those children struggling to reach the set targets in each area of learning. Especially those going to school that next September

### ***Our practice (is):***

Outstanding: our practice is exemplary	
Good: our practice is strong	X
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

***The overall effectiveness of our early years provision***

Outstanding: our practice is exemplary	
Good: our practice is strong	X
Requires improvement: our practice is not good enough and I know it needs to improve	
Inadequate: our practice requires significant improvement	

***Any further comments you wish to include***

To ensure that each member of staff CPD is up to date with present thinking in Early Years

We continue to evaluate the environment and resources daily to see what improvements are required.

To continue to improve how we monitor next steps for each child and implement focused observations each week

The academic year 2020/2021 brought many unknown and new challenges throughout the Early Years sector on top of the usual demands, due to the pandemic, it is our aim for the next year to focus on our weaknesses and build on the positive outcomes that we already celebrate