



Blakeney Pre-school Self-evaluation

Updated April 2014

Self Evaluation

Effective self-evaluation means that we are able take a step back from our practice and look at it objectively. We consider how well we are doing things and identifying how we could improve.

Identifying any areas for development is not a weakness. It shows that we can improve our own practice.

Self-evaluation helps us to identify areas that we think we are excelling at, whilst highlighting changes we could make to improve our setting –so that we can ensure we give children, parents and staff the best we possibly can.

Setting name	Blakeney under fives	
Setting unique reference number	510052	
Setting address	The Lodge	
	c/o Blakeney School	
	Blakeney	
	Glos	
	Postcode	GL15 4EB
Completed by (name and role)	Cathy Rowlands -Play leader	
	Rachael Thomas -Play leader	
Date completed	4.11.2013	
	Reviewed 16.4.2014 Reviewed 9.11.2014 Reviewed 12.4.2015 Reviewed 30.5.2015	

Part A. Setting details and views of those who use the setting

Section 1. Your setting

Blakeney under-fives is located in a small rural village in the Forest of Dean.

Premises

*We have been operating from our own purpose built setting on the grounds of Blakeney Primary school for over 8 years –previous to this we ran from the church rooms for many years.

* The setting consists of 1 main playroom –with separate secure kitchen, children’s toilets and storeroom. There is a separate lobby entrance where the children are able to hang their coats and bags on their own named pegs. Each child also has a named drawer for their belongings –there is also a disabled /adults toilet.

* A separate out of school club (Marmalade and Monkeys) also use our setting for after school care.

* The entrance to the Lodge is via a ramp.

*we have our own secure outdoor play area, and free access to Blakeney School grounds which consist of large adventure play area, field, nature garden, allotment and wooded area. We have recently completed the building of an outdoor cover for part of our playground –we are now able to access outdoor during all weathers. We are looking into installing a drainage system –as water from the school playground runs into our area during heavy rainfall. We are also looking at ways of improving our outdoor area –both Play leaders have attended an ‘Outdoor play’ course, and have visited other settings to gain ideas and advice.

Provision

*we are currently open Monday, Tuesday and Wednesday 9am -3pm – we continue to seek the requirements of our parents and our opening hours may increase as requested, we added an extra 3 hours on Wednesday afternoons –after consultation with our parents. We open term time only.

*We are registered for 2 year old funding and a total of 24 children may attend each session.

*There are currently 31 children on roll.

*The ethnic diversity of the children attending the setting reflects the local population.

*We have a number of children who have additional needs in the setting. We have a very good relationship with our local children's centre, teaching advisory service, speech and language therapy team, educational psychologist and health visitor. This ensures we are able to access help and advice quickly.

Staffing

*We have 5 members of staff -2 Play leaders and 3 Play assistants. 4 are qualified to level 3 in children's care, learning and development. 4 members of staff are first aid trained, and we ensure there are always 2 Trained First Aiders during each session. There is always a designated child protection officer at each session. Our recent staff appraisals identified some interest in continuing professional development -and we will be looking at suitable training courses and sessions over the next few months.

Management

*A new parent committee has recently been appointed, and are in the process of completing their paperwork -we have a view to changing to a community interest group in the next few months and are receiving advice and support from the NDNA. We work closely with Blakeney primary school and are able to share resources and information.

Section 2. Views of those who use your setting and who work with you

We use various methods to ascertain the views of the children, parents and carers who use our setting.

Parents and carers

- *Informal communication with parents and carers takes place daily when the children are dropped off and collected, there are also other opportunities for informal communication at other times –such as fundraising events, outings and celebrations.
- *We send out half termly newsletters, and parents are reminded that they are able to speak to staff at any time. We hold termly parent meetings and more formal regular meetings if needed (e.g. –for ' My Plans')
- *We have a Facebook page where we post information on activities we have planned for the following week, we also post ideas for activities parents could try at home with their children. We also use this Facebook page to pass on information and reminders.
- *We send out questionnaires to all parents – We had a very good response from our last one and from this we have been looking into ways of improving our communication with parents –this has resulted in implementing a text notification service, a Facebook page and starting the parent rota again. We are also in the process of updating our webpage. (a copy of the questionnaire and results are attached to this document)
- *Parent’s views are also requested during their child’s final half term at the setting in the transition document. We have had many lovely comments and have included some in this document.
- *In order that they gain a true understanding of what their child experiences during a session, parents are invited to come into playgroup on a rota system. Not only does this support the child’s learning and development as the partnership between the setting and parents is enhanced, but it also gives parents an opportunity to see the setting in action first hand.
- *We have sought parent’s ideas during the planning of our outdoor area.
- *We have recently had a Saturday 'Breakfast morning' -this was very popular and gave parents (who may not be able to usually meet the other parents , due to work commitments) the chance to meet and socialise with each other and the staff.

Children's views

*Children's views and ideas are sought out and listened to during sessions –for example we ask what they would like us to buy for snack, they are able to choose what they would like to play with during the session. Children are asked for their opinion on new activities or any changes we may implement. All children's interests are reflected in our weekly planning. We have asked all the children for ideas for new outdoor equipment –some drew pictures of what they would like, their ideas included a swing, a slide, a step and a chocolate bridge!

Staff members

*We hold weekly staff planning meetings to enable all staff to input into the planning process. We also hold termly appraisals. All staff have a good working relationship in the setting and are able to discuss ideas and views freely .

Other organisations

*We have a good working relationship with Blakeney school -the children regularly pop over (this is usually their idea) they may want to show 'Mandy in the office' something they have cooked, or sing a new song to the reception class. We have shown Mr Stevenson their "giant parsnip" that they had grown from a seedling he had given them. We recently visited with our Easter bunny hats to show Mr Stevenson; we have also danced around the classrooms dressed as a Chinese dragon! We have regular visits from members of the school staff also.

*We work closely with the Health Visitor and our local children's centre –and are able to contact them for advice. The children's centre also provides lots of helpful advice for our parents.

- **Part B: The quality and standards of the early years provision**
- **Section 3. How well the early years provision meets the needs of the range of children who attend**

Evaluation

*We have a system of continuous reflective and forward planning to ensure we consistently provide a stimulating and welcoming environment, our resources are changed regularly based on the children's interests and requirements –the children know they can ask for anything out of the cupboard if it is not already out.

*There is a balance of child initiated and adult directed learning.

*All staff have a wide range of experience and a good understanding of how children learn and develop- we are planning on updating all staff training in the next term to ensure continuing professional development.

*We operate a key person system –all parents have the opportunity to visit the setting with their child before their first session, parents are invited to meet their key person to complete a 'home to school profile' and an 'all about me'–this enables staff to effectively assess the needs and requirements of each child and plan sessions to suit them. Our key person board is in the lobby for all parents, children and visitors to see. It currently contains pictures drawn by the children of the staff members !

*All children have a learning journey –a folder containing observations, photographs and examples of their work, this is used to plan next steps in the child's learning. The children have access to their learning journeys during the session; they enjoy sharing them with their friends. We document any comments they make in their learning journey. They are free to add things as they wish and are able to take them home at any time to share with their family.

*If children are identified as having additional needs supplementary observations are made to help determine developmental benchmarking and progress made, assessments are used to write 'My plans' and to access outside agencies and additional help if required.

*We hold formal parents meetings each term to discuss their child's progress, development and interests.

*We encourage parental input into their child's learning –we have 'parent voice' sheets in every learning journey –enabling every parents to comment (although we do encourage this –unfortunately not many parents do so) we also send home blank 'wow' cards for parents to complete at home and return to the setting, this is popular and the children really enjoy telling everyone about their 'wow' at circle time –we also write out 'wows' during the session for the child to take home and share with their family.

*We ensure that we plan for every child's 'next step' –and that this is documented, by completing termly summative assessments.

*A range of activities are available both inside and outside –and children are able to 'free flow' as they wish.

*We also have outdoor play every day –this ensures all children access outdoor play every session.

*We exchange information with any other settings the children may attend. We contact initially via telephone or letter, and visit in person if possible. We send out a developmental assessment and ask that they do the same. If children move on to other settings we try and contact them to pass on learning journeys, transition records and any other information we feel may be of use.

My practice (is):

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

- **Section 4. The contribution of the early years provision to children's well-being**

Evaluation

*We operate a key person system –each child is given a nominated staff member who will help them to settle into the setting.

*As we are a small setting, and all based in 1 room, all the children form secure emotional attachments with all staff members –so much so –that when they move onto Blakeney primary school, they often call to the playgroup staff over the fence. A number of the children have also told us they “missed us”!

*We remind the children of our ‘rules’ and how to play cooperatively and behave well. We used a sand timer for sharing toys, and after a while the children are able to use the timer by themselves. We have a self selection board for the bikes and ride ons , the children learn to independently select and share the toys- We have a large visual timetable for the children, and in the past some of our children have had their own smaller personalised timetable. We offer lots of positive attention and praise.

*Staff act as role models for the children and manage behaviour in a way which is appropriate to each child's age and stage of development. Children who display undesirable behaviour are given one-to-one adult support to understand their behaviour and how they should behave in the future. Staff work in partnership with children's parents and they are kept up to date in respect of their children's behaviour.

*Children are encouraged to have respect for the environment; they are encouraged to develop a sense of respect for property and objects. A degree of self-sufficiency is promoted through gardening activities which include fruit and vegetable growing for snack times.

*Children are encouraged to think about ‘being healthy’ –we grow a range of food for snack time, we prepare healthy snacks with the children, we speak about the importance of a healthy balanced diet and exercise.

*Children's sense of belonging is continually reinforced through everyday routines such as helping at tidy time, putting name cards out and cleaning tables. All coats pegs and drawers are named. Children are encouraged to help each other -for example, by turning the taps on during hand washing, getting the paper towels out for each other, showing each other where toys belong at tidy time. Choosing and preparing their own snack. All the childrens displayed art work is named -we use copies of their name cards and sometimes their photos - this ensures they are able to identify their work and this gives the children a sense of pride and ownership.

*We take part in events which promote a sense of community, charity and social responsibility. We take part in events on a local level; including school based events such as assemblies. We visit the village church and participate in the annual Christmas tree festival. We visit the residents of Sydenham House at Christmas and make regular visits to the village shops and post office. We recently visited the doctor's surgery and had a look around the waiting room; we spoke to the receptionist and the pharmacist.

*A variety of events within the multi-cultural calendar are observed each year – such as Chinese New Year, Diwali, Befana. We ask parents about their child's religion, cultural background and ethnicity with a view to acknowledging and learning about celebrations they would like us to be aware of –and understanding customs which we may not be familiar with.

*To prepare children for their transition into school , the reception teacher holds 'Rising 5' sessions from the reception classroom in Blakeney primary school – these sessions are led by the reception teacher and with the reception children, we exchange information with the reception teacher. As well as these sessions we are regular visitors to the school.

- My practice(is):

Outstanding: my practice is exemplary	
Good: my practice is strong	x
Requires improvement: my practice is not good enough and I know it needs to improve	

Section 5. The leadership and management of the early years provision

Evaluation

*Staff are committed to ensuring they meet their responsibilities with regards to the requirements of the EYFS.

* We are currently in the process of moving from a committee run group to a Community Interest Company –and are receiving help and support from the EY team and NDNA.

*All staff are involved in writing and updating of the policies and procedures.

*All staff are involved in the Self Evaluation.

*staff supervisions take place each term –, the next supervisions will take place before we break up at the end of July 2015.

*We work well with parents and carers; we have regular newsletters, a notice board with useful information for parents and carers, a website where parents can see activities the children have been enjoying. We offer the opportunity for all parents to help on duty rota, we have open days for prospective and current parents, parents are involved with the management of the setting. We have opportunities for parents to be contribute to their child's learning –'parents voice', 'wow' cards ,parents are invited into the setting to share skills, read favourite stories and share cultural traditions .

*We ensure children are kept safe by carrying out regular risk assessments, fire drills and alarm tests.

*All electrical equipment is PAT tested annually, all alarms and fire equipment is serviced annually.

*The main school gate is security locked -and entry is via a coded lock, the school gate is locked during lunch breaks. Our internal door is also alarmed.

*All staff are suitably qualified and DBS checked.

*We work in accordance with our employment and staffing policy.

*Our last Ofsted inspection (15.11.10) stated we should formalise and develop the SEF, increase the provision and effectiveness of outdoor provision in inclement weather –both of these matters have been addressed.

Our priorities for improvement

Ensure all staff continue to read and amend policies and procedures.

Continue with process of changing to CIC.

Ensure all staff continue to read and amend SEF

My practice (is):

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

Section 6. The overall quality and standards of the early years provision

The overall quality and standards of my early years provision (is):

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

Any further comments we wish to include

We have recently appointed a new committee, and are in the process of completing the paperwork. We are looking into changing from a committee run playgroup to a community interest company. We are receiving support from NDNA.

