Setting Information and Self-Evaluation Record 2019/20

Setting Information

Rainbow Teddies Pre-school was established in 1967, it has operated from a variety of venues over the last 50 years, but for the last 20+ years it has been based on the school site of Manorbrook Primary School. We operate from two rented classrooms- both have wheelchair access. We have our own cloakroom, children's toilet facilities and enclosed garden area; which include grassed and hard surfaces and areas for general digging in the mud, along with a planter for growing fruit and vegetables. Our setting is a registered charity and has a management committee made up of parents/carers of children who currently attend or of children who have previously attended the setting. The committee is formed at an annual general meeting (AGM) which usually takes place in September or October.

The families that use our setting are mostly local and of white British heritage. In each academic year we will usually have a few children of varying ethnicity and they can be either bi-lingual or leaning English as an additional language (EAL). We usually have at least one child on roll who is eligible for Early Years Pupil Premium (EYPP) and a couple who are in receipt of 2 Year Old Funding.

We are open for 38 weeks of the year; term time only. We offer places to children age 2.5 to 4 years old. We run two groups: Teddy Tots for younger children and Rising School for older children. The Teddy Tot group runs on a Monday, Wednesday and Thursday, from 12.30 pm until 3 pm. In previous years the Rising School group has run on a Monday to Friday, from 9 am until 11.30 am or 9 am until 12.45 pm. Last year we opened a 'longer day' session for this group, which ran on a Tuesday from 9 am to 3 pm and due to its success we are offering the longer lay option to this group on a Monday to Thursday from September- the Friday session will remain shorter. With these changes, the older children can access 27.75 hours per week. The amended session times also mean that we will have a 'mixed' age group on a Monday, Wednesday and Thursday.

We have 9 members of staff who have a wealth of experience in early years and education, including an Early Years Professional (EYP), five people with an Early Years (EY) level 3 qualification, one person with a EY level 4 qualification, one person with a Teaching Assistant (TA) level 3 qualification and one person who has previous experience of working with young children in schools.

Self-Evaluation

I have used the grading criteria from the evaluation schedule in Osted's 'Early Years Inspection Handbook' *(May 2019);* taking each judgement from the Education Inspection Framework (EIF) and the associated 'considerations' to indicate how we have evaluated our practice; with information on where to find 'evidence' of said practice.

Overall effectiveness: the quality and standards of the early years provision

Safeguarding is effective- during recruitment, all required checks and references are acquired ahead of adults working with children. All staff members are required to read various policies and procedures as part of the induction process; and to sign to indicate understanding and acceptance. All committee members are required to obtain DBS check/clearance and all receive information from the setting manager about their responsibilities regarding safeguarding children, when they join the committee. All required checks and references are acquired ahead of student/volunteer placements. All staff has a Paediatric First Aid qualification, up-dated every 3 years. All staff has Child Protection training; every 2 years, with Lead Officers attending every 2 years. All staff has an annual 'in-house' refresher on matters relating to safeguarding and child protection. All staff has in-house food hygiene training as part of the induction process. Our general working practice encourages staff to discuss any concerns openly and as early as possible- we have before/after session discussion, regular staff meetings, informal/formal discussions; both on one-to-one basis and as a team, we have regular staff reviews and staff appraisals. We monitor children's absence from pre-school and follow up concerns as appropriate. We have a range of policies and procedures which evidence our commitment in trying to ensure that children remain safe and healthy both at pre-school and at home.

Where evidence can be found: *Policies & Procedures/Safeguarding File and Safeguarding Certificates re: What to do… Prevent, Channel, FGM, Domestic Abuse, CSE, Online safety, Acceptable Use of Technologies Agreement, Working Together… Record of Health and Well-Being Forms/ Session Files (in each classroom)/Health & Safety File inc. Risk Assessments/ Health & Safety Information File/Health Care Plans & Record of Administration… / Nappy Changing records/Registers: children, staff, visitors/ Student File/Emergency Evacuation Records/Lockdown Records/Recruitment-Staff Records/Ofsted File/Committee File/SIP-SEF Evidence File/Child Information Booklets/Existing Injury Form/Accident & Injury Form/General Incident Form/Communication Book/Behaviour Management Book/Session & Child Feedback Forms/Planning e.g. online safety activity/Setting 'Rules'- created with children/Staff Meeting Minutes/Interesting Articles File/LADO Poster/ART Poster*

Overall effectiveness: the quality and standards of the early years provision (continued) and the quality of education- Through initial informal discussions with parents/carers we gather information about children's interests, strengths, capabilities and learning styles. These details are formally recorded in a Child Information Booklet (CIB) along with all other relevant personal details. There is a section in the booklet for parents/carers to explain if there is anything that they would like us to consider regarding their child's development and if so how they think we could best support them at pre-school. All parents/carers are required to complete the CIB just ahead of a child starting pre-school- this information is used to plan for a child's initial individual needs and feeds into our group planning.

During the school year we encourage parents/carers continued involvement in their child's development and learning, with our Puzzles and Games (PAG) library, book library, inviting them in to speak to their Key Person, sending regular information by email, encouraging them to add photos and comments to their child's Learning Diary and by sending regular newsletters home. Each child is allocated a Key Person and this person will work closely with the child and their family as they move

The quality of education continued: through the school year. Group planning is informed by information that Key People record on their Possible Lines of Direction (PLOD) sheets; these are completed twice per term or more; depending on how many weeks are in a term. The PLOD sheet will present ideas for a child's future learning and will be based on observations; which could be formally recorded or based on the Key Person's knowledge and/or might contain suggestions from the child's parents/carers. The PLOD sheets are passed onto our Curriculum Coordinator (CC); we have one for each of our Teddy Tot and Rising School group- this ensures that the needs and developmental requirements of our younger children are appropriately met and also means that our curriculum is consistently preparing all children for their next stage of development and learning.

We generally have a termly 'theme' or topic, which is used as a base for learning; this introduces children to a range of activities and experiences which we hope will engage their interest and enhance their knowledge and understanding of the world, whilst also promoting the development of skills across all areas of the EYFS. Through positive relationships with Key People, including general everyday conversation, sharing stories with/without puppets and engaging in small group games, we help children to recognise and identify a range of emotions- this promotes their emotional intelligence and helps them to feel safe, secure and happy. We recognise children's emerging and spontaneous play interests and adapt our short-term planning accordingly. We record both individual and group observations to gauge the effectiveness of our planning and regularly meet as a team to discuss any practice that is working well and to discuss ways to improve.

We regularly record peer observations, as this gives individual staff members the opportunity to reflect on their own practice and to receive constructive feedback. We use opportunities recommended by other reputable organisations, to help us to improve our practice, for e.g. completing a language audit and a safeguarding audit (South Gloucestershire) then using information from these to develop our own 'action plans'.

We use cohort tracking grids to help us to identify individuals and groups of children who may need additional support in any particular area of development and learning. The grids also help us to consider how our environment and/or general practice might be affecting particular children for e.g. if we see a pattern of how several children are struggling with 'making relationships' (this will be indicated by a lower age 'level' than would be expected for their chronological age) it might be that we need to look at the opportunities we are providing for children to engage with their peers and to consider whether making some changes could help, such as making the role play area more appealing, or moving the book area to a quieter and less busy part of the room.

For children in receipt of EYPP, we consider how we can use funds to best support them, particularly where we have identified any gaps in their development and learning; this information will generally come from the Key Person and/or may be influenced by input from other professionals involved with the child. Rationale for purchases is recorded, along with a record of the positive 'outcomes' for the child concerned.

Through our carefully considered planning systems and our everyday interactions with children, we demonstrate our commitment to providing them with the best possible start to their early education, with the aim of inspiring a love of learning and a thirst for knowledge, which we hope will stay with them through-out their whole school career and beyond.

The quality of education continued: we record each child's progress in a Learning Diary; gathering information which feeds into a summary of progress, which is written by their Key Person and shared with parents/carers at least twice per academic year. Key People complete the 2 Year Old Progress Reviews in good time; after a child has had sufficient 'settling-in' time at pre-school.

We differentiate our planning to ensure that children with special educational needs and disability (SEND) are able to access the same or similar experiences to their peers. We work with children in small groups to support speech and language development and provide more challenging activities for children who are ready to extend their development and learning in particular areas, in our Extended Learner groups; these children are identified by their Key People. We support children with visuals such as sand-timers and visual time-tables, we also use individual 'Now' and 'Next' boards for particular children- some children may also have an Individual SEN Plan (ISP). We regularly use Makaton; most staff has a level 1 and 2 certificate- I have recently enquired about training for our newer staff members.

Our curriculum planning involves opportunities for children to take part in local community events and initiatives for e.g. Thonbury-in- Bloom (growing and art competitions), Thornbury Carnival Parade, Intergenerational Activity Scheme (planned for 2019/20- our first successful visit to the residential care home was in summer 2019). Each year, we plan visits to local places of interest such as Westonbirt Arboretum, Thornbury Castle and Cattle Country Adventure Farm. Through-out the year, we have a range of individuals and organisations come to pre-school, to show or introduce the children to a particular subject or skill, for e.g. Zoolab (mini-beasts), football skills, ballet class, drama workshops, science workshops, gymnastics taster session, Road Safety Workshop, Hedgehog Rescue and police visit- we use these experiences to plan subsequent activities/experiences, so that children can build on what they have learned and consolidate and deepen their knowledge and understanding.

 We support other charities such as Book Aid International and Children in Need, by planning events such as dressing-up as a book/rhyme character and bringing in a book to share and; 'wearing something spotty'-this all helps children to develop an understanding of the world in which they live and gives them an early awareness and understanding about making a positive contribution to their community and about helping others beyond their own family and community. We have events at pre-school which bring parents/carers into the setting, such as VIP mornings/afternoons, Christmas Performance and Graduation/Commendation ceremony.

Where evidence can be found: CIB/Group Planning/Group Observation File/Learning Diaries/EYPP File/Extended Learner Groups/Narrative Group/PLODS/Peer Ob's/SG Audit/Language Audit/Cohort Tracking Grids/Progress Summaries/Staff Training File/SEND Records/SIP-SEF File

Behaviour and attitudes: we recognise that young children need to feel safe and secure before they can truly engage with the opportunities presented to them at pre-school- our Key People spend time with children; getting to know more about their likes/dislikes and their interests and abilities; they soon start to identify the children's preferred learning styles and see what motivates them to engage and learn more, this helps them to plan more effectively for individual children.

Behaviour and attitudes continued: Key People sit with their group of children near the start of the term and discuss how we can all keep safe and happy at pre-school; this is when our 'group rules' are written; children are reminded of these at times as/when required!

We help children to manage strong emotions by labelling them, for e.g. "I can see that you are angry/cross, is it because (name) took your car? Let's talk to (name) about it" We would then have a conversation with both children about using 'kind hands' and remind that we should ask for a toy- we would help them to reach a resolution, for e.g. suggesting that we use a sand-timer so that each child can see how long they have, before handing it to the other child. Once children learn this technique they begin to independently resolve things themselves when faced with subsequent, similar scenarios. We model what 'taking turns' and 'sharing' means in practice, so that children come to understand what these terms actually mean and how they 'work'. We also have various games and books which we use to further support children's emotional literacy.

We speak to each other with respect; modelling positive social interaction- we say 'please' and 'thank you'; to each other and to the children. We remind children that when someone else is speaking, that they need to wait for their turn to speak. We remind children of what *to* do rather than what *not to* do, for e.g. "Remember to use your walking feet inside!" We 'catch' children when they do something praise-worthy, for e.g. "That was really helpful of you to help (name) find their hat!" We have a 'Rainbow Tree' which has leaves made out of handprints; these are sent home for parents/carers to record incidents of children being helpful or kind and are shared with the group at 'carpet time'.

When children are struggling with a difficult task, to begin with we might use forward/backward chaining to help them experience success; building their self-esteem and confidence for e.g. we might 'start off' the zipper on a coat and then encourage them to 'zip-up!' On another occasion we might help them with a 'tricky' jigsaw puzzle then encourage them to add the last couple of pieces.

We aim to build a child's self-esteem and confidence in their own abilities, so that they can become effective problem-solvers, for e.g. if they are engaged in an activity and becoming frustrated at how things are going, we might ask pertinent questions, or 'think out loud' to encourage them to think of solutions themselves, such as saying "I wonder what would happen if…" or "Maybe we could try…"

Where a child's behaviour causes concern, for e.g. if negative behaviour is becoming more frequent or escalating, we liaise with parents/carers to plan how we can work together to support the child in managing their feelings and behaviour more effectively. Where physical intervention is used at pre-school to manage behaviour (for e.g. if a child is removed from a situation to protect themselves and/or others) we record the incident in our Behaviour Management book, which parents/carers are then asked to read and sign.

We are sensitive to the fact that our younger children sometimes need more support with their personal, social and emotional development- we also recognise that for some children with SEND, it can be an area of development and learning that they find particularly challenging.

Where evidence can be found: *wall displays/policies &procedures/Behaviour Management Book/Planning/resources-books/games/SEF-SIP File/Learning Diaries.*

Personal Development: our Key People build positive relationships with their children and families from the outset; this helps children to feel safe and secure at pre-school so that they soon start to benefit from the opportunities and experiences offered at pre-school.

Our curriculum planning ensures that children are experiencing a broad, balanced and relevant early years education, for e.g. learning about healthy life-style choices, using a tablet (screen) safely, taking appropriate risks and challenges; using knives (with adult supervision) to cut fruit when they are 'Teddy Helper' and moving large logs around outside to support imaginary play. Children experience a wide range of food at 'snack time' and learn about their community; with visits to places of interest and visitors coming in from different organisations. Children take part in structured P.E. sessions, as well as engaging in spontaneous, physical activity both indoors and outside. We celebrate a range of events in the local community and support other organisations further afield *(see quality of education section).*

Children are generally encouraged to manage their own personal needs, but where children require support, they are identified through discussion with parents/carers and/or with the completion of the Child Information Booklet. We inform parents when their child has had a nappy changed; with a paper record being sent home. General hygiene practice is further supported with the use of the hand-washing unit borrowed from South Gloucestershire- this unit shows how well/not well hands have been washed.

Children's own uniqueness is celebrated for e.g. sending home a 'What I did in the winter break' sheet, for families to add photos and annotations, which are then displayed at pre-school. We also celebrate personal achievements with Wow stars and recognise positive character traits with our Rainbow Tree' leaves'.

Where evidence can be found: policies & procedures/wall displays/Group Observation File/ TT & RS Termly Overview/PD Programme/Dance Programme/CIB's/Planning/H & S File/SIP-SEF

Leadership and management: the manager has the overall day-to-day responsibility for the running of the setting, she works closely with the staff team, ensuring that appropriate training, mentoring and support is in place and that staff consistently work to the high standards of care and education expected within our organisation. Our team is built around trusting and supportive relationships; which means we are able to tactfully challenge one another, if we think that it is in the best interests of the children and/or of our working practice. Working in this open and honest environment creates a harmonious atmosphere for the children, which is beneficial for their own sense of well-being.

All staff receive regular appraisals and all are encouraged to discuss any issues with leaders and/or manager informally; we regularly have discussions at the end of session to talk about any little 'niggles'. Staff has regular review meetings alongside annual appraisals; dependent on the mentor/support needs of the individual concerned- this helps to stop any potential issues from escalating and becoming a real problem for anyone. Any 'shortfall' in working practice is addressed as soon as possible and followed up with an 'action plan'- this is reviewed within agreed timescales. The manager has an annual appraisal with key officers from the management committee.

Leadership and management continued: the manager and leaders regularly review our record-keeping systems, with the aim of helping individuals to manage their workload more effectively, whilst also maintaining high standards. We are in the process of acquiring 'Tapestry' which will enable Learning Diaries to be recorded electronically; this will make key-working less time consuming.

Curriculum Coordinators devise the educational programme ('planning') which is informed by PLOD (Possible Lines of Direction) forms; written by the Key People (these are our Qualified Assistants-Q.A.'s). Sessions are led by 'Session Leaders', they are supported by the Q.A.'s and the General Assistants (G.A.'s) the latter do not have 'key children'.

Regular staff meetings are held which may include discussion about: children's developmental needs, planning, health and safety issues, local/national updates, up-and-coming pre-school events, safeguarding and general day-to-day matters. All meeting minutes are sent out to staff by email and a copy is also left in the staff area.

Staffs members are encouraged to take ownership of their own C.P.D. (Continuing Professional Development) and to seek out relevant opportunities, using the local authority V.L.E. (Virtual Learning Environment) which has on-line courses that they can access. The manager shares articles of interest with the staff team, via email and by leaving hard copies in the staff area (e.g. Nursery World articles). All staff completes a Record of C.P.D. form at various points in the academic year. The manager also identifies staff training needs; through observation, staff appraisal and as part of our on-going statutory duties (first aid/child protection). Records on dates attended are kept and diarised, so that the relevant courses are re-booked; thus ensuring compliancy with local and national requirements.

We seek engagement with parents, carers and children through various means e.g. Teddy Link newsletter, emails and notices (e.g. reminders, notification of illness, speech and language sessions available etc.) We issue annual questionnaires for parents/carers and children (the latter is very basic, but captures the child's opinion). We liaise with the local authority and welcome our annual 'Setting Support' visit as a way of gauging how effective our practice is; we take advice and follow any 'actions' discussed as part of the process. We seek opportunity to engage with our local community and local organisations *(see quality of education).* We share reports and summaries with other early years settings (for children who attend other settings too). We regularly visit Reception class (on our school site) during the spring and summer terms and we liaise with other local schools during the summer term; visiting them and/or inviting Reception teachers to us. We are hoping to have some primary school children visit our children in the new school year; to read and share books with them.

We are passionate about ensuring that children with SEND and their families feel welcomed and supported in our setting and have secured EHCP funding, DAF funding and Inclusion Support funding for individual children in the last few years- this enabled us to buy specialist resources and to recruit a one-to-one support assistant for particular children.

Where evidence can be found: policies & procedures/staff appraisals/SG File/SG Certificates/Meeting Minutes/Training File/Setting Support Reports/Other Setting File/SEND Records