

# Early years self-evaluation form

For provision on the Early Years Register

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**Age group:** Birth to 31 August following a child's fifth birthday

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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<b>Setting name</b>	Addlestone Preschool	
<b>Setting unique reference number</b>	160624	
<b>Setting address</b>	Milton Road	
	Addlestone	
	Surrey	
	Postcode	KT15 1NY
<b>Completed by (name and role)</b>	Rachel Flynn, Manager	
	Carol Harbridge, Deputy Manager	
<b>Date completed</b>	2019/20	

## **Meet the Staff**

We are fortunate to have a wonderful team of Pre-School Practitioners who all offer varied Childcare and working experiences to widen the possibilities for the children.

**Rachel Flynn, Manager:** NVQ Level 3 Qualified, Pediatric First Aid Trained, SENCO, Child Protection Liaison Officer, ILM Leadership and Management

**Carol Harbridge, Deputy Manager:** NVQ Level 3 Qualified, Pediatric First Aid Trained, Behaviour Management

**Sarah O'Sullivan, Pre-School Practitioner:** NVQ Level 3 Qualified, Pediatric First Aid Trained, Health & Safety Officer

**Melanie Osborn, Pre-School Assistant:** EYE Level 3 Qualified, Paediatric First Aid Trained

**Emily Sanderson, Pre-School Practitioner:** EYE Level 2 Qualified

**Current Vacancy:** Preschool Apprentice (recruiting summer/autumn 2019)

## **Addlestone Pre-school Committee**

The committee is responsible for the Pre-School as an owner would be. They are in charge of everything from fundraising to maintenance and from recruitment through to yearly appraisals. The committee is re-elected every year at an AGM and everyone is welcome to attend the meetings and apply to be a committee member.

Committee Members are:

- Chris Bullett, Chair
- Kristina Gorman, Treasurer
- Alison Bullett, Secretary/Fundraising

### **COVID-19 Outbreak**

Preschool was closed from March 2020 due to the COVID-19 outbreak and government recommendations. All parents were offered a place if they were classed as a key worker, while initially one or two came forward after further consultation they did not require a place. The preschool remained closed until the 1<sup>st</sup> June 2020. During this period staff remained at home, but undertook online training to keep up to date with good practice. Online courses included those from the SSCP: Online safety risks to children, Self-Harm, Adverse, Childhood, Experiences (ACE's), Safeguarding Children with Disabilities, Neglect, Bullying & Cyberbullying.

### **Communications continued**

Communications continued with parents and children throughout this period, emails were sent with useful links to current information and suggestions for activities. Tapestry was used to send details of activities to parents and for parents to send in things that children were doing at home. Staff put together a video for children to watch and put together a home learning pack 'I bet you've grown' linking to plant lifecycles and providing a sunflower seed to grow with their parents and some activities that they could complete while doing it, as well as a ruler to measure it as it grew. The children sent in progress pictures.

### **Measures in place for return of children 2020**

On the 11th May 2020 government set out their plan and issued guidance for the return of all children into early years settings from the week commencing the 1st June 2020. 1st June is the earliest point at which this phased return will begin. It will only happen providing that the five key tests set by the government justify the changes at the time.

Initially Addlestone Preschool will need to partially open in order to minimize social contact, and therefore will not be able to allow all children back in on the 1st June. We will prioritise places based on criteria recommended by Surrey County Council.

We are conducting risk assessments and planning the necessary steps to ensure the highest standards of safety can be maintained. However, even with our best efforts and the new measures put in place we cannot completely negate the risk.

So that we can begin to reopen Addlestone Preschool, we have listed some of the key changes/requirements here:

- 1 designated member of staff for cleaning
- No lunch club
- No 30 hours
- Snack is to be provided by parent/carer in a suitable container (see snack policy for further clarification)
- Small groups of children (1:4 ratio) and remaining with the one adult and group throughout their session
- Staggered drop off/collection times to minimise adult to adult contact. (Please be on time)
- Routines within the setting will be adapted to reduce social interactions and minimise the risk of transmission (see example daily routine attached)
- The physical layout of the preschool has been altered to ensure small groups of children can be kept at a safe distance and the outside area will be used as much as possible

- Soft furnishings/toys and things that are difficult to clean have been removed from the learning environment
- All resources and equipment will be regularly cleaned and staff will follow high standards of hygiene
- There will be no nappy changing (in initial phase)
- We ask that only one parent is present to drop off/collect a child and that they follow social distancing rules (staying 2 metres apart on the markings provided, waiting for their child to be called through the small preschool gate and leaving their child to enter - no parents will be permitted to enter the gate)
- Parent/carer will assist children to use the hand sanitiser provided outside of the entrance gate each time they drop off/collect their child
- Children showing signs of ANY illness must be kept at home. Parent/carer is to notify a staff member via phone and agree a return date.
- Parent/carer must be available via the main contact phone number during their child's preschool session
- Any child not happy to enter preschool will need to be taken home. A member of staff will contact the parent/carer to discuss and put a plan in place to help get the child back to preschool
- Staff will not be available during drop off/collection to speak with parents. If you have questions/comments please call (01932 851744) or email (addestone.preschool@hotmail.co.uk)
- No visitors/deliveries will be permitted to preschool during this time
- Home learning for parents that chose not to send their child back to preschool will be supported via tapestry. Parents will be able to access a recording of the story read, links to resources, a list of the activities that we are doing at preschool and the areas of the EYFS that we are covering

You will find further details in our updated policies and procedures at <https://addestone-preschool.co.uk/policies/> In particular there have been major changes to (but not exclusively); arrival/leaving, snack, health & safety, toilet facilities, physical environment, toys & equipment.

Please bear in mind that these procedures are subject to change as we move forwards and aim to get all children back to preschool as soon as possible.

### **Basic/Example daily routine under COVID-19 measures Summer 2020**

(Children will be instructed/supervised to hand wash at regular intervals throughout the sessions)

- Arrival and registration: at tables 2m apart, 1 child to a table
- PE with Joe Wicks (while in coloured groups of 1:4) or another action linked activity
- Free play: in coloured group zone area of preschool room, with separate resources and a selection of planned activities
- Story time: 2m apart on named spaces
- Snack time: at tables, 2m apart, 1 child per table, snack and drinks provided from home
- Outdoor play/learning: in designated zones by group with adult. Planned activities/resources.
- Leaving: sit at tables 2m apart, called one by one to the door

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

### **Section 1. Your setting**

In this section describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language. Refer to the *Early years self-evaluation form guidance*, page 5.

Addlestone Pre-school was established in 1986 on the current site, but has been running for approximately 45 years. The Pre-school is one large room with kitchen, children's toilets and a disabled/adult toilet included. There is direct access to an enclosed outside area which includes a sheltered, canopied area and a large wooden summer house. The pre-school is located in the grounds of Ongar Place School which is situated within a residential area. Access to the building is via a ramp to the main entrance for children/parents or small step to the side entrance.

There is a parent led committee which is re-elected at the AGM. Chris Bullett is the current chairperson. Chris has worked in an educational environment for several years and been part of the preschool committee now for 4 years, with this being his second year as chair.

The pre-school has good links with Ongar Place School including regular use of their playground and contact with the Early Years teacher there. This was crucial to allow the new preschool building to go ahead and the addition of an extra metre of outdoor playground to house the new disabled access ramp.

Addlestone Pre-school operates universal 15 hour places from Monday to Friday, term time only (9:00 – 12:00). Monday to Thursday afternoons the younger children attend and we offer FEET spaces during these sessions. There is no provision on a Friday afternoon as this time is set aside for weekly staff meetings and planning.

We continue to offer a limited number of 30 hour places and all have been filled. Lunch club continues to run from Monday to Thursday lunch times from 12:00 – 12:30 and children attending bring their own packed lunch to share with their friends and the staff.

The pre-school is operated on a session by session basis. Morning sessions can take up to 24 children and afternoon sessions take 12 children, this number increases as the children are able to take more sessions (the ratio of child to practitioner means we can increase numbers as the children turn three).

The pre-school employs six members of staff, five of which hold an appropriate Early Years Qualification. One member of staff is employed as an apprentice. There is also a volunteer that helps out during scheduled sessions. Staff are deployed daily on a rotational basis, this is logged on our daily planning. We have 30 children registered for the year 2019/20. Currently 3 of our children are

FEET funded, 2 paid for two year old places and 5 are using the 30 hours funding. The rest receive universal funded places. One child has extra support for additional needs and one has English as an Additional Language (EAL).

Recent training attended:

- Two members of staff completed a 'Behaviour Management' training course and fed back to the other staff, sharing their learning and the literature as well as ideas of how to implement at preschool during our Friday meeting
- All staff trained in Paediatric First Aid to refresh their previous training and ensure their knowledge is kept up to date
- E-learning modules for all staff have included: 'Prevent (SSCB)' and 'Recognising and Preventing FGM (Home Office)'
- Other training is planned see staff training record/dashboard.

Our planning is carried through to our outdoor area, supporting all the seven areas of learning. For example, when learning to recognise our numbers and count, this followed through to our outdoor area where we played hopscotch to reinforce the children's number recognition.

For children achieving more than what is expected of them, we extend their learning through a planned 1:1 learning experience or set ability based groups. We have close links with the Early Years teacher at Ongar Place School who is available for us to talk to and happy to give advice.

**Continuing with:**

- Focus on 'Every child matters' and cover each individual area.
- Targeted areas have been identified for personal development through staff appraisals that were completed June 2019. These have been added to the staff training and development plan
- Aim to send staff on more/new training courses to bring this extended knowledge back into the preschool
- Working towards making more individual planning for each child and grouping them on ability.

**Improvements since last self-evaluation:**

- Further physical equipment has been purchased to enhance our outdoor environment and provide opportunities for risk taking
- Full-day sessions continue to be offered to our morning children and several have taken places, we will monitor the effectiveness of these sessions and the financial impact to the preschool. Parents taking the full



day sessions have lunch club included (09:00 – 15:00) Monday – Thursday.

- Tapestry is now fully operational for all children and used to track/monitor individual and group progress. Parents now also have access to view and comment. At the end of the year parents are given a copy of their child's journal on CD.
- Review of information technology available to children found that access was limited and that children were unable to independently access/use appropriate software packages to advance their learning. Fundraising money was used to purchase an interactive touch table with software packages to encourage: Literacy skills, letter recognition, letter formation, number formation, nursery rhymes to explore songs, rhythm and rhyme. Children are now able to play and learn together at the table.
- New 'Genie Lab Science' and 'Hartbeeps' sessions introduced for both AM/PM children at points throughout the year. Each introducing new fun and interactive concepts, story based learning and role play activities.

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

This section should record:

- the views of the children who attend your setting and those of their parents or carers
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

Refer to the *Early years self-evaluation form guidance*, page 6.

Letter from the reception teacher at Ongar Place school:

*"Dear Rachel, I would just like to let you know that I have been completing my baseline assessments for the new Reception children and have found your transition sheets most helpful and accurate. They are extremely easy to read and give me all of the information that I need to build a picture of each individual child that has come from Addlestone Pre-School. I am now confident that I have a perfect starting point for each child to continue their learning journey. Many thanks to you and your staff for making the transition so smooth. Kind regards, Mrs Kerry Brill (Reception Class Teacher), Ongar Place Primary School"*

Testimonials from parents 2018/19:

*"She thrives with you and is always happy to go along. We are confident that she is well cared for and speaks highly of her teachers."*

*"She learns so much, has fun and has made lovely friends. A great environment."*

*"It provides outstanding care for my child. They support his learning and well-being all the time."*

*"My child has felt really settled at preschool. His confidence has blossomed and I feel he is able to learn well there and be nurtured."*

*"You seem to vary activities and do so much with them! I love the fact you take them on walks noticing things in the environment and have the opportunity to use the pool and playground facilities at Ongar Place."*

All children continue to have a 'comments' and 'reading record book' in their bag which aims to be another opportunity for two-way communication. The book will now include updates on the learning that is taking place at preschool and encourage parents to extend the learning at home (for example by bringing in

items linked to our learning for the children to share at preschool).

Parental questionnaires are sent out yearly to ensure that we have feedback from all parents and can continuously improve. We are keen to ensure that the opportunities we offer for a two-way dialogue are as efficient as possible.

**Parent questionnaire 2019:** There were only 10 responses to the annual questionnaire a disappointing 26% response rate, the lowest for 4 years (despite the questionnaire being anonymous and a post box provided for parents to use outside of the preschool entrance). Next year we will try a different approach with a view to increasing this. The questionnaire will be shortened and simplified, they will be handed to parents at the end of their June parent meeting. A table with pens and a post box will also be provided and staff will encourage completion there and then.

Results from the completed questionnaires were very positive with 100% of respondents stating that their children 'loved' the preschool sessions.

**Choice of Preschool:** The reason for choice of preschool was split between 'near to where we live' and 'word of mouth'.

**Feedback:** 100% of parents were happy/very happy with the feedback provided by the preschool. One parent commented *"I am very happy with the amount of feedback I get. Regular parent-teacher afternoons and tapestry support this and all the different types of work that comes home show the progression my child is making."*

**Tapestry:** 100% of parents found tapestry useful for keeping up to date on their child's progress at preschool. Comments from parents included: *"We love seeing what the children have been up to and it's a good conversation starter on the days when my child hasn't told us what she did". "We love being able to see all the things our child has been doing. It is lovely to be able to show grandparents"*.

**Staff Contact:** 100% of parents were 'happy or very happy' to speak to staff with any queries and specific comments were made about staff; "All the staff are very friendly and approachable, you can speak to any of them freely and easily", "I have found the staff very friendly, approachable and always smiling – they look like they genuinely enjoy working at this place!"

**Website:** 80% of those parents that returned a completed questionnaire used the Addlestone website. The new preschool website has been launched since this questionnaire was sent out. The testimonials from this year's questionnaire will be added to the site.

**Swimming lessons:** We have again had a lot of interest in the swimming lessons this year and will continue to offer them to our morning children. Parents commented on the importance of 'such a valuable skill' and suggesting the 'lessons are reasonably priced'.

**Suggestions for improvement:** There were a few suggestions given for improving Addlestone Preschool. These were as follows and comments have been added:

- *1 response;* Use the school playground more. We make use of the school playground as much as possible weather/time permitting,

- 1 response; Larger outdoor area. We are always in touch with the school and any opportunity to increase the size of the outdoor area will be taken.
- 1 response; More regular book swap. Books are swapped as soon as children return them to preschool and bags are checked at each session.
- 1 response; times and hours available are not long enough. Suggest 3-4 hours sessions with 3 year olds being able to attend mornings. While session times need to remain as they are we will look to offer a higher number of 30 hour places in 2019/20.

**In summary** the responses were very positive despite the low response rate, with encouraging statements about staff approachability, the activities provided to children and their progression.

Next year the questionnaire will be dealt with differently to see if this increases the response rate.

Actions as a result of this questionnaire are:

- Continue to emphasis use of Tapestry and parent interaction through it,
- Offer swimming lessons during summer term 2019,
- Shorten annual questionnaire and simplify the process of completing/returning it,
- We will look at increasing the number of 30 hour places available to children attending preschool, but this will be tailored to the cohort/parental requirements each year,
- Maintain regular parent meetings and availability of staff at beginning/end of sessions.

Our next questionnaire will be sent out to parents during the at our June parent meetings 2020.

Our lunch club remains popular and parents that have siblings in both our morning and afternoon sessions and they have found it very helpful when managing the drop off/pick up times of their children.

We have a weekly blog on our website that ensures if parents/carers miss anything in our daily sheets, they can always read about our activities at the end of the week and see pictures in our photo gallery. Our website is an integral part of our communication with both current and prospective parents/carers.

We are continuing with:

- Boo Boo Bear, our preschool bear is given to each child throughout the year and they are encouraged to take him home and add pictures/words to the accompanying book. This helps parents and children bridge the gap between preschool and home life. Encouraging parents to continue the learning journey and allowing us to have a deeper understanding of our children.
- Our 'special box' has been proving a great success with the children. One child takes the box home each day and can bring in 3 items from home to share with their friends during registration. We are going to

extend this link with home learning as we explore phonics. The children will be asked to bring in 3 items from home that begin with the letter sound we are exploring at preschool. This will continue throughout 2018/19. Children will now also take home a phonics activity sheet to share with their parents and complete. As they return the sheets they receive a smiley face stamp and certificate at the end of term.

- Wow stars are used as another form of linking parents, children and staff. Parents are encouraged to let us know when their child/children have achieved or done something special outside of preschool. We then ask the children to comment on their achievement during our circle time.
- There is a daily notice board highlighting what we have been learning and parent meetings are held annually to review the children's progress
- Staff meetings are held each Friday afternoon to allow us all to meet and discuss planning, improvements and any other issues arising on a weekly basis.
- We plan around the children's interests and have a daily group time, where the children are free to talk about their wants and interests. Key workers support their children with 1:1 times. We have introduced a post-it note system to ensure a quick visual aid for all staff – highlighting the progress individual children are making and support required this feeds into our planning each Friday, but also ensures we are tailoring all activities to individual requirements
- Supervision and staff appraisals now form part of our training plan.

## Part B: The quality and standards of the early years provision

This part of the form covers the judgements the inspector will make when evaluating your provision. It is important to have your own judgement about how well you are doing in these areas.

### Section 3. How well the early years provision meets the needs of the range of children who attend

This section is about the impact of your provision on children's learning and development. You should refer to:

- *Early years self-evaluation form guidance, page 7*
- *Evaluation schedule for inspections of registered early years provision, pages 6–11.*

**Evaluation:** We provide an enabling environment and have strong partnerships with both children and their parents and this allows us to; know the children, understand their needs and form a close keyworker relationship. The children in turn are comfortable to express likes and dislikes.

We feel that we provide stimulating resources inside. We have recently purchased more physical resources for our outside area, so children can take more risks eg. climbing and balancing equipment. We are also creating a planting/growing area. We understand each child's development and learning through daily observations. Through the observations we are able to evaluate children who need either extension or support in a particular area. The outcome from the observation would be noted and fed into planning for the following week. We also track the children's progress on a visual form. This enables us to easily see how children are progressing and shows any areas where a child needs extra support in order to become a more competent learner.

Each child is allocated a keyworker as we are a small setting this ensures that each keyworker has a good knowledge and understanding of each individual child's needs. This allows us to fulfil our aim of creating successful children who engage better in their learning and gain skills for future success in society.

We advocate children's sense of being through making sure children feel and are safe, and build wonderfully, playful, accepting and curious attachments with their key workers and other adults in the setting.

Children tend to settle quickly, are confident to express themselves freely and are comfortable in the pre-school environment. We welcome all children from

different backgrounds and cultures. We understand that each child is unique and respect different cultures by celebrating a variety of festivals and welcoming family members to come into the pre-school and share their experiences. We provide multicultural resources in both genders.

We recognise that parents are children's first and main educators and work together to ensure that parents know what their child is learning. This is achieved through our daily notice boards, regular newsletters and our new website.

We work with outside professionals to support children who may have a special need. We provide planning around the children's interests and are flexible with our daily routine to ensure the children enjoy their learning. We try to group the children to their ability so the learning is appropriate to their development.

### **Your priorities for improvement**

- Working towards making more individual planning for each child and grouping them on ability. Action: We will look at new cohort of children and review each child's abilities to offer the chance of grouping our children based on their development. For example, when running a focused activity it is aimed at the different levels in order to maximise every child's learning. Tapestry will be used to help with this process.
- Aim to send staff on more and new training courses to bring this extended knowledge back into the preschool – this is to continue as an area for improvement.
- We have recently set out the areas of learning in the new preschool building and these will be monitored closely during the start of term to gauge usage, suitability and assess where improvements are required. Each area will be adapted as required throughout the terms ahead and reviewed with our 'evaluation of learning in continuous provision' sheets.
- We have looked at progression in writing and initiated a self-registration system. This has worked well and we now use a three step process (1 name cards with pictures, 2 name cards to encourage recognition, 3 self-registration sheets for all developing on to an individual sheet per child for the week, allowing us to reflect on individual children's progress and in turn use this to inform their next steps.
- Read, write, Inc – we are going to follow this format of phonics when encouraging early literacy and for letter formations. Our 'listening ears' encourage all children to join us for a walk through the outdoor environment and stop to listen for sounds around us. This leads us on to letter sounds as children progress.

- A review of ICT equipment led to the purchase of an interactive touch table with software packages to encourage: Literacy skills, letter recognition, letter formation, number formation, nursery rhymes to explore songs, rhythm and rhyme. Children are now able to play and learn together at the table. Play is supervised and staff are aware of e-safety, modelling appropriate use and activities are planned to offer all preschool children an introduction to e-safety, encouraging early awareness and understanding in this area. While we feel strongly that it is important for children to have access to these resources we also feel that preschool should provide children with a break from tablets/computers giving them more opportunity to focus on building their communication skills and social interaction.
- We have noticed from our weekly planning sheets and regular meetings that following a 'storybook' based theme helps focus our planned activities and introduce new vocabulary to the children – this will continue to aid our focused activities in 2019/2020.
- We introduced an 'emotions board' to encourage positive behaviour in all of our sessions.

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
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

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. You should refer to:

- *Early years self-evaluation form guidance, page 8*
- *Evaluation schedule for inspections of registered early years provision, 11–14.*

**Evaluation:** We strive to ensure children develop the characteristics of effective learning through playing and exploring. We encourage children to explore and show an interest in discovering new things. We encourage children to be independent learners by allowing children to do things for themselves and achieve their own outcome through trial and error, and feel a sense of achievement. We plan the environments around the children's interest and how they play. We provide things to enhance their learning and make sure we have lots of different textures for children to explore. We add learning resources to our continuous provisions to achieve our learning outcomes.

**Extent to which they feel safe:** We have started to initiate home visits prior to children starting at preschool as we feel this gives preschool staff/parents/children to get to know each other in advance of a child starting at preschool. Booklets and information are given to parents/carers/children so that they can talk about what to expect when a child starts at preschool. Staff are able to see the child in their familiar surroundings and begin to form a relationship/gain understanding and aid the settling in process.

Before the children start they are invited to come in to pre-school for a play session with their parent/carer, this enables both parent and child to get to know the staff and setting before they start. Addlestone Pre-school prides itself on the relaxed environment that helps the children to settle. Although we are relaxed we understand the importance of the children feeling happy and secure, which results in the children becoming positive learners. We value each child as an individual, if a child does not settle we will work with the parent/carer and put an individual care plan in place to suit the child.

Children forming strong attachments with their carer's, is at the heart of all we do. Key workers are allocated to individual children from the start, but they are able to change if they form a bond with a particular adult to ensure that they are getting the most out of their time at preschool and optimising their progress. This information is shared with parents on our daily sheets. We pride ourselves on knowing our key children inside out. Key workers meet with parents twice a year and there is an open door policy.

We are sensitive to parent's feelings in this process and are happy to support them. We use positive reward and praise so every child feels special and unique in their own achievements. We promote positive behaviour management in the classroom and work closely with parents to provide strategies to link home and preschool. All of which are positive eg. sticker charts, wow stars. We understand that behaviour is age and stage related and can be affected by changes in their home life.

Working with parents is central to a child's behaviour and engagement. When a child starts at preschool parents are made aware of our relevant policies. Our settling and behaviour policies are set up to ensure children feel children safe in the preschool environment and allow all staff/parents and children to have an understanding of how we can create a safe, secure and positive learning environment for all children.

**Extent to which children adopt healthy lifestyles:** We promote healthy eating at snack time and include activities that help the children learn about a healthy lifestyle. We encourage children to be physically active by making available a wide variety of physical activities daily. Throughout the year children learn about visits to the dentist, doctors and the role of people that help us achieve a healthy lifestyle. This includes visits from representatives in the local community.

We promote good standards of personal hygiene, encouraging children to hand wash, go to the toilet independently. Through songs, activities and regular reinforcement of the importance of personal hygiene in a healthy lifestyle. At least twice a week we use the school playground and make use of their physical equipment, as well as encouraging children to join in a physical activity.

We now offer swimming lessons for children during our summer term at Ongar Place school. These lessons are affordably priced and designed to introduce children to water safety and the benefits of this type of exercise. They also help with confidence, listening skills and independent self-care (dressing/undressing/safety measures).

We now run termly 'Yoganory' sessions for our children to provide a focus on mental well-being. The children practice relaxation, breathing and quiet moments as they follow a story and form yoga moves. These inclusive sessions have proved popular with all of our children and parents.

We offer a lunch club and promote healthy eating, children sit and eat together. This has recently helped where children have been having sensitivities eating at home. It enabled those children to see others eating and they were encouraged

to try new and healthy foods.

We are lucky to be able to visit a local allotment where children can see how things are grown first hand. They get to dig and harvest fruits/vegetables and then bring them back to preschool to cook/prepare and eat.

**Extent to which make a positive contribution:** Children are encouraged to help take part in the preschool day and see how they can make a positive contribution. They are given roles which include helping with the snack, feeding the fish, bell ringing and helping at registration. This builds their confidence and gives them a sense of responsibility for their environment. The children respond well.

Children are encouraged to respect the diversity and difference within their friends. As they begin to mature through our preschool they start to understand how everyone is different and everyone is special. Our celebration board lets us explore these differences and understand that children have different likes and dislikes to themselves and this is exciting as we can learn from each other's skills and interests.

**Extent to which develop skills for the future:** We provide an adult led activity each day, which covers all areas of learning through our half term. Through self-evaluation children are able to play and explore independently, which enables them to think critically and become creative learners.

We promote good role models in both adults and children by setting boundaries and rewarding positive behaviour and actions. Within pre-school children are naturally competitive and enjoy challenges we set for them to achieve. Adults will lead, then step back and allow the children to take control and decide when the task is finished.

Children are encouraged to be aware of their surrounding and everyday activities. Trips are undertaken to the local library, church, dentist and shops, where children are included in the preparation and process. We also have visits from local services; Police/Fire/Nurse/Guide dogs and more.

Children are encouraged to prepare for the transition to school, and work on the skills required to help in the new environment. For example getting themselves dressed, writing their name, recognising letters, counting and drawing pictures of themselves/family. We have received excellent feedback from the reception teacher.

### Priorities for improvement

Whilst working through our last SEF we identified the following priorities:

- Using our 'evaluation of learning in continuous provision' sheets to monitor the areas.
- Based on Early Years advice we aim to set up a two way learning board to inform parents of the daily activities and learning taking place in preschool so that they can extend this learning at home. We have now introduced this for both our morning and afternoon children.
- Tapestry is now used to record observations and create children's profiles. Parents can access with a password and monitor progress themselves at any point throughout a child's time at preschool.
- EYPP funding has been provided received for some of our children and we have used this funding to create a sensory tent area with light and dark/movement and sound activities. It will also be used towards one-to-one and additional support for children during activities.
- E-safety topic introduced – for staff and children in the early years (purchase of interactive table top), links to useful video clips from surrey bulletin used and material/interactive approved games provide introduction to this topic.
- New security gates to be added outside of preschool on entrance to the main school building – this will lead to increased security and key code access will be required by staff. Visitors will need to be given permission to enter by staff. Autumn/Winter 2019.

My practice (is):

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

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

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- partnership working.

You should refer to:

- *Early years self-evaluation form guidance*, page 9.
- *Evaluation schedule for inspections of registered early years provision*, pages 14–18.

**Evaluation:** The preschool manager and reception class teacher work hand-in-hand to ensure we met the new requirements of the EYFS. These policies are rigorously introduced to all staff. Staff have their own copies of the policies. Policies are collated in the preschool room and on our notice board.

The preschool manager and staff undertake weekly planning, preparation and assessment on a Friday afternoon where requirements are discussed. All staff are encouraged to take part and all views/input valued. We continually reflect and analyse our working practises to ensure the children reap the benefits of the very best outcomes.

The manager and deputy manager are working with staff to build on their knowledge of the characteristics of learning. Our aim is for all staff to be able to change and adapt to suit the children's individual learning.

**Example of self-evaluation and improvement planning:** We evaluate regularly to see which areas in our environment are working well, so we can change, adapt or add additional resources to enhance the children's learning experience. Early Years advisor supported the manager in an ECERS Audit for our two year old facilities.

We feel that we are able to evaluate our provision and constantly look at the cohort of children to see how they learn. We take into account gender and age and we adapt the classroom and outside area to suit.

Staff are exceptionally skilled at meeting individual children's needs and have outstanding skills and expertise in different areas. The deputy manager has immense knowledge and experience of the EYFS.

We have altered our way of working to ensure we can offer the extended 30 hour places to our parents by reviewing staffing, including a lunch club and adjusting our pricing strategy.

We use Tapestry to review progress throughout each year and at staff meetings we evaluate progress of children in each of the areas of learning. This informs our planning decisions at staff meetings.

**Examples of performance management and professional development:**

Each and every staff member has individual supervision where we review their effectiveness and any support we are able to offer them to meet the requirements of EYFS. The preschool manager has her supervision with the chair of the committee.

We use a training and development plan to record and monitor training requirements. The manager has access to this and can add training for each individual monitoring their progress against targets.

**Rigorous safeguarding:** Safeguarding is our first priority. It underpins all we do. Records are stored and shared appropriately. We pride ourselves on our ability to communicate openly and in a trusting manner with parents as we believe that it is through these relationships with parents that we protect all children.

- To ensure the safety of children the manager makes sure that the child to adult ratio is at least the minimum statutory requirement, however most sessions will exceed this ratio. At arrival and departure time a member of staff is deployed and does not leave the door until all children have arrived or the last child has left. The manager then personally double checks the door to make sure that they are locked. Another member of staff is deployed to the main green gates (shared entrance into the preschool and Ongar school) this is then padlocked. The manager will only let children leave with another adult if a form has been previously filled out by the parent/carer or if we receive a telephone call from the parent/carer. The adult then needs to have the child's password before they are able to take the child. *(New security gate to be introduced with key code access only as of autumn/winter 2019).*

- Recent staff meeting was held for all staff to ensure all policies and procedures are up to date and provide a chance for senior staff to feedback from recent training courses that they had attended and make everyone aware of their responsibilities regarding safeguarding. As a result several procedures were updated and policies highlighted to parents where necessary. New incident and accident forms were implemented and the 'level of needs document' discussed.
- The manager holds regular fire drills and makes sure that they are done on different days of the week to incorporate all children.
- The manager makes sure that the health and safety officer is up to date with new requirements and that any daily checks are carried out by either the officer or deputy.
- Only visitors expected by previous arrangement are let in and sign in to the visitor book. Any unexpected visitors must have valid identification.

When staff start with the preschool the manager makes sure that they are aware that mobile phones are not to be used when children are in the building. Staff are made aware that any urgent calls need to be made to the preschool landline. Our staff induction includes the importance of 'safeguarding'. We talk through child protection 'What to do if' and the referral procedure. This is followed by staff attending the workshop as soon as possible.

The deputy has been made responsible for overseeing the educational programme to ensure that all areas of learning are included as the manager felt that the deputy had more experience in this area. The manager and deputy manager both work together as a management team to ensure that we provide learning appropriate to the children's developmental abilities. Together they encourage staff to observe children by carrying out a focused child observation, which provides us with information on how the children learn socially and this helps all staff to get to know the characteristics of each child.

The preschool manager has completed an ILM Leadership and Management course and this has supported her and given her the knowledge and confidence to put in place systems to make sure that we have effective performance management. The manager is using Improvement/Development Plan to set and log targets. Through regular supervision any training or support needed is identified and individual goals put in place. A training and development plan for all staff is now in place and regularly updated.

SENCO: we pride ourselves on being able to recognise if a child has any SEN needs from very early on. We are very aware that this can be hard for the parent/carer to accept and feel we are compassionate when working with them. We understand this can be an emotional time and are there to support the

parents when they are ready to take the next step. We closely work with outside agencies to give us strategies to support each individual need.

Staff building good relationships with parents allows the keyworker to have a good understanding of any language or cultural barriers that could delay the child's learning. We are then able to put strategies in place to ensure that the child feels included. The manager strives to provide total inclusion throughout the preschool and ensure that all children have the freedom to express themselves as an individual.

**Examples of partnership working:** Early years advisor, reception class teacher, forums and meetings. Other preschools, staff at courses bringing back best practice. Addlestone Preschool has worked closely with speech and language over the last year and adopted techniques for use with all the children. Work with several outside agencies to ensure the children at preschool have access to the right support and advice at the right time. Over the last few years have worked with the Sayes Court Sure Start Centre – courses are promoted through Facebook/noticeboard and website (signposting for parents to relevant sessions workshops).

**Your priorities for improvement**

- Targeted areas for personal development through observations of staff practice in line with the characteristics of effective learning
- 360 degree reviews where staff complete formally recorded peer assessments
- Use of training dashboard to monitor and progress training requirements. Training planned includes: Prevent/Recognising and Preventing FGM/Safeguarding update training/Paediatric First Aid/Food Hygiene update/SEN training.

My practice (is):

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



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

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement and the grades you have awarded yourself.

You should refer to:

- *Early years self-evaluation form guidance*, page 9
- *Evaluation schedule for inspections of registered early years provision*, pages 18–19.

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

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

### Further comments

**Progress all children make in their learning and development:** We meet the needs of all children who attend our provision. Each child is unique and treated as an individual. This is very important to us and is reflected in our practice. Children are happy, feel part of a group, confident and comfortable within their self. When children start at preschool we encourage parents to complete an 'all about me' sheet. This enables us to find out important information about the children. We can put things in place so we are prepared for their start. Two year checks are completed and keyworkers fill out a summary and planning sheet which enables us to identify relevant next steps, support or extensions.

Developmental profiles are kept via tapestry for all children. This allows keyworkers to observe and evaluate how children are developing in each area of learning. When a child is observed achieving a step in their development, keyworkers are responsible for planning their next steps to extend their development. Strong key worker relationships ensure staff are aware of any help and support a child may need when starting.

Addlestone preschool promotes total inclusion and respect for both children and their families. Staff respect all cultures and backgrounds and offer support to ensure everyone feels comfortable and welcome attending the preschool.

**Children’s personal and emotional development:** Staff at Addlestone Preschool are extremely good at making children feel comfortable within the settling in process. Staff work with parents by using a settling in plan. If children are unsettled or do not leave their parent/carer independently we offer a warm and comfortable environment which we feel encourages children to settle quicker and fast become more independent learners. The keyworker plays a big role in children’s settling in, being responsible for creating a bond with both child and parent. Having a good relationship encourages parents to feel comfortable to be involved in their child’s personal development at preschool and children have that key person if they have any worries or concerns. Keyworkers are matched to a child before they start, but if for any reason a child creates a stronger bond with another adult we feel it is important to be flexible and can change their keyworker. The phrase “unique child” is very important to us and we encourage children to be individual, voice their own opinions, likes and dislikes. Children are respected and encouraged to respect others, their beliefs and cultures, backgrounds and especially their feelings. We as a preschool feel that a positive attitude is extremely important, this includes behaviour, inappropriate behaviour is dealt with in a positive way. Depending on the behaviour we apply different strategies and feel it is important for children to understand that it is the behaviour that is unacceptable

The manager (DSL) and deputy have up to date knowledge of the requirements of safeguarding and “what to do if” with clear understanding of the process of referral. Each staff member understands the importance of the process and of informing the DSL of any concerns. The preschool manager recently attended SSCB level 3 course and fed back to all staff, checking policies and procedures for accuracy and suitability.

We have an e-safety policy which covers the use of cameras, mobile phones, tablets and the internet and parents sign a consent form for photographs. It is of major importance that children stay safe and secure whilst at preschool.

**Safeguarding and the welfare of children:**

**Security;** we pride ourselves in providing a safe and secure environment. All members of staff adhere to the safety procedures, which include securing entrances and exits, staff ratios and children using the outdoor and toilet areas. This has recently been reviewed in line with the new building. New security gates planned for autumn/winter 2019 will lead to another revision of procedures and access will become via key code only.

Our environment has age and stage appropriate resources, which provide a stimulating place for children to learn. We provide varied activities which enable children to learn and follow their interests. We have a good understanding of the importance of children’s play and believe children can learn through doing things they enjoy and naturally select. We especially believe in taking children’s

leaning to their play rather than rigid learning.

**Health & exercise;** Children are provided with healthy snacks and encouraged to be independent in their selection of foods and to do things independently like hand washing, pouring drinks and clearing tables. We provide many different activities and routines to ensure children are active. We encourage children to join in physical activities, to ensure they have a good balance, express their self and sometimes just use up energy. We believe that this has a positive effect on their learning. During the summer term our growing area is used to plant, grow and harvest a variety of healthy foods (tomatoes/potatoes/lettuce/strawberries/carrots/onions..). The children get to prepare and eat these items during the preschool sessions. This year we were lucky to visit a local allotment for the children to see first hand a huge variety of fruits/vegetables growing, listen to the owner explain what they were, how they were looked after and then help to harvest potatoes to take home.

**FIP:** We evaluate our daily planning to look at how an activity has worked, whether we achieved a desired outcome and linked it correctly to learning outcomes. We observe children prior to key learning activities and group to ability. We complete 'focus child observations' which enable us to observed children in the session. This allows us to look at how children learn, play and how they use the environment. This enables us to support areas if we have concerns and to understand their characteristics of learning.

To ensure we continue to provide a quality provision for all children within preschool we as a team assess, plan and review every Friday afternoon at an all staff meeting. During these meetings we evaluate all aspects of the past week and discuss where, if necessary, there are areas in need of improvement. We are constantly looking at ways of changing the provision to build on how our children learn and play. We pride ourselves on being flexible within our planning so that we can follow the children's interests as they are observed. This keeps things current and means children can learn in a way that they enjoy. Taking children's learning to what interests them has an extremely positive effect within preschool and moving on to their transition.