**Play Station nursery @ Filton Self Evaluation Form 2014**

**Section 1**

**Setting Details**

**Context**

Play Station Nursery @ Filton is a new provision set up in September 2013 running from a Sure Start centre. Due to cuts in local authority funding, our provision was initiated to enable the building to be maintained as a Sure Start Centre for 50% of the week. Play Station Nursery @ Filton is a sister provision to Play Station Nursery Ltd, based in Little Stoke, which has been up and running for 13 years.

Play Station Nursery @ Filton having only been open for 4 months; is working hard to become an established, reputable nursery of the local area. Firstly, we recognise the opportunity for a setting that marries having qualified, attentive practitioners with a provision that is economically accessible for families. This kind of setting will become a strong, indispensable service in the local area, where Sure Start centres are often becoming few and far between and unable to reach certain families. Play Station @ Filton recognises its role in the shortfall of services to these hard to reach families. We aim to use our knowledge and experienced practice to give families access to support and guidance, where they might otherwise receive none until the children reach school age.

We aim to provide a caring, stimulating environment for all children within our setting, we do this by making sure our policies and procedures, ethos and practice are current and relevant to our specific location and family base at Filton. As our provision is located within a locally disadvantaged area we recognise that there will be increased likelihood of children in our care needing additional support from different sectors of local authority services.

We often provide childcare to families accessing support from the Sure Start centre, which enables us to establish strong working relationships with the Sure Start staff team. This facilitates gaining advice, sharing information, and sharing resources, simultaneously strengthening both Sure Start and nursery service.

**The provision**

Our building consists of 1 main room that is used every day for the provision. The children’s bathroom is located within this room, meaning access to facilities is easy. There is a large garden with ample space for children to run, ride, and scoot freely. We have great areas for planting, hiding/den building and role playing. Since the Sure Start centre has no existing facility for this, our plans for the spring will involve the children planting herbs and vegetables and fruits and learning the skills that are needed to nurture and document their growth (exciting times ahead!)

The garden has a wooden bridge that the children love exploring. On here the children gain strength in their physical development and they learn the valuable skills of how to risk assess effectively. The garden is accessed through 2 open plan doors which enables free flow in all seasons.

The centre is on one level with ramps for disabled access, with accessible door handles and switches.

Access to the main building consists of a large gate for adults to open (this is a safety measure as there is a car park and main road immediately outside of main door). There is an electric door which is opened with a key fob from the outside which only staff are allocated. From the main door we have a foyer filled with information about the Sure Start centre and key facts/services for the area. This area also acts as a way to enhance both provisions running from the building as we collaborate our support services. There are then double doors which lead to the reception area where our policies and procedures folder can be found in front of the main office. To the left we have the conference room, our office and kitchen areas. On the right there are cupboards, disabled toilets with nappy changing facilities and adult toilets. Both corridors either side of the Sure Start office meet 2 secured doors to our main room. The doors are secured by key pad on the outside and release button from the inside.

We offer 15 hours spread over 3 days these are as follows:

Monday - 9 – 12pm

Thursday – 9 – 3pm

Friday- 9 – 3pm

On Thursday and Friday the children enjoy lunch within the setting which consists of packed lunch provided by parents/carers. The staff join the children at dinnertime to eat their lunch.

We can offer up to 31 places within the building. This has been calculated via the Ofsted ratios for square footage. It uses the space the main room provides as well as the garden area. Staff are accordingly appointed depending on numbers of children and ratios needed.

**Staff**

We have 2 main qualified members of staff at Play station @ Filton. These are; Michelle Jefferies who is the lead practitioner for the 2-3 group who has worked for Play Station for 9 years and is qualified NVQ level 3. Michelle is responsible for all matters concerning the 2-3 age group, this involves planning for her individual key children, making sure every child in the group is fulfilling their potential in nursery and offering help and support to the parents/carers. Michelle is a strong support to other colleagues both at Play station @ Little stoke and Play Station @ Filton.

Rebecca Webber is Deputy Manager for the provision and lead practitioner for the 3-5 group. As well as leading the 3-5 year olds Rebecca is responsible for the everyday running of the setting, she oversees all activities throughout the day and is first point of call if any queries/ problems may arise. Rebecca is the group SENCO and Child Protection officer – any queries on either matters from staff or parents/carers Rebecca will act upon these accordingly. On an average day both Rebecca and Michelle work together in same room, only when groups need to split for different activities/experiences will they be in separate areas. The groups share the room for the majority of the time; however a room divider can be brought across to enable each age group to have specially designated key group time.

The manager Ruth Hill is based at Play station @ Little Stoke. Ruth is contactable at all times and can arrive on site within minutes. Ruth is the practice leader/manager for both settings and has a second class BA honours degree in Early Childhood Studies and holds EYP status. She oversees the staff practice and welfare of children in the setting. Joanne Knight is the owner of both provisions and holds NVQ4 in qualification but due to personal circumstances stopped just short of completing her foundation degree qualification. She may yet resume these studies. Joanne is present at Play Station @ Little Stoke most days.

As expected it is hard to anticipate uptake of children so growth of staff team remains on hold until numbers grow. We are implementing more advertising to hopefully help this situation. Our professional development of staff continues and quality assessment of children’s needs is facilitated due to sometimes high staff to child ratio.

Our provision is shared with users of the Sure Start centre so our provision must reflect this. Due to the multiple uses of the room, and sometimes the need to be mindful of confidentiality/information sharing, we plan the learning environment and resources carefully.

There are currently 6 children accessing the setting, 3 in each age group. One of those is under a child protection plan, one of those is known to children’s services, and one is known to educational psychologists and the EYISS team. One is of mixed heritage. We do not have any families with EAL yet. All families have commented on what a great support having a provision that offers the 15 NEG hours based locally is.

**Section 2**

**Views of others**

**Parents**

During our time at Play Station @ Filton we have used the views from the parents to implement changes to suit their needs. At the moment we are fortunate in having a small family base so we are able to be a lot more flexible and responsive to their needs. Our initial plan when setting out plans in summer 2013 was to use the NEG hours over a 5 day week with 3 hour sessions each day. We assessed parent’s needs and listened to the parent voice using a questionnaire based on Parents/Carers views in the autumn term 2013. We were made aware that longer sessions over 3 days would be more suitable for the parents, especially as most walked to the setting and found it a struggle having such short sessions. We worked with the Sure Start centre team to re-evaluate the hours and to establish opening hours that would both suit the needs of our parents and still offer sessions that suited the Sure Start users. Our hours were revised to one half day and 2 full days a week, still making use of the full 15 hour grant entitlement.

We endeavoured for this to reflect the significance that the views of the parents/carers has on our setting. At regular intervals through the week Becky and Michelle (and Ruth where necessary) communicate and exchange information on any matters that warrant action plans or improvements. All ideas and views between staff are welcome and discussed – as a receptive team we understand change is instrumental as children in our group are forever changing and adapting to life both in nursery and in the world. Where change is present we are always mindful of the times where routine and consistency is needed in order to provide a stable environment for the children.

**Local Authority**

In the application to run our provision through the local authority, we were able to gain an initial view of South Gloucestershire Council of our provision. We successfully completed the process of applying which took 2-3 months, something that we achieved against 20 or so other nursery organisations who also competed to do so. Being awarded this opportunity from the local council demonstrated to us that our standard of provision is highly commended.

We have also had feedback from an Early Years Inclusion Support Worker that we have worked with which I have included below.

‘I have supported three children at Play Station Nursery on occasions since June 2012. I have supported two children in the preschool group and currently supporting one child in the 2-3 year old group.

The staff have always been friendly and accepting of my support. They have been open to any suggestions that I’ve made, i.e. changing the routine, using key fobs and visuals, managing staffing to ensure that the children who require one to one sessions receive them.

The staff are willing to learn and make the most of any professionals who work alongside them, asking for help and advice. They use the suggestions to inform planning and individual Play Plans.

The staff at Play Station are very accepting of children’s individual needs, having different expectations for individuals who are unable to follow the general routine. They respond in a kind, caring manner.’

Wendy Parslow (Early Years Inclusion Practitioner)

We have had one visit from an early year’s advisory teacher so far who had great feedback about the learning environment and the practice she saw. We look forward to her next visit in February. We are also working with the area SENCO, and the head of EYISS team regarding one of the children in our care with a speech and language/social and behavioural delay.

**The Children**

The children’s views and voices are very important to us at Play Station and we value them all equally. We encourage the children to use their voices in all situations and to not be worried/scared to voice their feelings or opinions. Children’s confidence in speech and language and social skills can be explicitly observed as one of our main focuses through the day. We recognise the priorities of the revised EYFS highlighting the significance of effective support from practitioners for PSED and Communication and Language development and this is demonstrated through our practice. Without speech, communication and social skills, all other areas of development will suffer, so naturally our focus lies with providing children with the chance to test out their understanding and experiences in the safe, supportive arena of nursery.

Questionnaires are available to parents to comment (and if they so wish; anonymously). One aspect of the questionnaires that provides an excellent insight is the box that asks for the children’s own views of our provision. This box (that is filled out with the help of their parents/carers) adds an extra dimension to our assessment, where children’s voices can be heard explicitly through recording the discussions they had with their parents/carers. Without these views of the children; we cannot formulate an accurate evaluation of our provision, and they are a fundamental contribution to the views and values that inform our progression as a setting.

**Section 3**

**Meeting Needs**

At Play Station we have a highly qualified and experienced staff team who work conscientiously, consistently and reflectively to ensure that what we do is the best that can be provide for those children and families within our care. We know that children's early experiences impact greatly on their future life chances and in delivering the EYFS we remain very mindful of the ECM outcomes and how what we do and say has a huge influence on children's learning opportunities, as well as their personal dispositions and attitudes. There is a great deal of time allowed for children to initiate their own play and learning. The ethos of Play Station is very much based on providing children with an active learning environment. This is scaffolded by knowledgeable and sensitive practitioners who are able to act spontaneously as well as identify future planning provision.

A new addition to our documentation of a child’s learning is at the start of a child’s time with us; we make an informed judgment on their starting points and plot this on a tracking grid. This identifies any developing areas of need at the earliest possible opportunity, and is reviewed termly to ensure progress is being made.

There are 6 children, 3 in 2-3’s group and 3 in 3-5’s group. Getting to know me sheets are gained from parents as useful indicators to practitioners of the child’s interests, preferences and views at the earliest stage. Monthly planning is separate in order for us to create learning opportunities that are developmentally appropriate. We then also come together as a team to decide on areas of focus for that particular month. At all times, the interests and next steps for each individual child can be seen as the theme guiding the planning and activities. At any point through the week where a developing interest or next step is observed, a space on the planning sheet enables this to be immediately facilitated by either staff member or at least recorded to be implemented in next week’s planning. This enables any need/interest to be stimulated as soon as possible, increasing opportunity for learning.

We have sound knowledge of the processes and actions for identifying any needs in the group, starting with the tracking grid system that plots ages and stages of development against the revised EYFS areas. In addition to this, we always consider the characteristics of effective learning as a side-by-side guide for supporting children’s development. Contacting and accessing any outside agencies or support is something that we have had practice in much more increasingly in the last few years, so is something we feel confident in.

Resources and planned activities are based on the observations of the children as individuals and as a group. Each child's learning journey contains a current and relevant action plan with regard to their individual development. Practitioners feel this works well though new and improved planning ideas are always welcomed. For this purpose regular staff/planning meetings take place that enable ideas to be shared and implemented. Children’s interests and next steps are explicitly identified and accounted for on each month’s planning. Individual actions or experiences for each child are combined to create a pool of rich, stimulating ideas for practitioners to facilitate through the month. Most important to note is that these child-initiated and adult led activities are then evaluated and furthered/amended to become a process of learning and development rather than isolated learning experiences. Specific areas in each age room are informed and then designed purely from children’s interests, where developmentally possible requested verbally by the children.

At present there is a child with delays several of the developmental areas. He is of school age and previously has been lost in the system 3 times due to settings not successfully engaging with the mother. There is a large contextual history around the family that we have been working hard to discover and we have had a great amount of communication with a number of different professionals already in his short time with us. We are able to effectively plan and implement strategies for his development as we gain support at the appropriate stages from different services. His IPP remains ongoing and something that we will work on until his hopeful successful transition to school.

Children settle into nursery life at Play Station quickly and happily. This is a good indication of the importance that is placed upon supporting children's personal, social and emotional development and how successfully practitioners facilitate this. When children begin to enjoy their surroundings and the support they receive from the adults; they are able to achieve in the stimulating environment that is provided for them. Visitors and families alike always comment on the positive atmosphere that is present, the relationships between staff and children and the care that is taken to support their achievements and enjoyment; inextricably linked as they are. Children are active learners; they are given consistent and daily opportunities to explore and investigate their surroundings. Observations of children demonstrate how they are able to work in a social group or very often independently of their peers. In house training has developed the practitioners understanding and use of sustained shared thinking. Within an active learning environment that supports children's understanding of acceptable behaviour children are encouraged to consider questions such as 'what if...?' and 'what will happen if I...?' and ‘I wonder how...’ Children enjoy and achieve across all areas of their learning and practitioners in all age groups of the nursery are conscientious, caring and knowledgeable.

We firmly believe that when children are happy and feel safe and secure they will naturally feel confident to actively explore the world around them. Confidence, competence and resilience are attributes that we remain ever mindful of.

**Priorities for improvement**

At the moment the small-scale nature of the nursery means we are very lucky and can gain the views of parents and carers easily through regular verbal feedback. In the long term, we plan to collaborate with parents and families to establish the most effective way of engaging with them to inform and develop our provision to meet the needs of the children. Careful thought must be put into the needs/characteristics of local families and the ways in which they are best able to engage with us. Options include: open parents forums; parents evenings; parent representative groups/committees; questionnaires, feedback sheets and many more. We need to mindful of the ways in which we might unknowingly limit or inhibit parental engagement; such as the time of day of the meeting, or the arena in which it is held, which may prove overwhelming, intimidating or in extreme cases completely inaccessible to parents. Fathers, families with EAL and families with little or no support networks should all be considered before deciding on our strategies for parental engagement. Parental engagement is one of the areas of our provision for development over the next few months.

**Section 4**

**Children’s Wellbeing**

Whilst at Play Station children engage in a healthy lifestyle that includes eating a balanced diet, including fresh fruit and vegetables, milk and water, a great deal of physical exercise and high standards of hygiene.

Children are expected to wash their hands after using the toilet and after engaging in messy activities as well as before snack and meal times. Visual prompts are a great tool for enforcing this.

Our provision offers facilities for all ages, stages and developments. We are fortunate in being able to offer “quiet areas” to give children the chance to sit and reflect on how they are feeling or to have somewhere to go if they are feeling overwhelmed. We use positive reinforcement techniques for behaviours – this involves our nursery rules which are displayed visually and implemented throughout the day by staff through visual key fobs on their person and through visual reminders located all around the setting. Through this, prevention remains the technique rather than reprimand. At the area where the nursery rules and expectations are displayed, the importance of key visuals and a one minute sand timer are understood and implemented should a child’s behaviour require this kind of response. Whilst we understand that there are many different behaviour techniques, our strategies are chosen based on our close involvement with inclusion support workers and area SENCOs which we have been lucky enough to work with closely at Little Stoke.

Our morning includes “Registration” time where we sit together and welcome each other to nursery. We give the children the choice to sing either “where o where o”, “Good morning”, “Look who’s here”. Children’s choice and voice remains the theme throughout the day that keeps our practice strong. We endeavour to use Makaton throughout registration and are attending a training course held by Ruth Hill to enhance our use of Makaton at all times of day. From working with Inclusion support workers we have sound understanding that visual time tables are key to all children especially those with SEN, as well as being an aid to build confidence and inclusion within the group. During this time children are given the opportunity to choose which activities they would like to do throughout the day. We have noticed this is working well as it facilitates opportunity for conversations between the children and supports relationship building between them. It also gives them the opportunity to be heard within the group and for us to model good listening/speaking skills.

Specific practices have been implemented where other provisions may overlook the necessity; such as the inevitable situation where two or more children are communicating to a practitioner simultaneously. Seemingly minor strategies for practice such as establishing with each individual child that each of their thoughts are valued and will be heard, but that they might like to listen to each other in turn so that everybody’s thoughts can be shared. Holding the other child’s hand and using eye contact (if they are comfortable with this) gives the child waiting a physical and visual indication that their communicative efforts and patience are appreciated. (Simultaneously modelling good listening and communication skills to the other children). Some of the children in the setting have been through trauma already in their childhood and we recognise the impact this can have on all areas of their development; but primarily Personal Social, Emotional, Communication and Language. Caring attachments are undoubtedly the best possible start for them in their early childhood development. Hearing their voice and valuing their communication is one of the ways that we can help establish these secure attachments. Valuing children’s voice runs consistently through our routine and practice, and progress can already be seen with children accessing the setting since September, some of whom are now engaging and communicating where they lacked the confidence to do so before.

Nurturing children's positive and healthy dispositions and attitudes toward their learning is a necessary pre-requisite of them being ready, willing and able to progress to their own full potential; this is a priority at Play Station that serves the children well. Children are very active, tremendously inquisitive and are often able to play independently. Children are given sensitive opportunities to solve problems, have their achievements recognised and progress to more challenging problems.

All around the setting are visual prompts of children doing the correct behaviour. Where possible these feature a diverse range of cultural backgrounds.

Staff training has included conflict resolution as well as respecting children; having high expectations yet understanding their limitations and how best to encourage and support their positive contribution. Practitioners confidently and competently role model how to respect, tolerate and include others, making friends and being a good person.

National charity events such as comic and sport relief as well as children in need are supported by events within the nursery that fully include children and their families. Children are encouraged to realise and begin to understand that life for many does not involve the luxury items they consider to be part of normal life. As many cultural celebrations as possible are celebrated day to day, be this subtly through resources provided or more explicitly such as making flags for ‘Australia Day’ or talking about what makes us happy on ‘National Smile Day’.

Children are encouraged and supported to act in safe and appropriate ways, using adult’s words and actions as their models of reference. Children are encouraged to take risks particularly by way of trips to the local parks, school field and local playing fields. Trips that take us further afield might involve (for the older children) the use of local transport, this is a source of great excitement and learning and needs to be carefully planned for (risk assessments are considered and completed accordingly). Children are encouraged to consider safety aspects of such trips and of course the use of large play equipment. Children are aware that they are not to attempt to enter the kitchen area due to dangerous equipment being present. Children are also aware that an adult must be present at all times to ensure their safety. Our behaviour management and conflict resolution procedures are introduced to the children as early as practicable, this includes the opportunity for children to empower themselves and be confident to say 'stop' and tell if necessary. The relationships between practitioners and children are appropriate and mutually caring; this enables children to feel confident about communicating their joys and their sadness or concerns.

**Priorities for Improvement**

* As a new setting, more links with charities to be established and fundraising days to be held
* Introduce interesting learning and development experiences created by outside organisations such as “Stretch and Grow”, music groups, librarian visits, local services such as police, fire and ambulance
* Encourage parents in stay and play sessions
* Improvements to the outside area to be more challenging and stimulating, to really make the most of the lovely space we have
* Source a bigger range of information and guidance leaflets (or create them ourselves) to be available to parents regarding common issues of early childhood and parenting such as; hygiene, bedtime, sleep, eating, road safety etc etc.

**Section 5**

**Leadership and Management**

**Leadership**

Ruth Hill is the practice leader and manager of the setting. Ruth has gained a second class honours degree in Early Childhood Studies with Plymouth university, and achieved EYP Status. Ruth is a very dedicated member of the team, having joined initially as a nursery nurse and quickly having displayed high levels of ability facilitating her promotion to preschool leader where for three years she worked with her team to ensure her practice was informed by sound experience with her staff team, wider professionals and children and families alike. Her aptitude for facilitating the learning and development of the children translated itself also to her staff team who supported her move in becoming the practice leader and manager of the setting in 2013. Ruth’s in depth knowledge of the elements that it takes to work at each level of practitioner role means she maintains a healthy, supportive model for good practice; supporting the staff team on a daily basis, identifying training needs and general priorities for improvement across all areas of practice and within the physical environment. Ruth has held a wide variety of training sessions after the normal working hours. This has enabled the staff team to gain a greater understanding of the expectations placed upon them, whilst becoming more and more knowledgeable about the EYFS and child development in general. Staff meetings, training sessions, planning meetings and informal discussions during the working day provide the basis for discussions that are concerned with improving the provision. The vision and values of the nursery and the significance that we put on the outcomes of each individual child is reinforced at each of these meetings.

Becky Webber has demonstrated the skills to be put forward a positions of leadership, and has shown appropriate responsibility in the last 6 years of her employment especially in regards to additional needs and safeguarding. The group leader role is bestowed on her to ensure standards are continuously raised when Ruth is not able to be present.

Continuing professional development that offers practitioners with a reflective basis from which to make professional assessments of their practice alongside a consistent reflection on the emotional, social, educational and physical environment that is being offered remains a priority. Remaining vigilant with regard to safeguarding will continue to be an area of considered focus, as we hopefully gain more children within the group. Based on the uptake of families so far, and the information related to each family, it is without doubt that our knowledge and understanding of safeguarding, child protection, SEN and EAL will be ever-enhanced, not only through training sessions but through the more valuable hands-on experience that is gained every day in this setting.

**Maintaining a motivated team**

Leadership has been observed by Ruth from both angles, both before being manager herself and after – meaning she has direct experience that can inform her management of a team. Praise and positive guidance has been identified as something that team thrives on, so Ruth has regular feedback with Becky and Michelle to ensure they feel valued and supported.

The Filton team attend the same staff meetings as Little Stoke in order for practice to remain cohesive and collaborative. Advice and issues regarding practice can be shared rather than segregated.

Staff meetings are balanced, having equal dedicated time for positive feedback as well as areas for improvement. Where meetings can sometimes be one-way, they now have much more of a forum style, allowing all practitioners an arena to learn from each other; not solely the leader. This has been particularly successful when discussing recent topics of behaviour management routine and planning and assessment issues, where experiences can differ greatly from group to group. We are now able to act much more cohesively.

The ongoing meetings and reflection upon individual and group needs naturally leads to a continuing wish list of resources. One benefit to the nature of Sure Start centres is that there are lovely quality resources often in abundance as many centres close down and distribute resources. For this reason, discussions regarding the environment are always on-going as practitioners strive to respond to the needs of the current children, not solely those that the Sure Start centre already satisfies. Children showing advanced development are given more challenging opportunities within the setting, where this is considered appropriate and the parents/families are in agreement. This will be catered for and documented via the child's individual learning journey. The level of academic achievement that some practitioners have achieved alongside those who are long standing staff members or parents themselves, often lends itself to a mutually beneficial working relationship that works very well in the best interests of the children. Within the physical and financial limitations we believe that children have access to some excellent resources and an outstanding staff team.

**Equality and Diversity**

No child would be declined acceptance to the nursery on the basis of gender, ethnicity or learning difficulties however they manifest themselves.

The diverse range of families that access the setting are welcomed and efforts are made to ensure they feel confident to be able to discuss their needs with staff. We aim to build healthy strong relationships with parents/carers/families and see this as a strength in our working ethos. One of the specific characteristics of our type/location of provision is providing a service for families living in a disadvantaged area. The staff team has been chosen specifically based on their natural strengths in family relations and parental engagement. Attentive, responsive, experienced practitioners have enabled the setting to build bonds with a family that has been particularly hard to engage with in the past 3 settings that have attempted this. Sensitive issues such as working with families on CAFs or child protection plans is something that the strong staff team will endeavour to remain highly effective in.

We strive to give families the knowledge about how we can support them and that we are here to listen, provide advice and be instrumental in the positive care, learning and development of their children. We strive to provide them with opportunities that give them a genuine chance to voice their opinions in a way that is accessible to them. We have worked from the basis that contrary to popular opinion it is not always families who are 'hard to reach' but it is indeed the settings that appear intimidating and unapproachable. We are confident that parents and carers associated with Play Station regard us in a very favourable and positive light.

**Self-Evaluation**

Self-evaluation, including the completion of this SEF, has and continues to be carried out as a team. Room leaders have been instrumental in assisting to create this document.

Registration from Ofsted was successful in August 2013, where the manager and owner responded to a wealth of different topics regarding the provision. After this, our next step is to respond to any actions put in place by Early Years Advisory Teachers who are instrumental in helping identify priorities for improvement. We will act on the actions advised by Ofsted, SENCOs, EYATs, and government legislation to continuously aim for Outstanding.

Based on existing practice from Little Stoke, we have had consistent ratings of ‘Good’ with areas of ‘Outstanding’.

Ongoing and continuous CPD as well as in house training and discussions seek and facilitate consistent improvement within the setting. Communication is key in ensuring this happens. Regular one to one meetings and appraisals identify any areas for training and improvement, and create an arena for feedback on the manager/leadership performance (where otherwise difficult). Areas of practice that need particular focus or under-performance are dealt with sensitively and professionally. Often the reasons for under-performance are complex and it is the leader’s role to establish how best to move forward. Inappropriate practice is never ignored and a disciplinary system is adhered to.

**Safeguarding Children**

We are confident that our current provision in terms of staff understanding and implementation of safeguarding policies, procedures and risk assessments is of a high standard. In the last few years, the child protection co-ordinator Ruth has had high involvement in a range of child protection issues. She has looked after two children from a family on a child protection plan and has attended team around the child meetings, child protection core conferences and meetings for three other families who have had a range of different concerns relating to the welfare of the children. She has also guided staff on appropriate procedures after identifying concerns. She is now in the process of starting a CAF for a child who has previously been lost in the system 3 times but finally we have now been able to engage with through careful planning and thought to engage with the mother. All this has been valuable experience in child protection, but has also acted to highlight the knowledge and understanding that is already been established. Great care is taken to support children's health and well-being both physically and emotionally. Over the last year policies have been reviewed and improved upon in order to ensure that each and every child is offered protection from harm in any way.

All staff are CRB checked. No visitors or students are left unsupervised, neither too are those staff team members who are within their probationary period or those staff team members who are both inexperienced or indeed lack any formal qualifications. Daily health and safety checks are carried out by each group and according to the areas of the nursery accessed during any one day.

The behaviour management strategies of the setting support children's ability to feel safe, keep themselves safe and when necessary tell another person to stop what they are doing to them.

Individual risk assessments are created specifically for each area of the nursery, and all staff, volunteers and visitors are aware of these and know how and when to add to them to ensure safety is always a priority.

**Self Evaluation**

Self-evaluation, including the completion of this SEF, has and continues to be carried out as a team. Room leaders have been instrumental in assisting to create this document.

Each year, we will act on the actions advised by Ofsted, SENCOs, EYATs, and government legislation to continuously aim for an even higher rating.

In addition to the discussions that take place within the setting, between practitioners and with parents, the views of the settings LEA advisory teacher are sought, self evaluation discussed and areas for improvement considered and if deemed appropriate, acted upon.

Ongoing and continuous CPD as well as in house training and discussions seek and facilitate consistent improvement within the setting. Communication is key in ensuring this happens. Regular one to one meetings and appraisals identify any areas for training and improvement, and create an arena for feedback on the manager/leadership performance (where otherwise difficult). Areas of practice that need particular focus or under-performance are dealt with sensitively and professionally. Often the reasons for under-performance are complex and it is the leader’s role to establish how best to move forward. Inappropriate practice is never ignored and a disciplinary system is adhered to.

**Partnerships**

Children’s learning journeys are readily available to parents as we have located them for parent’s ease and convenience on the reception table in the room. We hope this is one of the ways that we will increase parental involvement in children’s learning. There are sheets that prompt parents for their views and comments after having read through the folder. Otherwise, learning journeys are actively handed to parents to review and comment on every four months. Any needs, issues or guidance are implemented or acted upon immediately.

We have created a Facebook page to allow an insight of day to day activities and to celebrate our work; we do not allow pictures of children to be posted and are aware of any implications from doing so. We have found that in this social day and age more and more people use Facebook as an information source and what better way to exhibit the amazing experiences the children have at our nursery?

We are in the later stages of developing our (what was very basic) website to provide a much better insight into our nursery environment. This will have a wealth of relevant information about both sites, the staff team and the experiences children will have at the settings. Parents have expressed their preferences for the website and have said that parental login, PayPal payment option, staff information and access to documents such as newsletters would be a great addition.

Our increased communications with parents in particular have had very positive effects on both the staff team and the children.

Regular trips to the library and areas within the outdoor community enable us to create links with local facilities that may not always be achievable for families. The importance of story and narrative is being explored with the help of the library team this term. Links with the Sure Start team and the range of sessions they offer provide an added way to engage with the local community.

**Priorities for improvement**

A project that we have already begun which holds an aim of wider improvement in the local community is an idea sharing project that sets up links with a range of different settings in the area to enable practitioners (not just managers) to visit each other's settings to gain inspiration, advice and ideas. Topics covered on the visits will be determined by the individual settings to ensure that the visits have optimum effectiveness and results. The other settings involved in this project have already commented on how beneficial it is and are positive that it will enable our settings to improve in the knowledge of the needs of the wider community.

We are joining with Play Station @ Little Stoke in creating new booklets that will hopefully be a valuable tool in decreasing the gap between practitioner’s knowledge and practice, and the home environment. These booklets will provide accessible information to all parents about the priorities and themes of the revised EYFS and on how best to support their child within each of the EYFS areas. These booklets will be accessible, informative but not prescriptive, aiming to be inclusive of all backgrounds and abilities of parents of children of ages 0-5 years old. Most importantly they will help advise parents on invaluable experiences they can be instrumental in giving their children in order for them to have the best start in life possible.

There will be an opportunity for parents to respond to this information with their own thoughts and ideas about how to facilitate the EYFS areas at drop off and pick up times. It is important that practitioners recognise that whilst parents are often there to share advice with, they are equally important to learn from.

Targets for improvement sheets are being created and acted upon periodically through the year, with practitioners being encouraged to contribute to these, for example the outside classroom in the garden and parental engagement.

As the previous notes in this evaluation will demonstrate great steps have been taken to ensure that the evaluation process is inclusive for all of the staff team and indeed the parents and other professionals associated with the setting. Any weaknesses will be addressed and appropriately actioned.

Our Ofsted inspection for Little Stoke recommended that we consider the ways in which children’s artwork and creations are displayed and valued within the setting. We have a wealth of examples of children’s experiences, artwork, and creations displayed all over the provision, and corresponding comments and captions next to them in order for adults to be able to view the context. We have gone a step further and put up relevant photos of children in the provision at child-height. For example in the kitchen role-play areas, photos of the children pretending to eat the food can be seen. These work successfully in inspiring and stimulating children to revisit and extend the experiences and learning opportunities facilitated there.

One advisory from the EYAT was to include comments and views of the children next to artwork, which has now been implemented. The other was to aim to further the use of Makaton through the day. Acting upon this, Ruth will be holding a Makaton training evening for the Filton and Little Stoke setting with the aim to introduce more Makaton use across all the age groups.

We strive to be aware of the circumstances of each parent/carer in our provision and to maintain an effective service to help families receive the support that they need. We ensure that vulnerable parents gain the confidence to be able to engage with us and access the information and help they need to get involved in their children's learning through building trusting, strong relationships with staff who have in-depth quality knowledge of their child(ren). One of our continuing priorities for improvement lies in acknowledging the importance of successful relationships with parents and carers and the ways in which we can increase these.

**Section 6**

**Overall Quality and Standards**

The children’s starting points are now explicit and clarify the beginnings of a journey of growth and development with the support of an experienced staff team. Our current planning, assessment and observation process eliminates any possibility of our children’s needs not being met, and with the help from staff training, EYFS documentation, and appropriate leadership and management, children are constantly working towards their potential every step of the way. Most importantly, we are consistently mindful that a child’s potential for success is facilitated through ensuring their prime areas of learning are the focus of every single experience they have in this setting.

Feedback from parents and our close work with area SENCO and ISW’s have ensured our practice is kept to an outstanding level, and our ability to listen to and implement the children’s views is ever-growing.

Disadvantaged children/children with additional needs are given expert care, due to handpicked practitioners that possess the acute skills that are needed to nurture their growth. We are lucky to be able to welcome an increasing number of disadvantaged, hard to reach families to the setting thanks to our location within the Sure Start Centre. Fortunately also benefitting from working in such close proximity to the team of Sure Start workers, the building is now functioning even more to provide a cohesive service for families in the area.

Children who have never attended a setting before and have often come from a turbulent, traumatic childhood are happy and making great progress with us. This can be seen through their learning journeys that document through pictures and observations the amazing journey that they are embarking on.

Feedback from the area manager for Inclusion Support Service has shown us that our safeguarding and child protection procedures are outstanding and that staff find a successful balance between adhering to the protocols for safeguarding, whilst successfully maintaining relationships with the parents and carers of the children concerned. Staff have effectively reported concerns to First Point (the local point of access to children’s preventative, social care and specialist services) and are confident in the process that is instigated upon such concerns.

Feedback received is always appreciated and acted upon and appropriate documenting and action plans put in place mean that the nursery is always moving towards child/family-centred goals.