

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.

Burton Preschool Playgroup is a privately owned preschool based within the grounds of Burton Primary School. The school is located within a rural village close to the town of Christchurch.

We are now open five days per week between the hours of 8am - 6pm. We have recently extended our opening hours to offer more flexibility to our parents. We also have provided our parents with the flexibility of opening all year round within our holiday club, allowing us the option of providing care 49 weeks of the year.

There are currently 10 members of staff, all 10 members of staff work directly with the children including the manager. All of the 10 staff hold either level 2 or level 3 qualification, the manager has gained Early Years Teacher status. All staff are first aid trained.

Resources are stored and set out every day to suit the needs and requests of individual children. Next steps targets are set and shared with parents. Golden rules are enforced each day through group times and throughout our daily routine. Staff are nurturing, knowledgeable, committed and passionate about their work. They have strong relationships with each child's family. Long staff retention and high level of commitment to children and their own continuous professional development is a strength of the setting.

The Ofsted inspection in April 2014 rated the provision as good.

The preschool takes children aged two years nine months to four years. We are able to take a maximum of 42 children each day and currently have 60 children on our register. A majority of the children are white, British but we have had children of different cultures and ethnic backgrounds with differing first languages as well as children with additional needs, with and without outside agencies being involved when necessary.

Our building is relatively new only being built in 2015, we previously rented space within the main school but when the school required our space back due to an increase in pupil numbers we were lucky that Dorset County Council provided a new building for us to operate from, we now rent directly from the council. We were provided with a blank canvas when we moved in which we have created different spaces within one large room, such as our craft area which also is where the children have their lunch, the flooring in this area is suitable for messy activities as it can be swept and cleaned easily. We have a photograph display book which documents the changes we have made both inside and out.

The building is suitable for all, there is level access all around both inside and outside, we have an accessible toilet. We have a large outside space which has been landscaped to provide the children with a variety of experiences.

At Burton Preschool we aspire to develop confident, independent and ambitious individuals who love to play and learn, we feel that our environment enables the children in our care to do this. As a setting, British values are promoted through our day to day activities. Our staff team is always looking at ways we can improve our practice, recently we have changed our planning process which has led to an increase in staff awareness of the progress of their key children and we now feel our planning suits the needs and interests of our current cohort of children.

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.

Every child has different interests and develops at varying degrees. Because of this staff are constantly observing and listening to the children and note down their interests in collaboration with parents and carers so that planning can be adapted to suit their needs and build on their current knowledge. This is coordinated at planning sessions and staff meetings where children's needs and interests are discussed. Every child is important to us and we do our best for their continuing development. We encourage children to be aware of their likes and dislikes as well as of their achievements as we have found this to boost their self-esteem and sense of self.

Each child is very important to their parents and this is very much a priority to all staff. We therefore like to have an open door policy so that no parent or carer feels that they cannot approach us for assistance or information. We ensure that staff are available at drop off and pick up times to talk to parents and to welcome children. Sometimes we have asked parents to fill in a questionnaire. A previous questionnaire we carried out was regarding our opening hours, this resulted in an extension of our opening hours, we really value our parents opinions and will endeavour to do all we can to help in any way we can.

Staff have the opportunity to express their views at termly staff meetings and if confidential, the office is available to talk privately with the manager and staff have appraisals annually as well as 12 weekly supervision meetings.

We offer a flexible settling in procedure which looks at each child individually as we are aware that all children are individual so a one size fits all approach to this does not work. We work closely with the parents at this time and come up with a plan together. We welcome many agencies into the setting such as Portage, SALT and LA staff, we hope that all our visitors feel welcome in our setting. Many have commented on how lovely it is to visit our setting and speak of a lovely feeling within the setting and provided from the staff and especially the happy children.

Section 3. Effectiveness of leadership and management

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 and other government requirements*
- *self-evaluation and improvement planning*
- *performance management and professional development*
- *safeguarding*
- *the curriculum*
- *your vision for the setting*
- *partnership working*

At the Burton Preschool Playgroup we are always working toward improving ourselves, and taking the preschool forward developing our practice. All members of staff have discussions with the management team to discuss their Continuous Professional Development (CPD). There are regular staff meetings where staff discusses any concerns with the planning, the setting or with particular children, they are also reminded of what is expected of them and from them. A training calendar is in place and members of staff are regularly enrolled on courses relevant to the area and age group they are working in.

We support the children's learning through our daily interactions and by providing opportunities that encourage the children to learn and develop. Members of staff work closely with the children in their care, during play they are supported where necessary but at the same time encouraged to try things for themselves. The children are making good progress in their learning and development. Members of staff know the children very well, and combined with the 'key person' system and concise procedures for tracking progress means staff accurately plan to meet the children's individual needs ensuring appropriate challenge and support is provided.

Children are kept safe and protected from harm through clear systems which promote their safety and welfare at all times. A wide range of policies and procedures are in place that supports this. Policies are reviewed and updated annually. The staff carry out comprehensive visual safety checks of the setting and resources on a daily basis ensuring children play in an extremely safe and secure environment, effectively promoting their safety and independence. The settings Designated Safeguarding Lead (DSL) has been trained to ensure that safeguarding concerns are dealt with promptly, sensitively and appropriately, the setting manager is the DSL. There is a named deputy DSL in the DSL's absence, this is the settings deputy manager.

All staff have received training and have access to the policies and know the procedures for reporting their concerns. Staff know the importance of getting to know their key children and their families in order to safeguard them and promote their welfare. Staff are aware of the behaviour management policy which promotes respectful behaviour among children as well as establishing a positive attitude and atmosphere conducive of learning. Independence is promoted by introducing routines such as self-registration for arrival and again at snack time and name pegs for their belongings. As activities and resources are put away and put out each day, opportunity is taken to check for safety and suitability. Risk assessments are carried out on new equipment to ensure it is suitable for the children to use in the setting. Fire checks are made and drills are carried out termly according to the fire evacuation policy. Electrical equipment is PAT tested. Staff carefully monitor the arrival and departure of children, with one on the door at all times. Children are only collected by authorised people and a password system is in place. Only visitors expected by previous arrangement are let in. Visitors are never left alone with the children and are kept within sight of staff at all times.

If a child has an accident or an incident occurs at the setting, it will be recorded; noting the date, time, and the member of staff who helped the child, what action was taken and whether first aid was administered. The parent/carer will be asked to countersign the form on collection. All staff hold a Paediatric First Aid certificate. The ratio of adults to children present complies with Ofsted requirements and in many sessions there is over ratio of staff. The staff are deployed appropriately to ensure that the children are well supervised.

Snack times and lunch times are an enjoyable occasion where the staff can sit with the children and are able to encourage eating and conversation between the children.

Staff are aware of the many learning activities that may occur throughout the day to teach basic literacy and maths skills as well as social skills.

Children develop a good knowledge and understanding of personal hygiene through routines such as washing their hands, before eating, after going to the toilet and after creative art activities. We have child friendly soap dispensers and paper towels are

provided for drying. This helps the children become independent and confident learners.

Children are encouraged to take part in regular physical play using our outside play areas through adult led and child-initiated opportunities. Children are provided with a variety of resources to encourage physical development such as, bikes, scooters, the climbing frame, kicking and catching balls and more. Children develop good physical skills and learn about how to keep themselves safe; for example, when using the equipment in the outside area.

Toys are selected for the appropriate age and stage of development. The furniture is appropriate for the age group of children. The preschool equipment and resources are checked and cleaned regularly. Unsafe or broken toys being disposed of appropriately. As a setting, British values are promoted through our day to day activities.

Your priorities for improvement.

Staff training and development is regularly reviewed at Burton Preschool Playgroup. The manager of the setting is looking to book staff training on British Values, this may involve one or two members of staff attending the training and then they can feedback to the whole staff team at a staff meeting.

All staff are encouraged to take on responsibility and manage their roles. The introduction of specific areas for members of staff to lead has been successful but this needs to be taken on further ensuring areas are consistently updated and kept stimulating for the children.

It has been identified that some training on ICT is needed in order to further improve our continuous provision, redevelopment of our ICT area is one of our priorities.

My Practice Is:

Outstanding: my practice is exemplary

✓ **Good: my practice is strong**

Satisfactory: my practice is reasonable but could be better

Inadequate: my practice is not good enough, I know it needs to improve

Section 4. Quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing the characteristics of effective learning.

The staff provide a calm environment where children are happy, confident and enjoy themselves. Positive relationships are built up between the staff, children and parents through the key person system, which encourages children to thrive. Staff help children to feel valued by providing positive support through their language, praise and encouragement, which helps to build the children's self-esteem. Children come into the Preschool happy and settled and enjoy their time in the setting. They are encouraged to work together by taking turns, sharing and building friendships with each other. The children enjoy a variety of activities and explore confidently through hands on learning experiences that encourage their investigative skills. The children are given the space to develop their own ideas and interests enabling them to build on their knowledge. Children are encouraged to ask questions and build on what they already know. On entry children demonstrate good levels of security by separating confidently from parents and carers and are showing confidence in hanging their coats up and putting book bags on their pegs and quickly and confidently selecting activities to play with. The children gather together for group time after arrival of the children and this time is used to welcome all the children in the morning. The day, date, month and weather are discussed each morning along with a short discussion on what the topic of the term/week is. We also have a letter sound each week reinforcing initial sounds of words. In the summer term we split into groups, one of school leavers where we can have more detailed discussions and work on school readiness activities as we recognise the younger children may not be ready and shouldn't be expected to sit for long periods of time. Alongside this we have a small group time where a small group of children will participate in an activity planned to meet their individual needs such as encouraging confidence or following recommendations from outside agencies such as SALT.

Children develop their understanding of number through a wide range of equipment indoors and outdoors to support early number recognition. Using scales to weigh objects, measuring volume in water and sand play, and by playing with shapes to make geometrical designs, helps the children to gain knowledge of basic mathematical forms. The development of basic literacy and numeracy skills, as well as their good personal development, helps ensure they are well prepared for the future. Children engage confidently with staff and often seek them out to engage in their play and learning. Children play and learn together sharing resources and negotiating during child-initiated play experiences including role-play and imaginative play. If an adult has to intervene they do so to encourage and remind the children to be kind and considerate

towards each other through the encouragement of sharing and being kind to others - some of the golden rules. The staff model positive behaviour through encouraging sharing and turn taking. Staff always talk to the children in calm and appropriate manner. Children are given the opportunity to choose for themselves whenever possible, which encourages a sense of independence. Choices available include which activities are undertaken, which toys they would like to play with, what to eat and drink at snack time (from a choice of fruit, raisins and milk or water). If a child needs support to make their own choices staff will assist with the choices available. Planning is not rigid it is fluid always moving with the children's abilities and interests. We endeavour to have a balance of adult led and child led activities, this has been enhanced by our new planning system which is more adept to taking opportunities to utilise spontaneous moments that arise. Additionally the environment facilitates the children's learning allowing them to adapt and develop their own characteristics of effective learning.

Your priorities for improvement

Provide regular more formal meetings with parents to enable discussions regarding children's progress. We currently hold open afternoons but they can be very busy due to children attending, one suggestion from a staff member was to hold an evening sessions which would provide a environment more appropriate to have discussions. This would also enable another option for working parents. We could alternate the times of the meetings providing flexibility to all families.

We have changed the way we complete our topic/theme, we have chosen to base our topic around a book. Activities completed will be linked to the theme to help further the children's understanding of the topic being explored, we will complete other activities that are not necessarily linked but ensure a varied and wide cover of the curriculum. We will explore the topics for a half term rather than a weekly topic as we used to, this will enable the children to become more involved in exploring the topic in great detail and this will then help the children to absorb knowledge over a longer time scale, activities and tasks will become more meaningful.

My Practice Is:

Outstanding: my practice is exemplary

✓ **Good: my practice is strong**

Satisfactory: my practice is reasonable but could be better

Inadequate: my practice is not good enough, I know it needs to improve

Section 5. Personal development, behaviour and welfare

This section is about helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are prepared for learning, they attend regularly, and become self-aware, confident learners.

All members of staff work with all the children throughout the day but develop a close relationship with their key worker. Through this attachment members of staff understand the children and how they learn as individuals enabling them to offer each child the best learning experience while at the setting. This in turn enables the children to be relaxed within their environment and with the members of staff who are caring for them which facilitates their learning. Additionally if a child feels happy, safe and secure within the setting their attendance is good. All children are taught primarily through play staff plan the children's learning around the individual child's interests or what the interests of the group are. They are encouraged to be active within their own learning via the equipment, environment, opportunities or activities provided. The children are encouraged to be creative in all areas developing their own ideas with their friends or independently. The children are given confidence to enjoy their learning by means of following their interests keeping them motivated, enabling them to develop positive attitudes and facilitating them to communicate their ideas through their play allowing staff to become familiar with the child's learning needs.

We have a strong ethos on promoting a healthy lifestyle we demonstrate this through our choice of healthy snacks. Water is always available to the children within the room, which they can ask for at any time. Any child with a particular dietary requirement will be catered for to their specific needs whether they are medical or religious as discussed with the child's parent, key person and/or the settings SENCO if required.

Personal hygiene is promoted constantly, before and after eating the children are encouraged to wash their hands, and after going to the bathroom. The children are also encouraged not to share their food with their friends due to cross contamination. One way we promote food hygiene with the children is during cooking activities, we discuss safe handling, preparation, and storage of food in ways that prevent you and others from getting ill.

To encourage the children to be active we have regular outdoor play in all weathers, weekly physical activities are also provided such as Sticky Kids - inspired fun dance sessions linked to the EYFS that encourage movement. Additional physical activities can also be provided within our indoor environment that are planned or of the children's own free choice.

We encourage children to develop habits and behaviour appropriate to good learners by having clear rules in place enabling the children to know what is acceptable and expected of them while at preschool. The children are encouraged to have empathy towards others and develop good relationships with their peers, activities and opportunities are provided that promote these.

When a child will be leaving the setting to begin school we have very good transition with our local school, which we are on the same site. Where possible we do offer to take the children to the school on visits, and allow the children's new teachers to come and visit them in the setting. We will provide additional visits if necessary due to a child's additional needs. During the summer term we will focus on the getting our school leavers 'school ready', offering learning opportunities to the children to enable them to achieve many of the requirements expected of them when they begin school in September. We hold regular meetings with the teachers from our local school but we also are invited to take part in local area meetings involving teachers from local schools and providers in the area. This has been very beneficial for both practitioners and teachers.

Your priorities for improvement

Allow the children to be involved with the preparation of snack. We feel our snack time is a real strength as this time provides children with opportunity to demonstrate their increasing independence, they select their own fruit and assist in pouring their drinks as well as washing up their plates and cups when they are finished. We feel the children should be involved in the preparation of the snack and then the activity would be very child led and enable the children to learn new skills that they perhaps may not have experienced before.

My Practice Is:

Outstanding: my practice is exemplary

✓ **Good: my practice is strong**

Satisfactory: my practice is reasonable but could be better

Inadequate: my practice is not good enough, I know it needs to improve

Section 6. Outcomes for children

This section is about the progress of different groups of children from their starting points.

When a child first starts at the setting a profile will be built up with information from the parent and any previous settings profile. The parent is asked to complete an 'All about me' form which provides the keyworker with an insight into the child including likes and dislikes. The child will be observed over several weeks and the keyworker will complete a settling in form, which is based on the two year old check, this is then shared with the parent. Any issues can be discussed and if any problems are highlighted they can be passed onto the SENCO if necessary. This will enable the child's key person to obtain a starting point for the child's learning. Over time the child's progress will be tracked on our tracker and any areas for concern or that are not being covered will be highlighted allowing the members of staff to adjust their planning accordingly. If any child is disadvantaged, underperforming or have diverse needs we provide additional support via the settings SENCO and outside agencies with parental permission. We do not single any one child out we always endeavour to offer the activities in such a way that all children can access them facilitating their learning in the same way. Additional support and activities will be offered to any child that is underperforming allowing staff to advance the child's development further.

All children are encouraged through free play and planned activities to develop their learning to the next level, through regular observations members of staff are able to track a child's development and recognise when a child's development exceeds what is typical for their age and plan accordingly. We endeavour to provide as many opportunities throughout the day where the children are able to make their own choices and decisions within the free-flow environment. Many of the toys and resources are available and accessible to the children, which enables them to choose where to play and what activities they would like to participate in developing their skills ready for the next stage in their development. While playing the staff encourage the children to think critically, explore the equipment available and be creative during their play challenging what the children are doing and offering support and ideas to develop the children's learning even further. Through this positive encouragement and support the children enjoy their play and are motivated and excited to continue as far as they can within the learning experience.

The setting has age and stage appropriate resources, which provide a stimulating place for the children to learn. Varied activities are provided which enable the children to learn and follow their interests. A strong belief in children learning through play rather than rigid learning is promoted in the setting which works well for us. Many

opportunities are provided throughout the day where the children are able to make their own choices and decisions within the free-flow environment.

Children are encouraged to join in with a variety of activities, to ensure they have a good balance of experiences and develop ways of expressing themselves. This has proved to have a positive effect on their learning.

Children are happy, feel part of the group and are confident and comfortable within themselves. Termly Learning Pathways are completed and shared with parents which enables the identification of relevant next steps. 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.

Your priorities for improvement

Staff to encourage independence at every opportunity and to stand back and support the children rather than do tasks for them, for example ask the children to try to put their coats on themselves before stepping in to help. Provide them with the opportunity to learn these skills.

We have recently changed our recording children's progress to online journal, our new cohort have all been added to this which enables parents to access their child's observations and reports instantly. We have received some lovely feedback from parents and staff are very positive in its use. We are aware that this year recording children's progress on two separate systems is not ideal and needs careful planning to ensure both systems are used equally. By September 2018 all children attending will have online journals.

My Practice Is:

Outstanding: my practice is exemplary

✓ **Good: my practice is strong**

Satisfactory: my practice is reasonable but could be better

Inadequate: my practice is not good enough, I know it needs to improve