

Mae'r templed hon hefyd ar gael yn Gymraeg /
This template is also available in Welsh

Quality of Care Review Template: Self evaluation to support Self Assessment of Service Statement (SASS) part two

Quality of Care Review – Your self evaluation

Self evaluation is important in helping you to consider how best to create, maintain, and improve your service so that it:

- meets the highest standards of safe, quality childcare and play
- offers the best experience for children
- contributes to children's well-being outcomes.

Your service's Quality of Care Review also fulfils your legal duty under regulation 16 of the Child Minding and Day Care (Wales) Regulations 2010.

When to use this template

You can use this template to complete your self evaluation and record your Quality of Care Review for 2016-17. The template can be downloaded and saved to your personal computer and/or other portable devices such as tablets.

You will be required to upload this template using CSSIW Online (<https://online.cssiw.org.uk/>) to support your SASS Part 2.

Before completing this form please read:

A guide for completing the child minding, daycare and open access play Quality of Care Review available on our website (www.cssiw.org.uk/self-assessment).

Once you have completed this template it should be uploaded using CSSIW Online (<https://online.cssiw.org.uk/>).

About the template

The template is in two parts:

Part A tells us what those who use the service think of the quality of the provision you offer.

Part B gives you an opportunity to evaluate your provision and judge how well you view your service is doing.

Questions you will wish to consider in your evaluation:

- What do you do well?
- How do you know?
- What is the benefit to children?
- What is it you want to improve?
- How will you measure improvements?

Rating your service – use the same judgements as the inspectors to rate your service against each of the four themes of the inspection framework

(<http://cssiw.org.uk/providingacareservice/our-inspections/how-we-inspect-childcare-and-playservices/?lang=en>).

Part A: Service details and views of those who use the service

This section must record:

- the views of the children who attend your service and those of their parents or carers
- the views of other professionals who may work with you, such as local authority advisers/development workers for Flying Start or Foundation phase education, Family Information Services health professionals; children's centre staff and any other childcare provision
- details of any quality assurance scheme you participate in.

Please include examples of the ways in which you seek views, numbers involved, a summary of the responses, and any action you have taken to improve as a result of those views.

Methods of collecting views

The views of our children are collected using simple feedback sheets that are sent home with the parental feedback form for completion with parents. The form provides space for the children to draw themselves and name the things they like best and the things they like least in playgroup. Views are collected in this way at the end of the spring term from every child that attends (except for those newly started after Easter).

Numbers involved

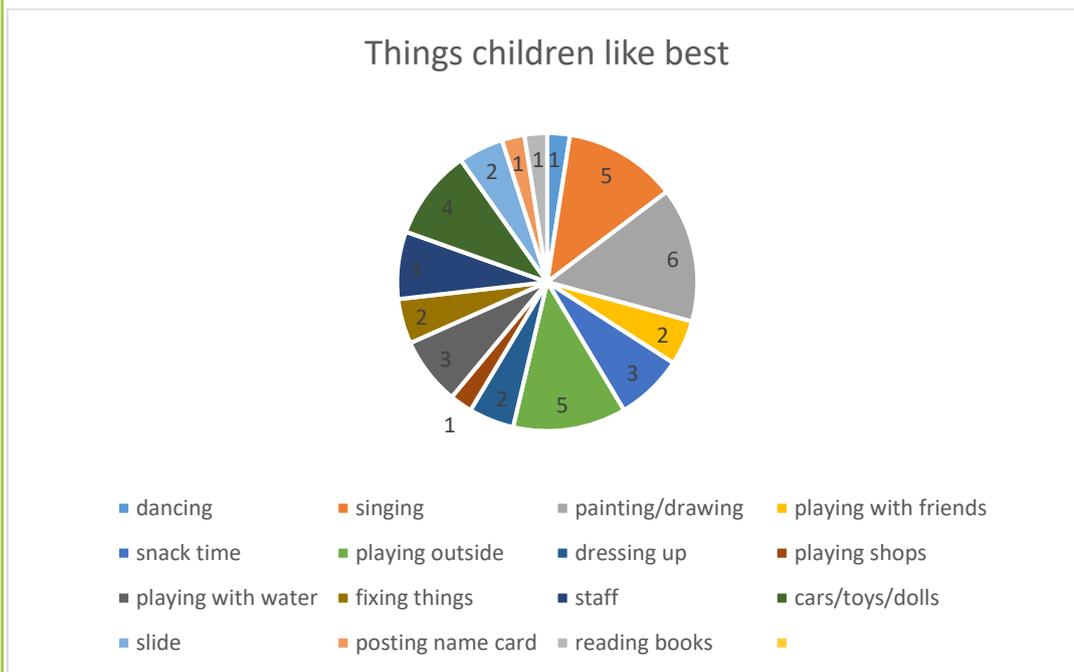
Children – 35

Parents/carers – 35

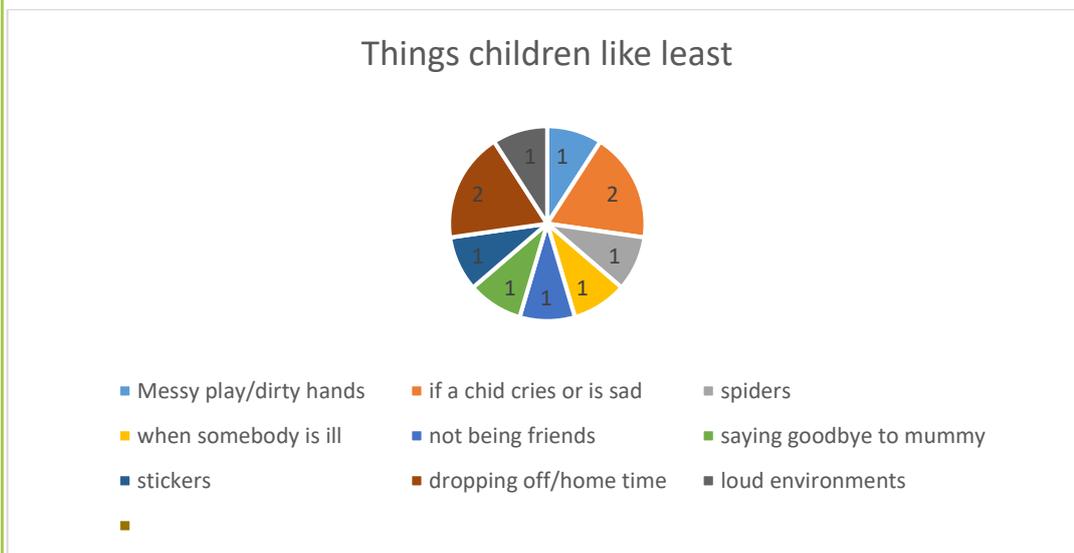
Professionals - 2

Summary of responses

A summary of responses is below:



10 (29%) forms were returned and children identified a range of favourite activities. The preferred activities were singing, playing outside, painting/drawing and playing with toys.



8 children identified things that they do not like. 6 children identified only 1 thing each, 1 child identified 2 things and 1 child identified 3 things.

We have not identified any patterns that indicate changes need to be made to the range or frequency of activities available to children.

The views of parents/carers are collected using a questionnaire that is distributed by hand at the end of the spring term to be returned by hand after the Easter holiday. Parents/carers can add their names or provide information anonymously if they prefer. We received 12 (34%) responses which are summarised below:

Q1 Do you feel your child is helped by the setting?

100% - Yes

Comments:

Building confidence and imagination.

I have seen a huge improvement in 'S' since he started in Jan. 'S' seems to be thriving at Westend Playgroup.

Most definitely. 'M' thrives at playgroup. She's always surprising us with what she's learnt.

'M' really benefits from lots of activities to keep him busy.

Q2 Do you feel you know enough about what your child is working on?

78% - Yes

22% - Somewhat

Comments:

'M' always talks about what she has been doing. The white board explains the day's activities and the website gives more information. 'M' loved the visit from the fire-fighters.

Because we (parents) do not pick up/drop off every time, we don't always know what she's been doing that day.

Would be nice to see more photos or videos of their activities.

I know what she is working on by the things that she talks about, however maybe some information on her individual development would help me to further her development at home.

Maybe at the end of the 6/7 week term we can receive a small report on how the child is doing; development, behaviour etc and what my child has been up.

Q3 Do you feel that you and child are treated with respect?

100% - Yes

Comments:

Always. Staff are always so helpful and welcoming.

The ladies who look after the children are very approachable and friendly. Our child enjoys seeing them.

Q4 Are you satisfied with the healthy snacks provided for your child?

100% - Yes

Comments:

Yes, nearly every session includes fruit/crackers/toast/water/milk.

Q5 Do you have enough information (from our website, policies and procedures contained in the prospectus, photographs and work your child brings home) about how to pay attention to the environment and address environmental issues (e.g. the outdoors, recycling, our ethos, our setting) on a day to day basis?

89% - Yes

11% - No

Q6 Would you recommend the setting to others?

100% - Yes

Comments:

Would highly recommend.

'E' loves playgroup – she has learnt so much and enjoys every session. Would recommend to everyone.

100%

I am aware of many parents before us that sent child here and were very positive. Our child has come on so much since starting in January. She enjoys going and would definitely (and has) recommended this playgroup to others.

Already have done, to three people for next year.

Q7 Please tell us what you particularly like about the setting

This playgroup is an excellent place for a child to be. It has sweet, caring, nurturing and thoughtful environment 😊.

Everything is great, very helpful and friendly staff towards parents and children. I like how there is one key worker to a small amount of children! I always enjoy picking up a happy little boy at home time 😊.

The location is great as is parking, outdoor space and lots of toys/stations within the one room. Safety is very important as a parent and I feel confident my child is in a safe and happy environment. Staff are incredible with the children; routine of play and learn; how 'M' feels so comfortable – makes us as parents so much more relaxed to know she's happy.

The children are made to feel so welcome. It puts the parents minds at ease when leaving them.

Friendly, approachable, good selection of activities.

The staff are all very approachable and all are always very friendly. I feel happy that my daughter is being well cared for by adults who genuinely care for her. I am amazed at how much my daughter has learnt in a short space of time.

The welcome you receive every morning – all the play carers love their job and the children. It is a pleasure to take 'E' and pick her up! Thank you for taking care of 'E' and all that you do!!

Great outdoor area. Like that there are different activities every day whilst still keeping a sense of routine (the slide is always there and painting always in the same place).

Friendly, supportive, varied activities, relaxed.

All the staff are very friendly, the setting is lovely and has good facilities.

Environment/set up, staff, location, fees, staff-child ratios and relationships, garden access, structure and routine, English and Welsh.

Q8 Please make any suggestions for change or improvements to the setting

You doing a fab job. Well done everyone.

Q9 Any other comments?

'M' loves coming to playgroup. Staff very accessible and organised. Good variety of activities.

A big thank you to all staff for working so hard to ensure 'M' and the rest of the children are happy to play, learn and are looked after.

I have seen a huge change in my daughter since she started at playgroup. I was a little apprehensive about her starting initially as she does not like anyone that she is not familiar with and is very clingy. Initially I was worried that she wasn't ready as she didn't want to go and was very upset. However, this changed very quickly and she adores 'R' and tells everyone that she is one of her best friends. Outside of playgroup she will now talk to people unfamiliar to her and loves to play with other children (before she would cling to me). I am constantly surprised at what she has learnt – new songs, colours, shapes, days of the week etc., that she comes home and tells me about.

We do not routinely collect the views of other professionals but have done so for the purposes of the SASS. We emailed the following individuals/roles ... and asked for views on things that they think we do well in respect of planning and meeting the needs of children with additional needs and things that we could do better.

The Children's Care, Learning and Development Centre Coordinator/IQA wrote:

I have worked in partnership with Ceri Limbrick and her team for several years, in a training capacity. Ceri and her team aspire to offer a high standard of childcare and also to ensure the team are trained and supported to reach and maintain this high level of service delivery. Ceri offers a wide range of activities to the children, promoting all areas of the curriculum. Ceri and her team are currently incorporating and promoting the use of the Welsh language. This has been apparent during discussions with members of Ceri's teams, who were undertaking training and also during visits at the playgroup.

The Children's Partnership Co-ordinator, School improvement and Inclusion, Vale of Glamorgan Council wrote:

Westend Playgroup is a very friendly, warm and busy childcare setting. The environment encourages children's development through a variety of different activities on offer both indoor and outdoor; staff are polite and welcoming. The Vale's Early Years Development and Childcare Partnership has a very positive working relationship with the playgroup staff, recognising their capability and assistance to support children through their Assisted Places Scheme. Staff regularly attend early years training to keep up to date with CSSIW requirements and staff's own CPD. The playgroup is also involved with the Healthy & Sustainable Pre-school Scheme, a Welsh Government initiative – this scheme also invites staff to undertake additional training and dedication to complete topic areas.

Action to improve as a result of people views

As a result of these responses, we are planning the following changes:

Currently, photographs are displayed on the website and children's work is displayed on boards inside the hall. In response to previous feedback we introduced a 'white-board' which is updated on a daily basis detailing the activities that have been undertaken during the session.

We recognise the need to provide more individualised feedback to parents in addition to the books that are provided at the end of the academic year. To address this, we intend to provide a termly 'mini report' on progress, completed by the key-worker. Because we have children with additional needs and at different stages of development, we are not going to use a standard template. Instead, we will tailor the report to the individual child and the areas that they have progressed in.

We have also set up a dedicated Westend Playgroup Twitter account to enable us to give regular updates about what is happening in playgroup.

Part B: The quality and standard of provision

This part of the template covers:

Your service evaluation

This is where you set out:

- your strengths
- any areas for improvement
- the actions you propose to tackle them • how they will be monitored and
- how you will measure success.

Self Assessment Rating

It is important to have your own judgement to rate how well you are doing in the areas of:

- Well-being
- Care and Development
- Environment
- Leadership and Management.

Please see the four ratings below used by us to inform your assessment of your practice.

Excellent: These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.

Good: These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.

Adequate: These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.

Poor: These are services where important areas for improvements outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being.

1. Well-being

This is about the progress different groups of children are making, taking into account their age, development and needs. It is about how your service is contributing to children's well-being, helping them to have a voice, develop their skills and become independent and confident.

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

Service Evaluation

Staff are proactive in developing relationships with the children and give them confidence to speak out and ask for what they want and need. This is achieved by spending time with children and listening to them. Children are encouraged to develop self-confidence through encouragement to answer the register and encouragement to express their views in key-worker groups and circle time. Children are encouraged to talk about activities and experiences outside of the setting and to stand up and sing or recite rhymes. We have seen excellent results with our children gaining confidence and wanting to contribute their voice within the setting.

Children can express different emotions and are supported to manage their feelings without fear of adult disapproval. Children will actively seek out staff members for comfort and reassurance and staff respond to children who are upset by providing emotional warmth and reassurance. Disruptive behaviour is challenged with a firm and fair approach that helps children understand consequences, impact on others and alternative ways of responding.

The availability, consistency and responsiveness of staff, reinforces to children that they will have their needs met.

Staff recognise that children develop at different rates and move through stages of development more quickly/slowly than others. We provide a range of explorative and investigative play opportunities in the six areas of learning and desirable outcomes for children's learning before compulsory school age. These opportunities help children acquire skills and concepts that will impact on their future learning and development. Children can choose self-directed play as well as adult directed activities. Children's ideas are listened to and acted upon when appropriate. There are a lot of opportunities to be creative and self-directed in art/crafts/role play/construction for example.

From the outset, children are given choices and can select activities from a range that change on a daily basis. All children are provided with a planned curriculum that has a different termly theme. The theme is relevant and combines social, emotional, physical and intellectual development with fun activities. We bring in guests. This term for example, we brought in the fire, lifeboat, police and ambulance services to support our theme of 'Super-heroes'. Children used equipment, dressed up and heard about the roles of the different services. The curriculum is adapted to meet the needs of children with additional needs and all children can participate in all activities, supported by staff members.

We know that children are developing through our observations and record-keeping during key-worker groups. We record children's development using work sheets on number, colour, shapes, body parts and English and Welsh language that are added to the end of year book. Not all children like to sit and use work-sheets in key-worker groups to demonstrate learning and development. To address this, we

will sit alongside children during play/art/craft activities and through discussion will test out understanding of colour, number etc. in a way that relates to the activity they are involved in.

Children are supported and encouraged to develop skills in self-care at a pace that suits their developmental stage. Children are encouraged to be independent in the use of the toilet, hand-washing and dressing. We do not clean teeth in the setting but we teach oral hygiene with role play dentistry equipment and through stories and songs and actions (busy-feet).

We have run two sessions with 'Cooking Together Wales' and the children have developed skills in using knives and cookery techniques.

When possible, we use the outdoor space. On a daily basis, children are encouraged to participate in physical exercise using bikes/trikes, balls and hoops and climbing apparatus. We observe children becoming more confident in the use of equipment and learning rules about turn-taking and helping others.

Activities such as sports day and the Christmas show demonstrate the confidence of the children as they contribute to a group activity and are individually celebrated.

Our success in these areas is measured in different ways which include:

- Children demonstrating competence in key areas: numbers, shapes, colour, language
- Children developing gross and fine motor skills
- Children moving from lone play to playing alongside and with others
- Children learning turn-taking skills
- Children learning empathy and helpfulness

Questions you will wish to consider:

What is it you want to improve?

How will you measure improvements?

Your priorities for improvement

We recognise the need to ensure that the staff are trained in contemporary teaching methods and able to keep the curriculum fresh and interesting with new ideas. We are in the process of ensuring that the whole team is experienced and has a relevant child care qualification.

We will continue to support those that have been qualified for several years to access training that provides contemporary knowledge and practical skills for use in the setting.

We want to improve the support given to children who are less vocal and less confident in joining in with group activities and circle time. We will focus on ensuring that all team members are proactive in identifying these children and encouraging their participation.

Improvements will be measured by there being observable changes to activities and teaching methods that enhance children's learning. Learning will continue to be observed and recorded in books.

Improvements in confidence and participation will be observed at circle time with children actively taking part.

Your assessment

My practice is: (Select one box only)

Excellent: my practice is exemplary

Good: my practice is strong

Adequate: my practice requires improvement

Poor: my practice requires significant improvement

2. Care and development

This is about how responsive practitioners are in meeting children's needs – how they help children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are being developed and build relationships with other children, become self-aware, confident and are achieving good well-being.

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

Service Evaluation

Individual needs are addressed by working in partnership with families and other professionals.

Prior to commencing in the setting parents/carers are required to complete a registration and questionnaire document that provides child specific information about likes/dislikes, allergies and health/medical information.

Where children do not speak English as a first language, parents are provided with a form to complete that includes familiar words to the child that staff members can use with them.

Children are provided with milk and water and healthy snacks which include fruit, crackers and toast for example. We have achieved the Gold Standard Health Snack Award. Children are encouraged to drink from cups and eat using plates whilst sat down.

This year we have ordered 'change4life' resources from Public Health Wales for use in the playgroup which include fruit and veg stickers, colouring worksheets and booklets for parents to take home.

Children's individual needs are assessed and we work in partnership with parents/carers, education, health and specialist services to address learning needs, physical care needs and other health needs. For example, during the past eighteen months we have supported six children with 1:1 assistance to ensure they can participate fully in every part of the curriculum.

Staff have been trained in the use of EpiPen and some staff have received training in Makaton. Children's individual needs are assessed as part of the registration process and where specific training or guidance from outside experts is required, this is sought.

We have 4 First Aiders and 3 staff are trained in food hygiene. The setting is subject to inspection under the Food Safety Act 1990

Children are enabled to express emotion and receive a consistent and supportive response from staff which might include physical comfort. Children are greeted by a happy, motivated and enthusiastic staff team who provide praise and feedback to help children develop a positive self-image and sense of achievement.

Children are provided with a range of learning opportunities that encourage parallel and group play with peers and interaction with staff members. Activities are child led and also adult led when appropriate for guidance, demonstration and close supervision to be given. Small key-worker groups allow children to learn in consistent peer groups.

Children and staff sit together during snack time and staff engage in child-led discussions.

We operate a positive behaviour reinforcement approach that focuses on rewarding good behaviour and distracting children away from undesirable behaviour.

Children are praised and given positive reinforcement daily. Each child is valued and achievements are verbally reported to parents on a daily basis. Children's work is displayed within the setting and work is also taken home. At the end of the year, or sooner if the child leaves, a book of photographs and narrative describes the child's achievements and development and is sent home as a record of the child's time within the setting.

Diversity is explored in different themes and cultural and religious festivals are taught and celebrated. We respect the wishes of parents and where children cannot be included in specific festivals e.g. Christmas, we work with parents to identify ways in which they can be included in activities e.g. making a card but excluding the words 'Happy Christmas'. In addition to traditional Christmas and Easter festivities, we celebrate a range of festivals including Christmas, Easter, Chinese New Year, Saints Days, Diwali and other cultural and religious events in accordance with the children in the setting at the time. This encourages a sense of belonging and importance to all children within the setting.

Parents and carers can have confidence in our practice as set out in our '**Charter for Children**' as follows:

Westend Playgroup prides itself on prioritising the happiness and well-being of children in our care.

- On arrival, children are welcomed cheerfully and greeted using their first name
- If upset, children are free to choose who they want to be comforted by
- It is fine to bring in a specific 'comfort' item where this helps the child settle in to the routine of the playgroup
- If the child discards their comfort item it will be put in the basket so the child can see it and retrieve it at any time throughout the session
- Children do not have to participate in any activity if they do not want to. We will encourage involvement but never force a child to do something. If the activity is baking or creation of a craft item, staff will make the item so that the child has something to take home at the end of the session. Parents will be informed if the item has been made by a member of staff
- The staff will not shout at, smack, ridicule, humiliate, threaten, isolate or make a child feel unwanted or undervalued
- The staff will always act as good role models in their behaviour by showing courtesy, respect, tolerance, patience, kindness and concern to children
- The staff do not use the term 'naughty' and simply say 'no thank you' to discourage unwanted behaviours
- The staff will not physically handle children in order to manage disruptive or unwanted behaviour but will offer their hand to hold and lead the child to a different activity

Our success in these areas is measured in different ways:

- Children's happiness during the sessions
- Development of friendships within the setting
- Development of relationships with staff
- Development of confidence within the setting; playing independently; participating in 'show and tell'
- Feedback from parents that children are talking about the setting and reciting songs and rhymes that they have learnt in the setting
- The degree of participation in mainstream activities within the setting by children with additional needs
- The development of self-care skills and independent thinking and action

Questions you will wish to consider:

What is it you want to improve?

How will you measure improvements?

Your priorities for improvement

We will continue to improve by providing more regular updates to parents/carers on their individual child's progress. Parents/carers are appraised of what children are working on via the white board which is on display daily and information is also contained on our website. We display children's work within the setting, include photographs of activities on the website and at the end of the academic year, or sooner if a child leaves, we provide a book of photographs and achievements for each child. However, in response to feedback this year we recognise the need to provide more regular individualised feedback on progress in key areas e.g. colours, numbers, shapes etc. Not all children will show development in these areas so reports will be individualised to ensure that other aspects of development and progress are captured. We already give informal feedback at the end of a session when children are individually handed over to parents/carers but recognise that this does not meet everybody's needs e.g. parents who do not drop off or collect their children on a regular basis. To address this, we intend providing a 'mini report' on progress at the end of each term in addition to the informal updates and the provision of the book at the end of the academic year.

Your assessment

My practice is: (Select one box only)

Excellent: my practice is exemplary

Good: my practice is strong

Adequate: my practice requires improvement

Poor: my practice requires significant improvement

3. Environment

This section is how you ensure that the physical environment you provide is of good quality and meets the needs of the children using your service.

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

Service Evaluation

We occupy a community centre building that is safe, secure, suitable for purpose and is for our sole use during the hours of operation.

The building is owned by the local Council but managed by a committee that is responsible for its upkeep. We rent the building space but are not responsible for its maintenance. This means that the building is maintained to a high standard and any faults or problems are quickly rectified when reported. We have a written agreement with the management committee in relation to our use of the building.

We use one large hall for the majority of activities and a smaller room for story time/circle time. The layout of activities allows for safe movement within the areas.

Rooms are well lit, have plenty of natural light and can be shaded by blinds.

There is a kitchen area that children do not have access to. Children do not have access to any cupboards storing cleaning or hazardous materials.

When the main door to the building is locked, the key is left in the lock at adult height. Children are not able to leave the building unaccompanied and nobody can get into the building without an adult unlocking the door for them.

Glass doors are fitted with safety glass and the dimensions of the rooms are compliant with the regulations.

The building is adequately equipped with a sufficient number of toilets including disabled toilet and changing facilities.

There is a separate area with hooks for coats and bags.

There is adequate space for confidential discussions between parents/carers and staff.

Equipment is securely stored in two locked cupboards that are built into the internal structure of the building. Confidential records are kept in a locked cupboard that only Playgroup Leaders have access to.

The heating system enables comfortable and legally required temperatures to be maintained at a minimum temperature of 65° F. Two new boilers have been fitted this year, paid for by the management committee and the local Council.

Small electrical items are PAT tested annually and this is organised by the Community Centre Management Committee and the Vale of Glamorgan Council.

Risk assessments are carried out and reviewed annually. The accident book is regularly reviewed as part of this process.

There is access to a dedicated Westend Playgroup mobile phone at all times.

The setting is subject to inspection under the Food Safety Act 1990 and Health and Safety at Work Act 1974.

We have an 'environmental awareness in the early years' policy which sets out the following principles:

Children are encouraged to appreciate and value the environment in which they live and play.

- Child sized furniture is used
- Wall and table displays are at the height of children
- Displays are aesthetically pleasing to children
- Room layout is safe, stimulating and allows children freedom to move around and explore
- Children can see the outcomes of their work and the work of others

We maximize use of the outdoor space:

- Sand and water is regularly available outside
- A range of other exploratory equipment is available outside
- The garden space is used for growing vegetables and flowers and children play an active part in nurturing growth
- The outdoors encourages birds and bugs which the children feed and care for

Appreciating living things and encouraging an interest in the life cycle

- Children will experience growing and caring for all living things such as plants, flowers etc.
- Children will help in the care of pets and all other living creatures
- Minibeasts will be discovered and observed
- Stories and activities will reinforce the concept of care for living things and creatures
- Adults will be positive role models in their respect for living things and creatures

Respect for different cultures and lifestyles

- Stories will reflect diversity worldwide
- Children's own experiences will be explored and compared with the lives of other children
- Parents/carers and other adults with relevant interests will be invited in to contribute to learning about diversity and difference

Minimizing our carbon footprint

- We will use electronic means of communication for our prospectus and newsletters including email and our website. Please request a paper copy only where necessary.

Recycling

- Parents/carers are encouraged to support the setting in the use of recycled materials for art and craft activities
- Milk bottles are recycled

We have developed the outdoor space significantly during the past two years and are continuing to do so. Year on year we have improved on our provision by increasing the number of toys, creating more spaces for growing flowers and vegetables and creating habitats to attract birds and bugs. We also play music outside and the children love dancing in the garden.

Questions you will wish to consider:

What is it you want to improve?

How will you measure improvements?

Your priorities for improvement

Development of the garden space is an ongoing priority. We are continuing to negotiate with the management committee to remove some trees which will allow more play space. This will also free up the railing space for creative displays. This year we will dig up and replant seeds with our new children, add additional outdoor toys, repaint the playhouse, establish a 'reading corner' and add some willow fencing.

We are giving renewed focus to increasing environmental awareness of recycling via the re-use of materials in our craft activities.

Your assessment

My practice is: (Select one box only)

Excellent: my practice is exemplary

Good: my practice is strong

Adequate: my practice requires improvement

Poor: my practice requires significant improvement

4. Leadership and management

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

- meeting the requirements of the Welsh Government National Minimum Standards (<http://cssiw.org.uk/docs/cssiw/publications/160303regchildcareen.pdf>) and other government requirements e.g. Building for a Brighter Future (<http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf>)
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- developing children and contributing to their well-being
- your vision for the service
- management and development of practitioners
- partnership working.

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

Service Evaluation

The aim of Westend Playgroup is to provide quality pre-school education for children aged between 2 years and 5 years, regardless of gender, disability, race, ethnicity, social class or religion. It is our mission to ensure that all children and adults including those with special/additional needs are respected, valued, nurtured and their individuality and potential recognised. Children and adults in the setting are provided with the opportunity to understand they are part of a multi-racial society and to respect cultures, lifestyles, languages and religions other than their own. Children are provided with activities to

give them the opportunity to explore, value, acknowledge similarities and differences between themselves and others.

We have a quality assurance statement which clearly states that the views of children, parents and carers are important to us and we will always listen to and actively seek out their views. Suggestions for improvement are welcomed and parents/carers have daily access to the Playgroup Leader and other staff members where they can provide feedback. In addition, we carry out a formal evaluation with children and with parents/carers on an annual basis. We provide questionnaires for adults and pictures for children to complete. This year, rather than the staff conducting the evaluation with children we have sent the pictures home to be completed with parents/carers. In addition, we encourage regular feedback through the suggestions box. The staff team debrief at the end of every session to evaluate whether practice needs to be adapted before the next session. Team meetings are also used for service evaluation.

The children benefit from a consistent team of playgroup assistants who are appropriately qualified and trained in areas to protect and promote the wellbeing of children in their care. Our standard is that all full-time members of staff have a recognised child care qualification. Formal supervision sessions are carried out twice yearly and all staff members have an annual appraisal. The playgroup leader (Registered Manager) is present every day and the team have daily access to her. Performance matters are addressed as they arise. We ensure that several staff have training in food hygiene and health and safety and first aid. Additionally, some staff are trained in working with autism and working with attention deficit hyperactivity disorder. When children have additional needs, we seek out specific training to ensure that staff can meet those needs e.g. using an EpiPen.

We have a comprehensive safeguarding policy and procedure and refresher training is provided every three years or sooner. This is part of a comprehensive suite of policies and procedures that are reviewed three yearly or sooner if there are changes in legislation, guidance or what is broadly perceived to be best practice.

To address our responsibilities in a changing social world we have developed new policies and procedures such as 'managing critical incidents' and 'preventing radicalisation'. We have also developed a workplace mental health and wellbeing policy with a focus on improved mental wellbeing at work and helping to develop a positive working environment for all employees.

Staff abide by a code of conduct which is aimed at ensuring the children in our setting are safeguarded and receive the highest possible standard of care. All employees, volunteers and anybody invited to the setting to participate in activities are expected to abide by this code to protect the rights and promote the interests of children, colleagues and visitors to the setting. The code focuses on treating children as individuals, listening to and respecting the views of children and their parents/carers, giving choices, promoting dignity in the provision of personal care, promoting equality of opportunity and promoting and celebrating diversity. The code also sets out the aim to establish and maintain the trust and confidence of parents/carers and professionals who come into contact with the setting. The

expectations focus on being reliable, dependable, honest, trustworthy, transparent, not allowing personal relationships to be influential or to affect judgement. The code of conduct sets out what is required to ensure that children are helped to learn independence whilst being kept safe and away from harm and that staff are accountable for their actions and take responsibility to be informed, trained and up to date with knowledge and skills.

We work in partnership with parents/carers and other organisations/professionals such as schools, paediatricians and speech and language therapists to ensure that relevant information is exchanged with a view to the child receiving appropriate care and support. We encourage contact from other professionals and will encourage parents to seek the advice of their health visitor or other professional where we think this is in the best interest of the child.

Questions you will wish to consider:

What is it you want to improve?

How will you measure improvements?

Your priorities for improvement

All practitioners will undergo child protection refresher training this year and one member of staff is being encouraged to update her formal qualification.

Your assessment

My practice is: (Select one box only)

Excellent: my practice is exemplary

Good: my practice is strong

Adequate: my practice requires improvement

Poor: my practice requires significant improvement

I have referred to our comprehensive policies and procedures which are listed below and can be provided on request. Those produced since our last inspection are noted. We can also provide a copy of our prospectus on request.

Additionally, further information can be found on our website www.westendplaygroup.co.uk

- 1 A Charter for Children – **NEW since last inspection**
- 2 Absence Management Policy and Procedure
- 3 Accident/Incident Procedure
- 4 Additional Educational Needs and Disabilities Policy
- 5 Alcohol and Drugs Policy – **NEW since last inspection**
- 6 Behaviour Management Policy
- 7 Bullying and Harassment Policy – **NEW since last inspection**
- 8 Child Protection Policy and Procedure
- 9 Code of Practice and Conduct
- 10 Complaints Policy and Procedure
- 11 Confidentiality Policy
- 12 Critical Incident Policy and Procedure – **NEW since last inspection**
- 13 Data Protection Policy
- 14 Disciplinary Procedure
- 15 Electronic Communication, Social Networking & Telephone Policy
- 16 Environmental Awareness in the Early Years Policy
- 17 Equal Opportunities Policy
- 18 Equipment and Toys
- 19 Fire Safety
- 20 Firebook Procedure
- 21 Grievance Policy
- 22 Health and Hygiene Policy
- 23 Health and Safety Policy Statement
- 24 Healthy Eating Policy
- 25 Intimate care and toileting procedure – **NEW since last inspection**
- 26 Lost Child Policy
- 27 Medication Policy
- 28 Nappy Changing Policy and Procedure – **NEW since last inspection**
- 29 Operational Plan
- 30 Outings Policy
- 31 Participation Policy
- 32 Play and Learning Opportunities
- 33 Premises Information
- 34 Preventing Radicalization – **NEW since last inspection**
- 35 Quality Assurance Statement
- 36 Record Keeping Policy
- 37 Recruitment Policy and Procedure
- 38 Safety Policy
- 39 Settling in Policy

- 40 Smoke-Free Policy and Procedure – NEW since last inspection
- 41 Staff and Employment
- 42 Statement of Purpose
- 43 Student Placement Policy
- 44 Sun Safety Policy – NEW since last inspection
- 45 Uncollected Child Policy
- 46 Whistle blowing procedure
- 47 Working in Partnership with Parents/Carers Policy
- 48 Workplace Mental Health and Wellbeing Policy – NEW since last inspection

Declarations

CSSIW intend to share the information you have provided with Welsh Government Officials for the purposes of research.

For more information on this, please see our Fair Processing Notice: (<http://cssiw.org.uk/termsand-conditions/how-we-use-your-information/?lang=en>).

Please select the box if you do not consent to the information being shared.

If you consent to CSSIW sharing your information, please select the box if you are willing to be contacted by Welsh Government officials, or those working on their behalf, in relation to research being undertaken by the Welsh Government.

Please complete the following declaration:

I certify that the information I have provided is true and accurate to the best of my knowledge and belief and reflects the service at the date of submission. I understand that knowingly making a statement that is false or misleading may lead to enforcement action being taken by CSSIW.

Title Registered Person

(Responsible Individual/Registered Person)

Signature Ceri Limbrick

We will accept a typed-in name as your signature

Date 15th June 2017