



QUALITY OF CARE REVIEW

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

Westend Playgroup

Methods of collecting views

We collect the views of parents on a daily basis through our ordinary interactions with them, and by providing a suggestions box in the foyer of the setting. We also collect the views of children on a daily basis through out ordinary interactions.

Annually, we undertake a formal survey of both children and parents. The children, supported by their parents, complete a simple form which includes drawing a picture of their face in playgroup, listing the things they like best and the things they like least. The parents complete a form which asks whether:

- their child feels happy and safe in the setting, is listened to and feels valued, enjoys their play and learning, is helped by the setting,
- their child's individual needs are met,
- their child has a variety of toys, activities, and opportunities to play,
- they feel they know enough about what their child is working on,
- they know enough about their child's development,
- they and their child are treated with respect,
- the service is reliable,
- they are satisfied with the healthy snacks provided,
- they have enough information (from our website, prospectus, photographs and work the children take home) about how we pay attention to the environment and address environmental issues (eg the outdoors, recycling,
- they would recommend the setting,

Parents are also asked:

- what they particularly like about the setting, and

- any suggestions for change or improvements.

At the end of term when children are leaving, we receive positive feedback in thank you letters and cards.

The views of professionals are collected on an ad-hoc basis throughout the year e.g. feedback via email or through discussion.

Staff views are collected throughout the year during daily briefings, team meetings and 1:1 meetings.

Numbers of children, parents, carers and professionals providing feedback

18 children - 49%

23 parents - 62%

Summary of responses

18 forms from children were returned and the table below sets out their responses:

Things the children like best:

Playing outside in garden/gardening	8
Cars/trucks/trains/diggers	6
Playing with friends	5
Playing with toys and figures	5
Drawing/painting	5
Singing/dancing/story time	4
Playdough/messy play	4
Playing with animal figures	3
Role play/home corner/imaginary play	3
Crafts	3
Dressing up	3
Teachers	2
Reading	2
Slide	2
Snack time	2
Special jobs	1
Puppet show	1

Making dens	1
Puzzles	1

Things the children like least:

Sit down story time - 2

Not getting my own way – 1

Dolls – 1

Washing hands – 1

Loud noises and too many people – 1

Threading – 1

Concert (shy) – 1

Leaving mummy -1

23 forms from parents were returned - summary of responses below:

Do you feel that your child:

Is helped by the setting?

Yes - 100%

Is listened to and feels valued?

Yes – 100%

Enjoys their play and learning?

Yes – 100%

Individual needs are met?

Yes – 100%

Is helped by the setting?

Yes – 100%

Has a variety of toys, activities, and opportunities to play?

Yes – 100%

Do you feel that:

You know enough about your child's development?

Yes – 100%

You know enough about what your child is working on?

Yes – 100%

You and your child are treated with respect?

Yes – 100%

The service is reliable?

Yes – 100%

Staff are available to discuss progress or concerns?

Yes – 100%

Are you satisfied with the healthy snacks provided?

Yes – 100%

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

Yes – 96% - 1 person did not respond.

Would you recommend the setting?

Yes – 100%

What is particularly liked about the setting

- The range of activities
- Good mix of learning and play/learning whilst having fun
- Structured/termly themes/
- Kind/caring/friendly/warm/approachable/nurturing/compassionate/committed/happy/welcoming/supportive staff
- Every child is treated individually
- Staff always have time for a chat/listen if I have any questions
- Outdoor space/play
- Being kept up to date – twitter information and pictures/information board
- My child is happy at playgroup
- The setting is safe
- Welcoming
- Innovative
- Regular updates on progression

Suggestions for change/improvements

- Knowing the words to songs being sung, so can sing along at home with child
- More pictures of what the children are doing. Some childcare settings use Apps which I have greatly appreciated as a means of getting feedback and updates.

Other comments

- Thank you for providing such a wonderful start to *’s educational journey. I couldn’t be happier that we made the decision to send her to your setting.
- The staff are amazing, the environment is lovely, the ethos and culture is wonderful.
- I am confident that * is in a safe space, well cared for and is able to thrive in her learning, play and confidence.
- Staff have been a wonderful support to both * and myself during difficult moments. We couldn’t wish for more.
- Westend Playgroup is brilliant, I wouldn’t change a thing
- I think you already have such a range that I can’t think of anything that you are not offering
- * is always happy to go and is excited to tell me all about how much fun she has!
- You guys do a great job and I love sending * here. Would recommend you to others.
- Keep doing what you are doing. Thank you all for your hard work!

Feedback from professionals

None sought or received this year.

‘Improvements you will make, or have made, as a result of feedback’

We have produced a song booklet that will be put on our website, and a printed version is available to parents who want it.

Parents are reminded daily via the whiteboard that they can follow us on Twitter. We will tweet more pictures of the children’s work, and invite parents in to look at the display boards in the main hall.

Part B: The quality and standard of provision

Overall, we believe that our service has many strengths with no important areas requiring significant improvement. We consistently exceed basic requirements, delivering positive outcomes for children and actively promote their 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.

Service evaluation

We provide a range of activities for children, suitable for children aged 2-5 years, that encourage parallel and group play with peers and interaction with staff members. Every child, regardless of ability, is helped to fully participate. We provide additional support for children with additional needs or disabilities ensuring that they participate in all activities including concerts and sports days.

This year, some members of staff have undertaken ALN training which has led us to change our approach from providing 1:1 support to children with additional needs, to a 'whole team' approach to providing additional support. We have found this to be beneficial because it prevents children from becoming over-reliant on a single staff member and increases our capacity to meet the needs of all children within the group. Children with additional needs continue to have a keyworker who is the lead contact for parents and supports the rest of the team in supporting the child.

We noticed, post Covid-19 pandemic, that some children are not well developed with speech and language, as their peers have been in previous years. We have worked closely with speech and language therapists to support development in this area, and we work closely with parents to address developmental and behavioural issues.

Activities are varied each day but link to a termly theme that allows children to develop knowledge about specific areas e.g., all about me, transport, in the forest, weather, space, the environment.

Learning is achieved in the large group and in small key-worker groups allow children to learn in consistent peer groups.

There is a lot of opportunity for children to be self-directed in play, but staff take the lead and initiate activities that are designed to support learning and development in a structured way.

Children are helped to settle into the setting through provision of a consistent named key-worker, who provides structured learning in small groups. Staff are always hands-on encouraging children to participate and playing alongside them, stepping in and stepping back according to the child's needs.

During carpet time a child is chosen to be 'helper of the day' (every child has a turn) and they come to the front of the group with the staff member and help with the songs/rhymes e.g., pointing to visual cues. This encourages quieter and shyer children to develop confidence.

We introduce the Welsh language into the setting through songs, rhymes, stories and when we know that a child will be attending a Welsh language school, we increase our usage of the Welsh language with those children in preparation.

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.

We have improved the home-school continuity of learning by providing the words of songs and rhymes that children are learning in the setting, so that parents can join in at home.

We have updated the assessment work-sheets that are used in keyworker groups to make them more appealing to children to use.

The benefit to children is:

- Children developing friendships and learning to share, manage their emotions and transition from lone play alongside, to playing with others
- 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, helpfulness, kindness and empathy
- Children wanting to be helper of the day or talk to the group about home activities
- Parents consistently tell us that their children are happy in the setting and want to attend. Children appear to be happy in the setting - evidenced on twitter and photographs.

We know that children are developing through our observations and record-keeping during key-worker groups. We record children's development using work sheets and we 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.

Our priorities for improvement

This year we will undertake an audit of our curriculum, ethos, and practice against the 'Quality Framework for Early Childhood Play, Learning and Care in Wales'. We will review our practice against the five developmental pathways of belonging, communication, exploration, physical development, and well-being, for 2–3-year-olds, and 3–5-year-olds, and identify areas for improvement.

Our assessment of well-being

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	X
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

2. Care and development

This is about how responsive practitioners are in meeting children's needs – how they help children feel emotionally secure and ensure 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 well-being.

Service evaluation

We know that separating can be very difficult for children and parents. From the outset we support children to separate from parents, sometimes for the first time, and develop positive and rewarding relationships with their peers and staff members. We encourage parents and children to have an introductory visit to play before they start, and we tell parents that they can contact us at any time during the morning to check on their children. Being transparent and accessible gives us a good foundation for building trusting relationships with parents and children.

Sometimes children are not able to join us as planned due to sudden and worrying health conditions. We maintain links with parents, and where possible, facilitate attendance in a less structured way, to support socialisation and learning at a pace that does not adversely affect a child's health and recovery.

We work hard at establishing trusting relationships between keyworkers and parents, and parents feel comfortable telling us about issues at home e.g., behaviours such as biting, not listening, bereavements and separations, and we address these in playgroup. We do this through stories and role-play activities with the children. Parents keep us well-informed about health issues and we provide good support in toilet training regimes.

We have reinforced to parents our availability to talk at the start and end of sessions, and we respond promptly to email and telephone calls about children's needs.

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's emotions are talked about in the setting and children are supported to express themselves but to take responsibility and learn self-regulation when their words or actions are potentially hurtful to others. This is done through stories, visual cues, role-play activities. Children are encouraged to use puppets every day to express emotions. We consistently provide nurture and comfort to children who display any anxiety or are upset.

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. Sometimes these needs are identified through the registration information that we request, and sometimes we identify specific needs once the child is attending. We collaborate with parents and professionals to identify the specific areas that they want us to focus on in the setting e.g., toilet training, specific behaviours, speech and language.

We remain accredited with the Health and Sustainability Pre-school Scheme, providing healthy snacks, and encouraging an active and healthy lifestyle. Children and staff sit together during snack time and staff engage in child-led discussions. Children are encouraged to drink from cups and eat using plates whilst sat down.

We remain accredited with the Gold Standard Health Snack Award and we introduce a range of varied health snacks each day.

Staff are trained in food hygiene. The setting is subject to inspection under the Food Safety Act 1990 and has a rating of 5.

We have continued to invest in providing a more creative and stimulating outdoor space and maximise the time spent outdoors. This year, we have been fortunate to receive a grant for a new mud kitchen, new benches, and other outdoor equipment. We have scheduled training on our new equipment from the Local School Nature Grant which is taking place in October 2023.

Gross motor-skill activities with bikes/trikes etc take place every day and children are encouraged to participate in physical activity. We have added benches to our orchard space, opening the area out for use by the local community when not in use by the children.

We have introduced more yoga and relaxation activities into carpet time, to help children regulate. We have also introduced a pictorial guide to the structure of the session so that children can see the order of events e.g., free play, carpet time, snack time, garden time, to help them get used to the routine and anticipate what will happen next.

Children are praised and given positive reinforcement daily with stickers and praise certificates, as well as verbal encouragement. Parents are kept informed about development - verbally on a daily basis, end of term reports and an end of year book. Children's work is displayed within the setting and work is also taken home.

Children are happy and engaged in learning about new topics; they are proud of the work they take home and parents comment on the things their children are learning about. Children enjoy snack time and parents have commented that they are very happy that their child is being introduced to different fruits and snacks.

Parents tell us they can see improvements when we focus on specific areas in the setting to support their parenting at home.

Our priorities for improvement

This year we will undertake an audit of our curriculum, ethos, and practice against the 'Quality Framework for Early Childhood Play, Learning and Care in Wales'. We will review our practice against the five developmental pathways of belonging, communication, exploration, physical development, and well-being, for 2–3-year-olds, and 3–5-year-olds, and identify areas for improvement.

Our assessment of care and development

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
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Good: my practice is strong	X
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

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.

Service evaluation

Post Covid-19 Pandemic we have maintained stringent procedures to keep children and their parents safe and well whilst in the setting. We have maintained a consistent core team assigned to small groups of children and although the restrictions have been relaxed post pandemic, we have retained our staggered opening and closing times to try and restrict the number of children and adults congregating at the start and finish of sessions, and parents are not allowed inside the main rooms unless invited for a specific purpose. We have kept other visits to the setting to a minimum.

The building is maintained to a high standard and conforms to PAT testing requirements, is correctly heated and has a food hygiene rating of 5. This year is being decorated, and a new cooker is being purchased. Through generous grant funding, we have purchased new tables and chairs for the children, play kitchens, a bookcase, a rug, safety mat, notice boards and we are soon to replace our large display screens.

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

We have an 'environmental awareness in the early years' policy and children are encouraged to appreciate and value the environment in which they live and play.

We have continued to improve the outdoor space and it is now stimulating and exciting to look at and experience. We have developed from using this as an occasional play space to a learning environment that is used every day, regardless of weather (unless unsafe). We have added screening to the railings, visually shielding the children from the pavement and road, and segregated sections of the outdoor area into different play/activity areas.

Children continue to grow flowers and vegetables in the outdoor space, enhancing their understanding of the life cycle.

As well as using the static outdoor equipment we have used the space for bear-hunts, bug-hunts, sports-day, learning about the environment and their surroundings and story-time.

Our building is in a pleasant suburban area and neighbours have commented about the improvements to the outdoor area. We have developed the community area by adding benches, and by growing potatoes and tomatoes.

Children ask every day to go out and play which tells us how much they enjoy using the space. We also use it to help settle children who are new to the setting and may be overwhelmed by the noise of other children. They find the outdoor area a calming and quieter environment. Our feedback from children and parents this year overwhelmingly tells us how much they appreciate the investment in the outside space.

Our priorities for improvement

In the year ahead we want to increase community engagement in developing and using a section of the outdoor area. We would like to develop an area for the community to grow things and use what they grow. We would like to encourage volunteers to help maintain the outdoor environment for the benefit of the community.

Improvement will be measured by changes to the outdoor area and by measuring engagement of community members in the initiative.

Our assessment of environment

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

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' and other government requirements e.g. 'Building for a Brighter Future'
- 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 and
- Partnership working.

Service evaluation

We adhere to the National Minimum Standards and review our policies and procedures annually. We are proactive and develop new policies if specific situations arise. This year we have reviewed our policies against the revised National Minimum Standards (NMS) and as a result of this review we have:

- Made a minor addition to the statement of purpose by adding in our arrangements for updating the statement of purpose and notifying CIW, alongside updating qualifications, and fee information.
- Revised our contract with parents to include more detailed information about start and finish times
- Updated our Behaviour Management Policy to make specific reference to Articles 19 (protection from abuse) and 28 (education), and reference to holding and restraint in line with the NMS.
- Updated our health and hygiene policy to reflect current exclusion timescales for communicable illnesses
- Updated our medication policy to align wording closely to the NMS
- Updated our complaints policy to clarify that we seek to provide a response within 14 days of receipt of complaint; and that where local authority has made arrangements for a child, the LA can be complained to
- Updated our safeguarding policy to reflect training requirements of the NMS
- Updated our Data Protection Policy to include a further circumstance whereby we routinely share data for the legitimate business of the playgroup

Staff practice is observed daily and formally reviewed in termly 1:1 meetings. Peer review opportunities arise on daily basis and staff make suggestions to each other in team meetings as well as day to day. Staff training in essential areas such as child protection, health and safety and food hygiene have been brought up to date. 2 members of the team will undertake the 12-hr paediatric first aid training this year.

This year, a staff member has completed her CCLD level 4 and is introducing her learning into the setting. She is keen to undertake level 5 and we are committed to providing her with opportunities to undertake additional responsibilities to help her evidence the necessary practice for the course.

We have increased resilience within the service by appointing 2 sessional workers who increase our capacity for supporting children with additional needs and provide cover for absences.

We have enrolled on the Flying Start free childcare scheme, and some parents are now able to benefit from this funding, dependent upon their postcode. We are proactive in informing parents about the 30hr offer and Flying Start offer.

Annually we gather feed-back from parents and children, as well as providing a suggestions box and listening to parents who speak with us day to day, acting on their suggestions.

Our ethos is to provide a safe and stimulating environment that focuses on learning through play. The welfare of the children is our priority and we are confident in our approach. We have a mature staff team who are very experienced and child-focused. Our activities are designed to build confidence in children, be inclusive and ensure that all children participate in all activities regardless of their particular needs. Neighbours have commented on how pleasing it is to see staff interacting and playing with the children rather than just standing around observing or chatting.

We are strong on building good relationships with parents and collaborating with them on supporting their parenting task and preparing children for school.

We have good links with professionals as necessary, including speech and language, paediatricians, SEND. We are proactive in obtaining 1:1 support for children who require this to enable them to fully participate in all aspects of the setting. We have good links with community policing and the fire service and are proactive in inviting them into the setting to speak with the children.

We communicate well with parents and carers keeping them informed of all changes, asking for their support and cooperation in keeping us informed and preventing any illness into the setting. We make ourselves available daily, and the key-worker role is instrumental in building a trusting relationship between the setting and parents. Our annual feedback from parents reflects how highly they regard the whole staff team, as well as their child's key worker.

Coming out of the Covid-19 pandemic, we extended our opening weeks into the school summer holidays because parents were worried about lack of socialisation for their children during lock-down and particularly, some were concerned that their children

were not going to be prepared to enter mainstream school. This was successful and we continued this during 2023.

Places at our setting are sought after and we always have a long waiting-list. We do not generally advertise the setting because our positive reputation is communicated by parents to their friends.

We have continued to look for opportunities to increase our provision by opening during the afternoons. We are not able to use the building to do this because it is used by community groups.

Our children benefit from consistent leadership and a consistent staff team that is trained and supported.

Our priorities for improvement

Questions you will wish to consider:

- We will continue to pursue opportunities to extend the provision to be able to provide a service for more children.

Our assessment of leadership and management

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

Please use the box below if there are any further comments you wish to include

We have a comprehensive suite of policies and procedures which are listed below and can be provided on request. All policies and procedures are reviewed annually.

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

- A Charter for Children
- Absence Management Policy and Procedure

- Accident/Incident Procedure
- Additional Educational Needs and Disabilities Policy
- Alcohol and Drugs Policy
- Behaviour Management Policy
- Bullying and Harassment Policy
- Child Protection Policy and Procedure
- Code of Practice and Conduct
- Complaints Policy and Procedure
- Confidentiality Policy
- Critical Incident Policy and Procedure
- Data Protection Policy
- Disciplinary Procedure
- Electronic Communication, Social Networking & Telephone Policy
- Environmental Awareness in the Early Years Policy
- Equal Opportunities Policy
- Equipment and Toys
- Fire Safety
- Firebook Procedure
- Grievance Policy
- Health and Hygiene Policy
- Health and Safety Policy Statement
- Healthy Eating Policy
- Intimate care and toileting procedure
- Lost Child Policy
- Medication Policy
- Nappy Changing Policy and Procedure
- Operational Plan
- Outings Policy
- Participation Policy
- Play and Learning Opportunities
- Premises Information
- Preventing Radicalization
- Quality Assurance Statement
- Record Keeping Policy
- Recruitment Policy and Procedure
- Safety Policy
- Settling in Policy
- Smoke-Free Policy and Procedure
- Staff and Employment
- Statement of Purpose
- Student Placement Policy
- Sun Safety Policy
- Uncollected Child Policy

- Whistle blowing procedure
- Working in Partnership with Parents/Carers Policy
- Workplace Mental Health and Wellbeing Policy

Name of Responsible Individual/Registered Person:

Signed: Ceri Limbrick

Date: 18.09.2023