

**QUALITY OF CARE REVIEW**

**Part A – Feedback**

**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 (e.g. 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**

19 children - 46%

21 parents - 51%

This is an improvement from last year, but we would like to see a higher return. During the year ahead we will consider alternative methods such as online forms.

**Summary of responses**

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

**Things the children like best/favourite thing to do in playgroup:**

|  |  |
| --- | --- |
| Playing with friends | 12 |
| Playing outside in garden/gardening | 8 |
| Trampoline/slide | 6 |
| Playing with animal figures/dinosaurs | 4 |
| Drawing/painting/colouring | 4 |
| Singing/dancing/story time | 4 |
| Playing with toys and figures/dolls | 3 |
| Cars/trucks/trains/diggers | 3 |
| Books/reading | 3 |
| Playing with everything | 3 |
| Climbing and jumping | 2 |
| Snack time | 2 |
| Role play/home corner/imaginary play | 2 |
| Cuddles | 2 |
| Bouncing; spinning | 1 |
| Swimming and spashing | 1 |
| Looking at bugs in garden | 1 |
| Sensory room | 1 |
| Water play | 1 |
| Sports day | 1 |
| Baking | 1 |
| Crafts/gluing/sticking | 1 |
| Being helper of the day | 1 |
| Dressing up | 1 |
| Building blocks etc | 1 |
| Football | 1 |
| Puzzles | 1 |
| Having fun | 1 |
| Snack time; lunch; getting ready for school | 1 |

Playing with friends, the garden, and gross motor play are firm favourites with the children. We have continually developed our outdoor space which is used daily for a range of play and activities.

**Things the children like least:**

Sit down story time/sitting still - 3

Messy play – 2

When it is too loud – 2

Painting/crafts – 2

People being mean – 1

Tidying up - 1

Playing with trains - 1

Things being snatched from me - 1

Leaving my mummy – 1

The bumpy slide as too high and scary - 1

Vegetables – 1

Changes to routine – 1

Sitting still at circle time is a challenge for a small number of children who are supported by the staff team to remain with their friends and take part in the story and singing.

**Favourite snacks**

Crackers – 11

Strawberries – 5

Apple – 4

Cheese - 2

Toast - 1

Breadsticks - 1

Fruit – 1

Watermelon - 1

Milk – 1

Pears - 1

Anything grown from the garden - 1

Crackers and fruit remain firm favourites with the children, particularly the strawberries that they have grown in our garden area.

**21 forms from parents were returned - summary of responses below**

**Do you feel that your child:**

Feels happy and safe in 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 – 95%

You know enough about what your child is working on?

Yes – 95%

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 attentio to the environment and address environmental issues (e.g., the outdoors, recycling, our ethos, our setting).**

Yes – 100%

**Would you recommend the setting?**

Yes – 100%

**What is particularly liked about the setting**

* Friendly staff, daily feedback on child’s day (face to face at pick up), communication board and Facebook posts. I like the arrival routine – [child’s name] learned to recognise their name really quickly and has always gone straight in without hesidation
* Free play, play areas, healthy snacks
* The staff; everything meets our needs at Westend
* The staff; how happy [child’s name] is at Westend
* Beautiful setting, wonderful staff, feels safe and fun
* The daily ‘what we’ve done today’; photos throughout the morning
* How warm and friendly everyone is; how much there is to do whilst at playgroup; how staff communicate with us; how easy and efficient pick up and drop off is
* Staff; jus overall love the setting
* How she is cared for and inviting the staff are as well as the environment
* Staff are amazing; the way they are with all the children is brilliant
* Staff very helpful, friendly, nurturing; variety of toys, educational equipment on offer; sensory room to cater for all children’s needs; all round excellent setting
* Very friendly and approachable; wonderful staff who are professional and knowledgeable; beautiful learning environment/outdoor area; inclusive and accepting.
* The staff are amazing as is everything about the playgroup. Me and my wife love [child’s name] going there and he’s so happy to go every morning and we love that. You all do an amazing job with [child’s name] and all the kids.
* [child’s name] is always happy going in and leaving the setting; good communication.
* Friendly caring staff; clean, resourceful, fun, safe.
* The structure and routine; having responsibilities; being able to play and share together.
* Seeing progress on the Facebook group; every member of staff is approachable and I feel listened to; [child’s name] enjoys playgroup and always tell us what she has been doing.
* Consistency of staff – it must be a happy place to work to keep staff – happy staff, happy children; nature of staff – warm, nurturing; play opportunities and range of toys; sharing photos – I love this, don’t stop!!
* The lovely morning welcome; the Christmas concert and sports days.
* Love the staff, they are professional, friendly and always make themselves available for advice and support.
* Everything! You feel as though you are leaving your child in the care of family. I’ll never forget the care and kindness shown towards [child’s name] and myself!

**Suggestions for change/improvements**

* Bit more information on our child’s development and what they are working on
* Slightly earlier opening times 8.30/8.45 would help with starting work at 9.00am
* More pictures of Jane’s tortoise please 😊
* More sensory type provision – sand/water/mud kitchen
* I’d love it if you could introduce something like ‘taste it Tuesdays’ where children can try new foods/see other children trying – a big part of learning at this age. I’d love to see the car park fenced off in the day to allow groups of children to use bikes/scooters in a larger space – would all busy boys like [child’s name] to get lots of movement.
* It would be wonderful if you were open during school holidays, however I know and understand you all have families and deserve the rest.

**Other comments**

* You are all so lovely and kind – we are really lucky to have a place at Westend, thank you.
* Excellent setting, can’t fault anything x
* If you opened a school I’d sent [child’s name] there in a heartbeat! [child’s name] loves coming to playgroup, everything you do is great! Thank you so much for everything you have done and are doing for [ch’ld's name] we are so appreciative.
* Thank you for all that you do.
* Thank you for helping [child’s name] learn and grow.
* I have noticed a real change in [child’s name]and her comments about playgroup after our meeting, thank you!
* Thank you for all you do; will be very sad when [child’s name] finishes.
* I think it’s perfect!
* We can never thank you enough for the wonderful care you provide. Our shy and sensitive little boy has thrived in your care.

**Feedback from professionals**

We have had contractual visits from Flying Start representatives who visit in respect of children who are funded by the 2yr old childcare offer, or Flying Start funding.

Our 2024 CIW Inspection this year gave us a rating of ‘Good’ in all 4 areas.

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

We are considering how we can extend our opening hours to accommodate parents who would like an earlier start, within the parameters of our registration status.

We think that ‘taste it Tuesday’ is a great idea, and we will be introducing this during the next term.

We are not proposing any changes in relation to the information provided on children’s development. We show photographs daily on our private Facebook page, we have informal feedback with parents at the end of sessions; we send children’s achievements home with them; we have large display boards which we also photograph and share on Facebook; we provide termly written reports.

We provide sand/water play every day.

We have risk assessed use of the car park and unfortunately it is not suitable for outdoor play at this time.

**Part B: The quality and standard of provision**

Appendix A sets out information on the service evaluation areas and the rating criteria.

**1. Well-being**

This is about the progress different groups of children are making, considering their age, development, and needs. It is about how our service contributes to children’s well-being, helping them to have a voice, develop their skills and become independent and confident.

**Service evaluation**

* What do we do well?
* How do we know?
* What is the benefit to children?

We provide a range of suitable activities 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 extra support for children with additional needs or disabilities ensuring that they participate in all activities including concerts and sports days.

Activities are varied each day but link to a termly theme that allows children to develop knowledge about specific areas. Our current theme is ‘All About Me’, and children are learning about families, lifestyles, healthy living, emotions and themselves through stories, art, and craft activities.

We continue to review our curriculum, ethos, and practice against the ‘Quality Framework for Early Childhood Play, Learning and Care in Wales.’ This year we updated our observation sheets which identify more clearly areas for development and next steps, which for example might include social relationships, confidence development and self-care skills.

Four members of staff are ALN trained, and a further two are commencing a course in the autumn of this year. This supports our approach to children with additional needs which involves the whole team, rather than just 1:1 support.

We work closely with speech and language therapists, representatives of the ALN team, and Flying Start, who visit, observe, and give advice to support children’s development.

Learning is achieved in the large group and in small key-worker groups, which allows 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 keyworker, who provides structured learning in small groups. Staff are always hands-on encouraging children to participate, 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.

This year we have introduced ‘news of the day’ and children are asked if they have any news that they wish to share. This is then shared via our private Facebook page and has been well-received by parents. Examples include children talking about holidays, additions to the family, or other events of significance to them. This helps children with their self-identity and also supports confidence building.

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 introduced mindfulness and yoga into the setting during this year. We have replaced an indoor slide this year, and we have replaced some tables with Tuff trays.

Our children are staying longer with us – some parents choose not to send their children to school nursery and to keep them with us, and others keep children with us during the morning and utilise school nursery during the afternoon. Through our observations, we ensure that we tailor our resources and learning opportunities for these older children. This year we have introduced new carpet games to teach ‘opposites’, and new work sheets of increasing complexity e.g. name writing, simple mathematics.

A key development this year is our sensory room, which we have developed with the support of grant funding from the local authority Capital Grant fund, Flying Start, and the management committee of the community centre in which we are based. This room is used daily by all or any children, and they frequently ask to use it. Children enjoy the lighting, the bubble tube, the ball tube, the projections, soft furnishings, infinity mirror and sensory toys. We focus a lot on all senses; whilst in the garden children are encouraged to smell the flowers, and to smell the potatoes and strawberries that they have grown before they are eaten at snack time.

The benefit to children is:

* Children developing friendships and learning to share, manage their emotions and they learn how to become more independent to support transition to school
* 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 learning about themselves and their place within a family
* Children learning to appreciate their senses
* Children learning about the life cycle

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 by our morning handover routine where children come into the setting happy and excited, and on Facebook and photographs. We continue to receive very high levels of satisfaction in our annual feedback exercise.

We know that children are developing through our observations and record-keeping during key-worker groups. We record children’s development using work sheets which cover all areas of learning and identify next steps for development. 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. Parents tell us regularly throughout the term how much their children have grown in confidence, how much they have learned, and how their child is taking Welsh language, new songs and rhymes, and new roleplay scenarios into the home.

**Our priorities for improvement**

In the year ahead we will focus on children being given more voice and control. We are introducing feedback from children about their preferences daily, and where possible, acting on these preferences very quickly.

We will continue to vary our provision to accommodate the wider age range of children, ensuring that older children continue to develop once the basics have been accomplished.

**Our assessment of well-being**

My practice is (select onebox only):

|  |  |
| --- | --- |
| **Excellent**: my practice is exemplary  | ☐ |
| **Good**: my practice is strong  | X |
| **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 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**

* What do we do well?
* How do we know?
* What is the benefit to children?

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.

Where parents are anxious we create bespoke pathways to introduce children into the setting. For example, attending for shorter sessions during the first weeks, or opening the summer scheme up to children who will be starting in September to give them a fun introduction to the setting.

We spend a lot of time getting to know our children through the ‘All about Me’ books, talking to parents, sitting and playing alongside children, and in small keyworker groups. Our introductory session is focused on learning about the child and their needs, rather than us imparting information which can be done in a different way.

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 ensure that we are available 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 warmth, 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 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 ‘All about Me’ books, 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 are accredited with Pass Plus, which is the top rating with the Gold Standard Health Snack Award, and we introduce a range of varied health snacks each day. As noted earlier we will be introducing ‘taste it days’.

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

We have continued to invest in providing a more creative and stimulating outdoor space and maximise the time spent outdoors. We have replaced our old benches with brightly coloured ‘buddy benches’, we have a new large storage shed which contains our den making equipment, we purchased a new outdoor Fort, sandpit, and trampoline, supported by local authority capital grant funding.

Gross motor-skill activities with bikes/trikes etc take place every day and children are encouraged to participate in physical activity.

We continue to use yoga and relaxation activities into carpet time, to help children regulate. We also provide sports sessions within the curriculum.

We continue to use the 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. We have purchased a large egg-timer to help children understand timescales for situations such as tidy up time. This has been really successful with children who gather around the timer and shout out for example ‘in 5 minutes it’s tidy up time’. This visual cue has helped children to regulate their emotions if for example they struggle with toys being put away.

Children are encouraged to be as independent as possible, putting their plates away, pouring their own drinks and drinking from cups, learning to put their own coats on and doing them up.

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.

**Your priorities for improvement**

This year our priority is to help children develop more skills and confidence to support independence. We have purchased knives for children and will support them in preparing the snack – cutting and spreading. We will focus on snack time being an activity where children are encouraged to be curious and ask questions about the snack, make predictions about its texture, taste, what might be inside etc., and learn about planting seeds from fruit etc.

We provide healthy snacks, but we will be introducing ‘taste it days’ to give children opportunities to try new and exciting healthy snacks.

**Our assessment of care and development**

My practice is (select onebox only):

|  |  |
| --- | --- |
| **Excellent**: my practice is exemplary  | ☐ |
| **Good**: my practice is strong  | X  |
| **Adequate**: my practice requires improvement  | ☐ |
| **Poor**: my practice requires significant improvement  | ☐ |

**3. Environment**

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

**Service evaluation**

* What do we do well?
* How do we know?
* What is the benefit to children?

We have maintained a consistent core team assigned to small groups of children.

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 the foyer was repainted, and the main and small halls have been painted where necessary.

Sadly the new sensory room was spoiled due to a leak incurred in stormy weather. The roof has been repaired, the walls repainted, new flooring laid, and any damaged equipment has been replaced.

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. As noted earlier, we have purchased, with the aid of local authority capital grant funding, a fort, sandpit, trampoline and buddy chairs.

Children continue to grow flowers and vegetables in the outdoor space, enhancing their understanding of the life cycle, and this year we have grown potatoes and strawberries which the children have eaten at snack time.

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. A new gardener has been sourced, and we will continue to develop the community area of the garden. We are working with the community centre management committee to seek grant funding for trees and bat boxes, to benefit the playgroup and the local community.

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. The outdoor space is used daily and was the highest scoring activity on the children’s feedback this year.

**Your priorities for improvement**

We would like to open out the main hall into the garden which would involve removing part of a wall, and installing large, glazed doors. We are in correspondence with the local authority about capital grants and planning permission. We are investigating external signage for the playgroup.

**Your assessment of environment**

My practice is (select onebox only):

|  |  |
| --- | --- |
| **Excellent**: my practice is exemplary  | ☐ |
| **Good**: my practice is strong  | **X**  |
| **Adequate**: my practice requires improvement  | ☐ |
| **Poor**: my practice requires significant improvement  | ☐ |

**4. Leadership and management**

This section is about the effectiveness of our leadership and management. 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
* Our 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 not needed to make any significant changes.

Staff practice is observed on a daily basis 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 is up to date. Two staff members are enrolled on ALN training to commence in the autumn this year.

The Registered Person/Playgroup Leader is completing the ‘Growing Minds’ (brain development) course with Early Years Wales this year.

One of the staff members is coming to the end of the Level 4 Preparing for Leadership and Management in Children’s Care, Play Learning and Development. Another member of staff is considering commencing this course.

We have many children who are benefitting from free childcare via the 30hr, or 2 yr old / Flying Start schemes. We are proactive in informing parents about these schemes.

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 consistent and 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.

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.

This year, we piloted increasing our numbers and staffing, to see if we could reduce the waiting list and offer much requested places to children. Whilst this had a positive impact on making a small reduction in the waiting list, we were not satisfied that we could continue to provide a high standard of childcare with increased numbers. As a result, we reverted our numbers back to the original level when children left to go to school.

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. This year, we appointed a new Deputy Playgroup Leader when our long-standing and highly regarded, and very experienced Deputy chose to reduce her responsibilities and focus on other matters of importance. This is an internal appointment of another of our long-standing experienced and highly regarded members of staff.

**Your priorities for improvement**

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

In the year ahead we will explore the viability of offering earlier start times, in accordance with our registration status.

We will also explore the viability of opening for some days during school holidays, in addition to the 4 weeks we open during the summer.

**Your assessment of leadership and management**

My practice is (select onebox only):

|  |  |
| --- | --- |
| **Excellent**: my practice is exemplary  | ☐ |
| **Good**: my practice is strong  | **X**  |
| **Adequate**: my practice requires improvement  | ☐ |
| **Poor**: my practice requires significant improvement  | ☐ |

Other comments

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](http://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
* Fire book 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: 31.08.2025

**Appendix A**

**Self-assessment rating**

* Well-being
* Care and development
* Environment
* Leadership and management

Please see the four ratings below that are used to inform our assessment of our practice.

**Excellent**: These are services with many strengths that are committed to ongoing improvement, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and can 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.