



QUALITY OF CARE REVIEW

Self-evaluation template for providers of childcare and play services

[Mae'r ffurflen gais hon hefyd ar gael yn Gymraeg](#) / This template is also available in Welsh

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; and
- 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 annually to record your Quality of Care Review. The template can be downloaded and saved to your personal computer and/or other portable devices such as tablets.

Your Quality of Care Review should be made available at inspection or when requested by your inspector.

This Review of Quality of Care (QoC) template is available to assist you when formatting your QoC report. If you use an alternative format, it must be compliant with the Child Minding and Day Care (Wales) Regulations 2010.

You do not need to send us a copy of your review unless specifically required to do so by your inspector. For those services due to receive a joint inspection by CIW and

Estyn, you may use the template and cover all themes in the joint inspection framework or use an alternative method.

About the self-evaluation 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?

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

This part of your self-evaluation 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; and
- Details of any quality assurance scheme you participate in.

Please include examples of the ways in which you seek views, the 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

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 our 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 is helped by the setting, whether they feel they know enough about what their child is working on, whether they feel their child is treated with respect, whether they are satisfied with the healthy snacks provided, whether 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, whether they would recommend the setting, what they particularly like about the setting and any suggestions for change or improvements.

The views of professionals are collected formally once per year and 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

11 children - 26%

16 parents - 37%

We have not had visitors to the setting since March 2020, but requested feedback from 2 professional bodies that we have otherwise interacted with.

Summary of responses

11 forms from children were returned and the chart below sets out their responses:

Things the children like best:

playing with friends

playing with cars

diggers

drawing/painting

reading/stories

dressing up

slide

playing outside in garden

playing with animals

West End Hide

Dancing

Staff

Things the children like least:

nothing

painting

sitting quietly on carpet

home time

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

Do you feel your child is helped by the setting?

Yes - 100%

"What an understatement, more than helped. Our child has thrived at Westend, he adores it and it has given him a good start at life - it will truly be remembered forever".£

"Toilet training and his speech has improved".

"Grown in confidence, learnt new things".

"** has come on leaps and bounds since starting playgroup, his confidence has improved drastically and his is very happy".

"You have helped greatly with his confidence and anxieties".

"Yes immensely - speech and language has improved since attending. She likes to recite the songs and dance moves she's learnt at playgroup at home".

"**'s speech has improved so much since he first started".

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

Yes - 100%

lots of photos on twitter

always updated

board updates

"I would like to know what songs and rhymes she is learning so that I can sing them at home with her".

work brought home

report from staff

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

Yes - 100%

"All staff are kind, caring and responsive at all times".

"All staff helpful and happy to talk".

"All staff are very friendly, helpful and respectful at all times".

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

Yes - 100%

"Yes, always new healthy snacks for the children".

"I think its great that ** gets to try new things each day as it encourages her to ask for them at home e.g Pear".

"Great varied diet".

Do you have enough information (from website, policies and procedures contained in prospectus, photographs and work brought home) about how we pay attention to the environment and address environmental issues (eg the outdoors, recycling, our ethos, our setting) on a day to day basis?

Yes - 100%

Would you recommend the setting to others?

Yes - 100%

What is particularly liked about the setting

welcoming, friendly; make mums feel relaxed; lots of different toys and activities; lovely outside area; very safe; children love the staff; helpful; responsive; twitter updates; caring/compassionate staff;

"I think of it as our extended family"

Feedback from professionals awaited

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

We are not making any changes in response to the feedback from children. There are a range of activities on offer every day, and with the exception of carpet time and focused key worker time, children do not have to participate in any activities that they don't like.

In response to parental feedback we will put song/rhyme words on our website and on twitter so that parents can access these, to support home learning.

Part B: The quality and standard of provision

This part of the template covers service evaluation and self-assessment rating.

Service evaluation – this is where you set out:

- Your strengths
- Any areas for improvement
- The actions you propose and how you will tackle them
- How they will be monitored and
- How you will measure success.

Self-assessment rating – it is important to include 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 that are used by us to inform your assessment of your 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 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.

Service evaluation

Questions you will wish to consider:

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

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. Staff take the lead but listen to children and allow them to be self-directed in play.

We consistently provide nurture and comfort to children who display any anxiety or are upset.

Children are helped to settle into the setting through provision of consistent key-worker groups and ensuring staff are hands on at all times encouraging children to participate and playing alongside them.

We provide 1:1 support for children with additional needs or disabilities ensuring that they participate in all activities including concerts and sports days.

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 work hard at establishing trusting relationships between key-workers and parents and parents feel comfortable telling us about issues at home e.g. behaviours such as biting, not listening to parents at home, 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

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.

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.

We continue to support healthy lifestyles, oral hygiene using Mojo the Monkey and we remain accredited with the Health and Sustainability Pre-school Scheme.

We have invested in providing a more creative and stimulating outdoor space and maximise the time spent outdoors. Gross motor-skill activities with bikes/trikes etc take place every day and children are encouraged to participate in physical activity.

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.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

Your 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

Questions you will wish to consider:

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

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 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 remain accredited with the Gold Standard Health Snack Award and we introduce a range of varied health snacks each day. Children are encouraged to drink from cups and eat using plates whilst sat down.

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

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

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 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 current theme is recycling and children are being educated in the importance of sustainability. Learning is achieved in the large group and in small key-worker groups allow children to learn in consistent peer groups.

We have invested in the outdoor area and it is now a more stimulating environment with a shelter that allows us to spend more time outside regardless of weather. New and stimulating activities including a large water wall, climbing tunnel, mud kitchen and play house.

Children are praised and given positive reinforcement daily. 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

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

We are going to improve 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. This is in direct response to a request from a parent.

We are updating our assessment work-sheets that are used in keyworker groups to make them more appealing to children to use.

Because Covid-19 health and safety measure that we have implemented in the setting, parental contact with key-workers on a day to day basis has been more limited. We are improving on this by providing telephone numbers for parents to speak directly to key-workers.

Your assessment of care and development

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"/> |

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

Questions you will wish to consider:

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

During the Covid-19 Pandemic we have exercised stringent procedures to keep children and their parents safe and well whilst in the setting. We maintained a consistent core team assigned to small groups of children, restricted movements and contacts,

staggered our opening and closing times, excluded all visitors into the setting and undertook daily lateral flow testing. Although a community building, we were able to remain open once permitted, because other user groups were excluded from the building.

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 new hand dryers have been installed in the toilets and new toilet seats are going to be fitted later this year. We are having an anti-slip ramp built to replace two steps into the garden, to improve safety for the children. New work surfaces are being installed in the kitchen, along with a new fridge.

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.

The children made a huge cardboard 'hide' this year as part of our 'in the forest theme'. This has been a massive success with the children and as we now transition to another theme we will up-cycle it and continue to use it.

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. As noted earlier, we have increased our stimulating outdoor play equipment. We have also added a bench with planters (donated by Forest Products Ltd) so that children have somewhere to sit with staff if they need comfort or just want to chat.

This year we have planted trees to develop a fruit orchard space and the children have been nurturing a wild-flower space and growing sunflowers at home. Children water the garden using the water-butt.

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. Children particularly enjoy playing with bubbles outside.

Our building is in a pleasant suburban area and neighbours have commented about the improvements to the outdoor area.

Parents tell us how much they like seeing their children playing outdoors and they like the visual improvements.

Children ask every day to go out and play which tells us how much they enjoy using the space.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?
 - We will continue to develop the outdoor space and will be installing screens along the railings to provide privacy, improve appearance and prevent children from posting small toys through the railings onto the the pavement!
 - We will make more use of the outdoor space during wet weather, thanks to the donation of waterproof suits for the children.
 - The internal upgrades as noted in the previous section will be completed.
 - We will rely on feedback from children, parents and neighbours as to whether these changes are successful.
 -
 - Your assessment of environment**

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"/> |

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

Questions you will wish to consider:

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

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.

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. Training opportunities have been limited this year due to the Covid-19 pandemic but staff training in essential areas such as child protection, health and safety and food hygiene are up to date or planned.

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.

Throughout the pandemic we communicated 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 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. Older children who were able to attend school were often sent home and parents relied on our provision to maintain socialisation and education.

The Health and Sustainability Pre-School Scheme has used our setting as an example of good practice and we have benefited from grants this year from schemes which had confidence in our sustainability during Covid-19.

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.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

We will ensure that staff training updates are undertaken as soon as the provision is in place.

Your 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

I have referred to our comprehensive 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: 25.07.2021