

Date Submitted: 20 October 2011

Your setting

Please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Outline any specific issues which aid or prevent the smooth running of your setting, such as:

- recent training attended or any qualifications gained
- difficulties in recruiting and retaining staff
- recent or impending re-organisation or change of staff.

Please mention any special features of the provision, such as particular methods of teaching or participation in a quality assurance scheme.

Lewannick Preschool opened in 1992. We operate from a single-storey, purpose built facility that forms an integral part of Lewannick CP School, situated in the small, rural village of Lewannick. Most of the children attending our setting are drawn from the local community. The Preschool is open daily during school terms from 08.50 to 11.50 and some afternoons from 12.30 to 15.30. These sessions can be linked by a lunch club. The Preschool benefits from a large, multi-surfaced outdoor learning space, which is secure and inviting, and is for the exclusive use of the Preschool. This space has a permanent climbing frame, a fixed sand tray, together with two covered play areas. We offer this via a free-flow system.

The purpose built foundation stage unit is for the sole use of the preschool. However the building is linked to the school and the preschool is fully integrated into the school community. The benefits of this arrangement are enormous. The preschool has the advantage of being able to use the school playing fields and the p.e. equipment and hall space. The children have the advantage of a transition into school which is smooth and stress-free. The reception teacher and the preschool practitioners work very closely together.

Our provision is fully inclusive. We welcome children with additional needs and work closely with their parents/carers to ensure that we provide an environment in which all children are supported to reach their full potential.

The Preschool Manager holds a BAEd. The Deputy Manager has recently attended the Learning Language and Loving course through Cornwall Family Services. All staff hold current First Aid Certificates. The core practitioners have been associated with the Preschool for many years, and this partnership contributes to the stability of the setting and overall ethos of the Preschool.

Views of those who use your setting

What are the views of the children and their parents or carers? How do you know what their views are?

Please give examples of any action you have taken to change your provision as a result of their views.

Previously, we have sought the views of the parents with regards to opening and collecting times, and we changed our format accordingly. We have recently instigated a planned change to increase session times and operate a lunchtime club in order to better meet the needs of our parents.

We canvassed our parents' views with regards to the activities that we offered, and these views were used to inform purchases of toys/equipment.

Children's views are frequently sought via circle time and through one-to-one discussions with practitioners. Our children are sufficiently confident to enable them to voice their opinions and to make requests which staff are happy to action. Observations form an integral part of our daily routine, and the results of these observations are used to assist with planning future sessions.

We have recently conducted an extensive education research project regarding our parents' views about the accessibility of both the physical and information access to the preschool. The data generated from this research project has been used to inform an Access Plan, which has been drawn up using SMART targets in order to implement the necessary changes.

Staff undergo annual appraisals which help highlight training and development needs. However the in house appraisal system is being reviewed with a view to making it less time consuming and more effective.

Quality of Provision

The quality of provision in the Early Years Foundation Stage

Children's learning and development underpins every aspect of our provision. Our observations, assessments and tracking show us that what we do is effective, and the progress towards the early learning goals that the children make is clearly visible.

Our provision offers a relaxed, welcoming environment, which is stimulating and fun.

The extensive free-play and free-flow nature of our provision allows the children to access their learning through child-initiated play. Through our observations and monitoring, we are able to offer a curriculum that is child-led. Our observations allow us to set individual, realistic targets and to have high expectations for our children. We cater for the needs of each unique child. The children's play is supported by the practitioners, not led by them. The children take their learning into areas that enthuse them, although adult led learning is also in place. Flexibility is built into the planning system to allow children to take their learning off at a tangent or to explore completely new areas. The emphasis is on child-initiated and child-led exploration with the adults as facilitators or in a supporting role.

Constant monitoring and evaluation ensures that all areas of the setting and curriculum are being utilised. A major research project has been undertaken. The views of the children, parents, staff and external practitioners have been sought and incorporated in to the next academic year's development plan.

New external storage has been purchased and sited in the outdoor learning environment. This has resulted in an increase in choice for the children with regards to outdoor toys and equipment. The outdoor learning environment has recently undergone a major review, the result of which is that this space has been extensively enlarged. A further review of outdoor equipment is being carried out at the moment and further purchases will be made during the next academic year.

Considerable new equipment has been purchased or provided by grants, including extensive ITC equipment. This has been incorporated into the planning. In addition, we have increased our cooking provision to enable more children to regularly take part in activities to promote healthy eating. We have also developed the use of the children's Special Books to include more input from parents and comments from children.

On the basis of your evaluation, what are your priorities for improvement?

We intend to evaluate our tracking system to ensure that the data it provides gives more accurate entry and exit assessments which can be used to inform future planning.

Our outdoor learning environment is evolving all the time and risk assessments will be carried out to ensure the continued safety of the children.

To further the promotion of the children's emotional well-being, we intend to increase the vocabulary used during activities designed to allow the children to explore their feelings and emotions.

We will investigate the possibility of using money in a number of real-life situations.

The outdoor learning environment is being reviewed, with a view to purchasing more outdoor equipment.

My Practice is: **Good**

Outcomes for Children

The extent to which children achieve and enjoy their learning

We gather information from parents at the start of each child's time with us. We use this as a basis for informing planning in the beginning. Subsequent planning is determined by our observations and assessments of each child and we build on each child's individual interests. We have a structured exchange of information between preschool and parents, including daily verbal updates, parents evenings, academic tutoring sessions, and viewing of the children's Special Books. We provide a balance between free play and adult led activities. We operate a free flow system whereby the children can choose to play indoors or outside. We encourage active learning by providing open ended activities such as junk modelling. We also provide a range of exploratory opportunities where the children can discover outcomes for themselves. We use displays and praise to highlight their achievements. The practitioners are skilled at extending the children's learning, we achieve this by careful observations and thoughtful intervention. Individual targets are set, and practitioners expectations for the children are high. All adults in the setting provide positive role models, by exhibiting a calm and professional manner at all times. Praise is used constructively by all members of the setting to encourage, not just achievement, but effort and self esteem as well. The practitioners are confident to work with outside professionals and can quickly build effective relationships.

My Practice is: **Outstanding**

The extent to which children feel safe

All key personnel hold current first aid certificates and appropriate childcare qualifications. Practitioners, Committee members, students and volunteers are CRB checked. A single central record has been introduced, to pull all safeguarding requirements into one document. In addition, one member of staff has completed the NCSL Safer Recruitment Assessment. We have a named child protection officer, who last attended CAMAT update training in November 2009. Another member of staff completed their CAMAT training in 2010 and all staff have undergone basic child protection training. Ofsted ratios of adults:children are adhered to, and exceeded where possible. A full induction process is applied to all new staff and students. Comprehensive records are kept of the children's personal details. Policies and procedures relating to sickness, medicines and collection of children are regularly reviewed. All accidents and incidents are logged and parents are kept informed. Protective clothing is made available for staff and government health guidelines are followed. These procedures ensure that our children and staff are protected from the spread of infection as far as possible. External activities are always assessed for risk, but children are encouraged to explore boundaries in a controlled environment. Fire drills are carried out regularly to enable the children to be aware of the correct procedures in a real emergency. Our children are encouraged to use equipment and toys safely, and staff regularly check the condition and suitability of equipment, which is then replaced when ever necessary. Premises are checked by the practitioners for cleanliness on a daily basis, and the children are expected to advise an adult if an item is dirty or damaged. A formal daily checklist is in the process of being implemented, together with a more exhaustive indoor floor plan risk assessment. Access is restricted and all visitors are required to sign in and out. We have an overarching H&S document which draws together all single H&S policies and highlights their location. Within the H&S document we intend to have an incident log should a child go missing, similar in nature to our existing accident log.

My Practice is: **Good**

The extent to which children adopt healthy lifestyles

All key personnel hold appropriate first aid certificates. The premises are cleaned daily by an external, professional cleaning company. The outdoor learning environment is checked on a daily basis. The setting benefits from having en-suite toilets and hand washing facilities. The children are encouraged to reach independence with their toileting and hand washing, by receiving support from staff and key worker. The adults provide positive role models and praise is focussed on what the children are able to achieve. We aim to develop the children's self confidence and ability to be independent in this area by the time they move onto Reception. Boxes of tissues are always available in the setting and the children are encouraged to dispose of used tissues by flushing them away. Individual water bottles are also always available. These are personalised for each child by name and photo so that pre-readers can easily identify their own bottle. A variety of healthy snacks are offered daily and children are expected to wash hands prior to eating. One practitioner holds an appropriate food hygiene qualification. Cooking sessions are offered, this provision has recently been increased to a minimum of once per half term. Records of children's allergies are kept and are taken into account when providing snacks. We operate a free-flow system whereby the children can choose to play inside or out. We encourage the children to participate in running around games and physical activities. We use the school hall at least once a week to hold p.e. sessions and we make use of the outdoor classroom for both physical and quiet activities. We hold regular circle times to discuss why physical activity is so important, and to encourage the children to explore the reasons why they should be appropriately dressed for the weather conditions, ie sun hats or waterproof coats. We have a parental rota for daily washing up. This ensures that all snack utensils are put away clean and are regularly checked for suitability. We take the emotional health and well-being of our children and staff very seriously. Accordingly, staff have annual appraisals and are encouraged to discuss any issues during staff meetings. We hold regular sessions for the children to explore their feelings and emotions. We use a combination of stories, puppets, role play and circle time to allow the children the opportunity to express themselves appropriately. The classroom is set up to allow spaces for quiet games and for resting.

My Practice is: **Good**

The extent to which children make a positive contribution

We provide a caring environment, where all members of the setting are considerate towards each other. The adults provide positive role models and the children are provided with frequent opportunities to build on their interaction skills, such as turn taking and sharing. The children are expected to show consideration for others and we help them develop their listening skills through circle time, stories and role play. They are given opportunities to explore their own feelings and to take into consideration the feelings of others. We promote our children's self confidence and allow them the right to say 'no'. The setting operates a system of choices that the children can make, for instance, where to play, what to play with and who to play with. This system allows the children to make decisions relating to their learning and enables them to respect others decisions. The setting provides clear and consistent expectations, in conjunction with their parents. This means that the children understand what is expected of them, and they can begin to recognise what is appropriate/inappropriate behaviour. The setting has a policy of inclusive practice. Stereotypical labelling is always challenged and key personnel have undertaken extensive Race Equality training, including signing and understanding EAL needs. We provide multicultural resources and activities and planning covers this area. The setting has an accessibility plan to ensure access to information, curriculum and premises is suitable for all. We invite people from outside professions/occupations to visit the setting giving our children the opportunity to explore the wider world. We participate in our community through visits to local amenities, such as the post office and church. We also encourage our children to take part in activities in the school and village.

My Practice is: **Good**

The extent to which children develop skills for the future

The setting effectively uses observations, targets and planning to ensure good progress is made by all children. Constructive praise and encouragement is given to build self confidence and self esteem. Adults provide positive role models for the children by exhibiting a calm and professional manner at all times. Rules are applied consistently so that the children are aware of the expectations of the setting. Sharing, turn taking and cooperative play is encouraged. We offer real life experiences through visitors and outings. Children are encouraged to make choices and make decisions, particularly about their learning. We encourage and reward perseverance. All practitioners are vibrant and enthusiastic and this is communicated to the children.

My Practice is: **Good**

Outcomes for children in the Early Years Foundation Stage

Taking into consideration your evaluation of the individual outcomes for children, identify how good outcomes are for children overall given their starting points. Think about your priorities for improving outcomes for children and make sure these are captured in the priorities for the quality of your provision.

My Practice is: **Good**

Leadership & Management:

The effectiveness of leadership and management in embedding ambition and driving improvement

The core staff have been employed by the preschool for a considerable length of time. During this period they have received three ofsted inspections that have been graded 'good'. The Manager and Deputy Manager constantly strive for improvement. To this end they both actively seek continuous professional development to enhance their knowledge. The Manager has recently completed her BAEd. Another member of staff also holds the BAEd. Parents are regularly informed of progress made at preschool via newsletters and parent information sessions. The Committee meet regularly and are committed to investing time, money and resources to develop the preschool.

A development plan is prioritised annually and targets are set that are both realistic and challenging. This ensures that the preschool is constantly developing in a positive manner. The development plan is regularly monitored and evaluated by the Committee and feedback is given to both practitioners and parents. The practitioners also monitor the impact of changes made within the setting and how they impact on the children's learning. This is achieved by conversations with the parents and seeking the views of the children.

During the next academic year we wish to review our in house training schedule to ensure that it fully meets the needs of the setting. We also intend to develop a joint preschool/school staff handbook.

My Practice is: **Good**

The effectiveness with which your setting deploys resources

the preschool has introduced a more robust tracking system. Evaluation has shown that it is consistent and reliable. Our keyworker system has been in place for a number of years and parents react positively to this system.

The preschool currently employs 2 or 3 members of staff each session (depending on the number of children on role). This means that all staff are able to work flexibly and can rapidly adapt to changes in the classroom. All staff are committed to continuous professional development. Our annual development plan highlights areas for training. For instance, in the last academic year we have made sure that all staff have completed relevant Safeguarding training, and the deputy manager has undertaken Inclusion training. Both the manager and the learning support assistant have gained a 1st in BAEd in teaching and learning. Understanding and managing behaviour training has been undertaken by the deputy manager.

The preschool benefits from a dedicated Foundation Stage Unit with its own secure outdoor learning environment. The preschool operates a free flow system.

The preschool has completed a business plan and a sustainability audit which shows that the business is both viable and sustainable.

My Practice is: **Good**

The effectiveness with which the setting promotes equality and diversity

Inclusive practice is at the heart of our ethos. We welcome all children, parents/carers and families. We ensure access to all areas of the curriculum for all our children regardless of their needs. We do this by providing additional adult support where necessary, and by providing equipment and activities that are suitable for their individual needs. We have a range of sensory equipment and toys which all children are able to access.

We have recently increased our selection of signed nursery rhymes.

The setting has an extensive range of sensory toys and equipment, which all children are encouraged to access.

Previous surveys of our parents have confirmed this view. One parent commented 'They are really fantastic, they cannot do enough for my child. They really care and go out of their way to meet the needs of all the children.'

My Practice is: **Outstanding**

The effectiveness of safeguarding

Safeguarding children is at the heart of all we do. CRB's and references are obtained for all adults who have any contact with the children. Risk assessments are carried out for all external activities. Staff are alert for any possible risk both indoors and outside. Comprehensive records for all the children are kept and are updated regularly. Internal Child Protection training with all staff is carried out annually.

A single central record is held to pull all safeguarding requirements into one document.

Policy and practice is reviewed regularly and updated accordingly. These changes may be made in accordance with changes in legislation, on the recommendation of County or other advisers, or in the interests of best practice. To this end we have recently completed a comprehensive review of our Images Permission Form and related policies. We are currently reviewing our Outings Policy and associated risk assessments. We are also in the process of drawing up a Whistleblowing policy.

My Practice is: **Good**

The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement

The setting has a rigorous system of self evaluation. We are able to identify steps required to promote improvement and have a clearly defined development plan. All staff undertake training suited to their needs and the needs of the setting. We are constantly striving to improve provision.

We have identified a need for all staff to undergo/renew a food hygiene training package. This need is entered into our development plan and we are currently investigating the possibility of accessing this training on line.

My Practice is: **Outstanding**

The effectiveness of partnerships

The views of the parents are sought and acted upon. We gather information from parents in the first instance, prior to their child starting preschool. This information is constantly updated. We exchange information with parents on a daily basis, verbally and through notices on the notice boards. Each child has a personalised 'going home' drawer and information for individual parents is put in here. Parents are encouraged to look in the drawer on a daily basis. Children's records are updated regularly through information requested from and provided by the parents. Parents are invited into the setting to view their children's Special Books and an improved procedure for parents to view their children's records has recently be introduced. Parents are asked to supply photos and data for these books and to make comments in them. We offer parents evening and academic tutoring sessions. We seek parental views through regular questionnaires and interviews. These views are then acted upon. We operate an open door policy whereby parents are able to access members of staff at the beginning and end of each session. We operate a key worker system so that parents have an initial point of contact, but we do not restrict parents to just their key worker. Parents are free to talk to any member of staff about their child. Parents are free to access the setting's Policies and Procedures at any time. A comprehensive folder of information relevant to parents is freely accessible at all times.

The setting has a unique partnership with the school. Spaces and resources are shared, and preschool staff and school staff work closely together for the benefit of the children.

Effective partnership with external professionals and practitioners occurs. Our inclusive practice was judged outstanding at our last Inspection, and this is due in part to our excellent relationships with the external professionals who have dealings with our children with additional needs. These relationships are developed quickly and smoothly to the benefit of all. We have identified a need to improve the exchange of information between ourselves and other settings that our children may attend.

We will investigate how to make this SEF accessible to parents, possibly through its inclusion on the website.

We intend to improve our communications with other settings, where our children attend dual settings. Procedures are being

put in place to ensure good practice is shared.

My Practice is: **Outstanding**

The effectiveness of the setting's engagement with parents and carers

Please see the section 'views of others'. This details some of our interactions with parents and carers. However, we also seek their views by holding two parents's evenings per year. We invite parents/carers into the setting on a regular basis to view and comment on their child's Special Book. We ask parents to contribute items from home, in the form of text or photos, into their child's Special Book. When children first start at the setting, parents/carers are asked to complete a questionnaire with their keyworker, this enables the parent to share what they know about their child with the setting.

Parental questionnaires are sent out at least twice per year and their views are always taken into account. For instance, last year we have introduced more cooking into the curriculum which was as a direct result of a questionnaire

My Practice is: **Good**

The effectiveness of leadership and management in the Early Years Foundation Stage On the basis of your evaluation, what are your priorities for improvement?

Our priorities for improvement have been highlighted throughout this document. Please refer to the other sections for guidance. However, the following areas have also been identified:

All previous consultations with parents have shown that they want us to be able to offer extended opening hours, we currently offer two extra afternoons per week, linked by a lunch club. The number of afternoon sessions can be increased to suit demand. We are investigating the possibility of offering breakfast clubs and after school clubs in order to better serve our community.

To set up a more robust system of sharing information and good practice with other local settings, where our children attend dual facilities.

Leadership and management within the setting is effective. This is because key personnel have remained constant. They are committed and knowledgeable. Staff undergo regular training to ensure that they keep abreast of new guidelines and legislation. The practitioners are proactive rather than reactive, and they plan strategically for the long term.

The management committee are made up of parents and interested community members. They provide excellent support to the practitioners and bring considerable knowledge and expertise to the setting. Again, the turnover is limited and main officers remain in post to ensure continuity.

We will undertake a review of our outings policy and the risk assessments associated with outings.

All staff will complete a food preparation/hygiene training package in the coming academic year.

My Practice is: **Good**

Overall Effectiveness

The capacity of the provision to maintain continuous improvement

Our systems for self evaluation are rigorous. We have high expectations for the setting which are reflected in our Development Plan. Our Development Plan is reviewed regularly and is fully implemented. The management, both by practitioners and by committee, is proactive and plans strategically.

Training needs are regularly determined and acted upon. For instance, The deputy manager is undergoing Inclusion training in order to support the work of the named SENCo. Additionally, two preschool assistants require additional training which is being accessed through Cornwall Early Years. Also all staff will access training provided by the LA regarding changes to the EYFS as and when they are confirmed.

All our Policies and Procedures are reviewed on an 18 month rolling programme. This ensures that when changes in legislation are made, the Policies are updated to reflect the new guidance. Also, when changes in practice occur, the Policies can be quickly adapted.

Our Policies include: admissions, behaviour, children in care, inclusion, safeguarding, confidentiality, administration of medicines, lost child and application of sun cream. This is a small selection of our Policies and Procedures. Parents are invited to view all our Policies, which are contained in a single place to ensure ease of access.

My Practice is: **Good**

How well does the setting meet the needs of children in the Early Years Foundation Stage?

This is about your overall effectiveness, taking into account your evaluation of all aspects of your practice, outcomes for children, identified priorities for improvement and the grades you have awarded yourself.

My Practice is: **Outstanding**

Please add any further comments you wish to include below

All priorities for improvement mentioned on previous pages are in the process of being investigated and implemented. We are effective in meeting the needs of our children. Practitioners are skilled at appropriate intervention to ensure that they extend and support the children's learning. The Preschool, together with school, are at the heart of the local community. This ensures that our children, their siblings and families are well known to us. We use this knowledge to enhance the support that we are able to offer to our stakeholders. We operate an open-door policy and parents/carers are welcomed into the setting during a variety of opportunities.

A full and varied curriculum is offered to all children, and is tailored to their specific needs. This is achieved by careful and frequent observations and is underpinned by the practitioners knowledge of child development.

Statutory Requirements

Learning and Development Requirements *pages 11 - 18*

LD 1: the early learning goals - the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach 5 years of age. *pages 12 - 16*

Fully In Place

LD 2: the educational programmes - the matters, skills and processes which are required to be taught to young children. *pages 12 - 16*

Fully In Place

LD 3: the assessment arrangements - the arrangements for assessing young children to ascertain their achievements. *pages 16 - 18*

Fully In Place

Action:

To continue to evaluate the effectiveness of our tracking system to assess children's level of attainment at entry and exit and to use the data to inform future planning

Welfare Requirements *pages 19 - 40*

W1: safeguarding and promoting children's welfare

W1.1: the provider must take necessary steps to safeguard and promote the welfare of children in the setting. *pages 22 - 25*

Fully In Place

W1.2: the provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. *pages 26 - 27*

Fully In Place

W1.3: children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. *page 28*

Fully In Place

W2: suitable people

W2.1: adults looking after children, or having unsupervised access to them, must be suitable to do so. *pages 29 - 30*

Fully In Place

W2.2: adults looking after children must have appropriate qualifications, training, skills and knowledge. *page 31*

Fully In Place

W2.3: staffing arrangements must be organised to ensure safety and to meet the needs of the children. *page 32*

Fully In Place

W3: suitable premises, environment and equipment

Outdoor and indoor spaces, furniture, equipment, and toys must be safe and suitable for their purpose. *pages 33 - 36*

Fully In Place

W4: organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. *page 37*

Fully In Place

W5: documentation and reporting

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children. *pages 38 - 40*

Fully In Place

Action:

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