

LEARNING AND DEVELOPMENT REQUIREMENTS

A varied, challenging and enjoyable experience, which reflects each child's needs, interest and stage of development, is achieved through a comprehensive planning process and strong keyworker system. This also ensures a balance of adult led and child initiated activities and takes into account the characteristics of effective learning. Our continuous provision provides a stimulating backdrop for learning. We aim for the highest standards and our practitioners' provide a challenging and interesting educational experience. We also have the benefit of expert led sessions in Forest School, art, music and PE. Not only do the children benefit from these sessions but the staff learn from these experiences too. (Appendix 1)

Our playgroup is run by committee and, therefore, we have a strong relationship with parents. We seek their views through regular questionnaires - see SEF. We involve the parents in learning by sharing information with them through our face book site (a closed group for parents and staff only), termly newsletter, reports, parents evenings and by inviting them to help at playgroup. We send resources home to promote learning e.g. our resident cuddly friend "Beat Baby" takes turns to go to a child's home and they are encouraged to share this experience and talk about it with their families. Parents are encouraged to complete "WoW" moment slips and take learning journey documents home. (Appendix 2). We organise family events such as Sports Day, shows, and trips. We invite specialists in for information sessions e.g. Corsham Children's Centre came to talk about their work and behaviour management programmes.

We also organise events in the wider community - involving toddler group in our Sports Day. We run activity sessions at toddler group. Our Christmas market is a popular local event.

The transition to school is an important one and we support it by having a dedicated session for school leavers. A programme is drawn up with the

receiving school, which includes three visits from the reception teacher to playgroup to read stories, and three visits to school with playgroup teachers. The children will then have three further visits on their own. The supervisor meets with the primary reception teacher at Easter to discuss the transition and needs of children. Any TISMs will be organised at this time.

Planning process at Box Pre School Playgroup

Observations of child - focusing on stage of development and interests. We have evidence of the child's starting point from talking to parents and completing the "all about me" form. (Appendix 3)

Next Steps identified - new starters - 4 weeks after beginning playgroup. Then summation reports 3 times a year. For children under three a 2 year progress check is done and summation reports will cover the prime areas only. (Appendix 4)

Next steps form basis of medium term planning which is collated and forms the backbone of the planning for the term ahead. Children's interests and the next steps identified by parents are also put into planning.

Weekly planning - taken from medium term and provides the focus for the week. We use PLODs (possible lines of development) to bring together children's needs and interests.

Daily planning - key workers constantly assessing and reassign children's needs and interest and "dressing" the playroom through our continuous provision to meet those needs. (Appendix 5)

Special educational needs

We support children with special educational needs or from whom English is not their main language by

Use of Makaton

Visual signs and symbols

Language support schemes - e.g. BLAST

ECaT is embedded in the ethos of playgroup

The Sen Code of practice is reflected consistently in practice and the CPD SENCO updates are attended.

Children with needs are identified quickly and the appropriate support (internal and external) is put into place.

Working closely with parents. (Appendix 6)

We are committed to working closely with parents and engage them with their child's learning and development through

Good handovers at the end of sessions

Regular weekly updates on face book blog

Regularly email parents who we do not see regularly

Termly newsletter

Summation reports

Parents evenings/meetings

Sharing of learning journey documents and wow moments.

Regular questionnaire designed to elicit the view on parents to enhance provision.

The committee chat to a wider group of parents to gauge their views and ideas.

We are flexible with sessions and respond to the needs of parents e.g. where childcare is needed at short notice.

Transition - we have an excellent transition process into school, which supports the child and the parents.

Information is shared between settings

This is what some of our parents say about us.

“My son has attended box pre school for nearly two years he's been very happy I don't think you could make box pre school any better Yvonne Sarah and all the other members of staff work so hard to make it such a wonderful place .My son has flourished he had really enjoyed his trips all you lady's do so much for the children he will be going to primary school sept he will miss you all very much keep up the excellent work “

“ I can honestly say that my recent experience with Box Playgroup has been positively brilliant. All the staff are fantastic, Yvonne has been so supportive and very easy to talk to. You can see how the staff genuinely care about the children and always welcome us with a smile. I was slightly daunted by the prospect of Evie starting PG but I have been overwhelmed with everything. I could not have asked for anything more, Yvonne, Sarah, Miranda, Sophie, Karen, Emma & Sarah-Jane are a credit to Box Playgroup and I believe, the very reason it is so successful. Evie and I will miss everyone!”

ASSESSMENT

Assessment is done in two ways

FORMATIVE - ongoing assessment. Practitioners observe and record what children are doing. These assessments are transferred to the child's learning journey document. The assessments are part of daily interactions and the transferring of observations and writing of reports is done by staff in paid, non contact time. (Appendix 7)

SUMMATIVE - Summative assessments are done three times a year. For two year olds they will be a progress check at 2 years olds and then summatives will focus on the prime areas. For children over three the summatives will cover all 7 areas of the curriculum. The summatives show the developmental stage of the child in each area and highlight any areas of need. The 2 year old checks are discussed with the parents.

The aim of assessment is to highlight where a child is and where they need to progress next and if any support is required. The supervisor has put in place a rigorous monitoring system

1. Keyworkers highlight any children that are above or below developmental level (Appendix 8)

Supervisor works with keyworker and SENCO to put in place any action needed such as

Meeting with parents

Referring to specialist - health visitor, speech and language

Strategies needed in the setting, or group language work such as BLAST

Individual Education Plans as required.

2. Supervisor evaluates children's language development through using the national strategies ECat form and records any children behind. Necessary support strategies can then be put into place. (Appendix 9)

MONITORING OF ASSESSMENT

The supervisor monitors and evaluates the assessment done. She plots the development of children against the required standards in all areas of the curriculum.

We achieve the highest standards possible for our children. (Appendix 10)

SELF EVALUATION OF THE SETTING

We self evaluate through

Daily evaluating of activities amongst staff followed up by ideas generating and evaluating at staff meetings.

Completing the Wiltshire SEF

Working with our leading teacher and to draw up a focussed improvement plan

We have employed a team of trained teachers to regularly visit our setting to implement training and evaluation.

THE SAFEGUARDING AND WELFARE REQUIREMENTS

CHILD PROTECTION

We have robust safeguarding policies and procedures in place. Staff have comprehensive awareness and receive regular training and updates.

All staff have level 2 safeguarding training - designated child protection liaison has level 3. A trained representative from the committee is also appointed.

6 weekly supervision meetings for each member of staff (Appendix 11)

Supervisor checks Wilts LSCB site monthly.

SUITABILITY

All staff are checked through the Disclosure and Barring Service and make an annual declaration of suitability. (Appendix 12). Staff are expected to disclose anything that may affect their suitability to work with children.

Recruitment is done in line with safer recruitment guidelines and supervisor has undergone the necessary training.

Drugs and alcohol policy is in place.

STAFF TRAINING

Staff training is vigorous and comprises

Induction programme in place. (Appendix 13)

Attainment of early year childcare qualifications - level 2/3

Identification of training needs through 6 weekly, quarterly and yearly supervision and appraisal meetings. (Appendix 14)

Ongoing professional development is achieved through 6 weekly mentoring sessions - these are in addition to the 6 weekly supervision meetings. The mentoring sessions are designed to provide, support, coaching and training as necessary to promote the interests of the children. Key areas of development are identified to enhance the already well-developed knowledge of the staff. A specialist training company also help us with in house training requirements.

LEADERSHIP

The playgroup is run by a well-organised committee with an emphasis on the committee being an enjoyable experience. but also necessarily, a professional one. There is a shared vision and objectives for the future of playgroup. Jobs are documented and a schedule of completion for yearly tasks has been drawn up. Future committee members receive good training and hand overs from existing members. Specialists are used as necessary e.g. payroll services. The business plan is reviewed each year along with the self evaluation documents. The playgroup is currently running at a profit and is sustainable. Measures have been put in place to monitor sustainability. A contingency fund of £10,000 is set aside to ensure a buffer in the eventuality of low numbers. We also monitor sessions and close sessions if there is no uptake. We staff sessions according to the ratios required and, as finances allow, provide additional staffing when support is needed e.g. new starters, internal training.

Links with the wider community is also vital for sustainability. We organise events for all preschoolers in the village, such as a Sports day and toddler revels. We have open days and keep the village informed of our activities by writing in the parish magazine each month.

We have a deputy and team leader in place, delegated with areas of responsibility. We encourage all our staff to grow in their roles and the senior assistants take a lead role in designated areas of the curriculum.

Staff meetings are very important and are used not only to organise activities but to reflect upon the impact on children. We have a daily meeting before the session starts and a termly full staff meeting (with agenda and minutes). The staff have drawn up a team charter, which identifies they key principles of our team. Committee meetings are once a term minimum and staff are regularly

invited to committee meetings to share ideas and work on projects like the Christmas market.

KEY PERSON

Every child assigned a key person who works with the child and their family to help settle the child in and form attachments. (Appendix 15)

Ratios 1:4 for 2 - 3 year olds

1:8 for 3 year old plus.

6 of staff have level 2 or above. 1 member of staff is unqualified.

HEALTH

Policy and procedures in place dealing with health, safety and medicines.

Food - provided is healthy. Advice given on packed lunches to parents with welcome pack. (Appendix 16). Water available at all times. Allergies identified and recorded.

FOOD prepared in kitchen - daily checks done. All staff have food hygiene certificate.

ACCIDENT - first aid box kept up to date and checked every month. Accidents recorded in necessary accident book and head injury book.

MANAGING BEHAVIOUR - behaviour management policy implemented.

SAFETY AND SUITABILITY OF PREMISES< ENVIRONMENT AND EQUIPMENT

Health and Safety policy implemented.

Emergency evacuation policy implemented.

Daily, monthly, termly and annual checks done on all the above. (Appendix 17). Fire exits, alarms and extinguishers regularly checked.

SMOKING - no smoking policy in force.

PREMISES - The playroom has been measured in accordance with the statutory space requirements and a maximum of 26 children is allowed. As our playroom is mixed age we have used the two year old requirement of 2.5m² per child.

See equality and diversity audit for disability access

The children can access the outdoor space throughout the session. Outdoor play statement in place

The quiet book corner provides a space to relax and sleep. Children who are sleeping are frequently checked.

Currently three toilet and hand basins.

Upstairs room allows confidential talks with parents and supervisory meetings.

Rules and regulations stipulate that children are only handed over to nominated persons. A password system is in place.

Visitors must sign in and show identification as necessary. Visitors informed of our policy on mobile phones and the fire evacuation procedure.

Public liability insurance is in place.

RISK ASSESSMENT

Written daily, monthly termly and annual risk assessments done. Separate assessments done for outings.

Parental permission obtained for outings - see also outings policy.

EQUAL OPPORTUNITIES

Equality and diversity policy in place. Also audit of Equality and diversity done annually. Equality is embedded in our setting through

Use of persona dolls - particularly to challenge inappropriate views.

Toys, resources and books promoting equality and diversity

Avoidance of stereotyping.

Visuals and use of Makaton

Thread of equality and diversity runs throughout our provision - although festival of Divali etc are taught we also refer to other cultural differences through other topics e.g. if looking at post offices how other countries postal systems may differ from ours.

INFORMATION AND RECORDS

Personal records kept securely

Staff and committee members sign confidentiality agreement.

Learning Journey documents available to parents to take home and share with other settings

Summation reports 3x a year - other settings copied in.

Parents given info on EYFS via Welcome pack, website, learning journey, summation reports, meetings.

Welcome pack and website covers policies and procedure

Keyworker named in Welcome pack and then subsequent written notifications.

COMPLAINTS

Written procedure in place.

Details on contacting OFSTED in Welcome pack and notice board.

POLICIES AND PROCEDURES

The policy and procedures are all reviewed annually with a quarterly check in between of the appropriate quarter. If there is a significant change in between these times the policy is updated immediately. Procedures, accident books, food hygiene records are reviewed termly.