

Lover & Redlynch  
Pre-school

Self-Evaluation Form  
September 2021

Lover & Redlynch Pre-school  
The special pre-school on the green where every child can blossom

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1. Introduction - About Lover & Redlynch Pre-school

Context

Lover and Redlynch Pre-school is a happy and thriving Pre-school located in the tranquil village of Lover, in the New Forest National Park. Founded in 1973 the Pre-school is run by an elected group of voluntary parents. We are OFSTED registered and we are also a registered charity. We take children from 2 - 5 years old. We currently have 16 children on role. We welcome children from all cultures and backgrounds.

We operate universal 15-hour places from Monday to Friday term time only. We also offer 30-hour places and welcome funded 2 year olds. We can take a maximum of 16 children per session.

Our session times are:

Monday 9.00am - 12.00pm

Tuesday 9.00am - 2.30pm

Wednesday 9.00am - 2.30pm

Thursday 9.00am - 2.30pm

Friday 9.00am - 2.30pm

A lunch club is offered daily straight after the morning session, from 12.00pm - 12.30pm.

As an independent Pre-school, we feed into many of the local primary schools, including Hale, Morgan's Vale, Whiteparish, Downton, Breamore and New Forest (Landford & Nomansland)

We make full use of our garden and our beautiful natural surroundings on Lover Green. We are fortunate enough to have a large outside area that accommodates a welly shed, gravel, construction, sand pit, slides, climbing apparatus, mud kitchen, stepping stones and numerous opportunities for mark making, mathematics and investigation. There is also our garden room which provides ample opportunities for play. Our garden is separated into the seven areas of learning wherever possible including an understanding the world corner.

#### Our Mission and Vision

We believe that children progress when they are happy. We have a long-standing commitment to high quality pre-school education where the needs and interests of the child always come first.

At the heart of our pre-school is a clear partnership with parents and carers to enhance the outcomes for all children.

Our overall aim is to enable children to become resilient, independent and confident learners. We believe young children are capable researchers, collaborators, communicators, who can think critically and solve problems. Our aim is to provide rich, engaging experiences that bring joy to children in their learning so they are curious to learn even more. We are a forward-thinking pre-school where a fascination for learning is achieved by all through high expectations and challenge. We take great pride in listening to and respecting our children as unique individuals.

We aim to ensure that all children feel included, secure and valued. We offer opportunities for hands-on outdoor play experiences. Our nurturing, child-centered approach creates a happy and stimulating learning environment. We give each child the opportunity to develop at his or her own pace with adult support.

Our aim is to build a positive relationship with parents and children alike in an

atmosphere of respect, security and confidence. Working together and developing good partnerships with parents helps children feel positive and encourages their learning. Building good relationships means a positive, successful and happy atmosphere for all.

We monitor each child's progress throughout their stay with us, identifying their strengths or any difficulties found in the areas of learning.

#### Our Objectives

To provide a safe, caring and stimulating environment for all children to play and learn, which is friendly and welcoming

To prepare children for their transition into school and their next steps in their education

To offer a good quality provision to the local community which is open and inclusive to all

To promote positive relationships with parents/carers and work in partnership with them to ensure strong links between home and pre-school

#### Our Values

We are well-known locally for our caring, family feel. We aim to provide a safe and stimulating environment in which children will develop social, physical and academic skills. By growing in self-confidence and gaining independence children will be well prepared to continue their education.

#### The staff

We are fortunate to have a wonderful team of Pre-School staff who all offer varied Childcare and working experiences to widen the possibilities for the children.

All staff have up to date safeguarding training, paediatric first aid and food hygiene.

Zoe Batchelor - Pre-school leader  
CYPW level 3, Designated safeguarding lead.

Jenni Phillips - Business Manager and Pre-school assistant (Bank staff)  
Previous chair of pre-school (July 2013 - November 2018)  
CYPW level 2

Lynsey Wilson - Pre-school assistant  
CYPW level 3, joint Deputy designated safeguarding lead and Health and safety officer.

Hannah Griffiths - Pre-school assistant

CYPW level 3, joint Deputy designated safeguarding lead

Claire Smith - Pre-school assistant  
SENCO. Claire is currently studying towards CYPW level 3.

Lindi Harper - Pre-school assistant (Bank staff)  
NVQ level 3

The committee

The committee has overall responsibility for the Pre-School. The committee is re-elected every year at an AGM and everyone is welcome to attend the meetings and apply to be a committee member. Committee members come from a varied backgrounds and careers.

All committee members have completed their DBS and Early years alliance Safeguarding course. They are also provided with a joining pack which gives an overview of the responsibilities of becoming a trustee

Katie Small, Acting Chair (Safeguarding and Health and safety representative)  
Issy Swan, Secretary  
Jacqui Elkins, Treasurer (safer recruitment & GDPR)  
Eleanor Williams  
Abby Nanson  
Cathy Mcculloch

Katie small is also the nominated person for Ofsted.

Recent accomplishments

Our committee has had a revamp with some new committee members coming on board. They have lots of experience and enthusiasm to help support the pre-school.

The committee has been working hard to find innovative ways to fundraise during the pandemic, this has included a virtual balloon race, an advent calendar, Easter hampers and clothing collections.

We have also applied for and received grants including a grant from the Early Years Alliance for easy to clean resources and one from Wave 105 cash for kids for a child with additional needs.

Actions

To ensure Zoe is supported in her new role as leader.

New staff undergo the induction programme

To ensure all new committee members receive induction and complete

safeguarding course, plus DBS and EY2.

The Business Manager and treasurer are starting the process of incorporating the Pre-school.

## 2. Views of those who use our setting and those who works with us

The views of people who use our setting are extremely important to us. They help us to improve our practice, support parents and give children the opportunity to make decisions in their own learning. We use a range of methods to ascertain the views of children, parents, staff and people that work with us, which allows us to regularly evaluate our practice.

### Children's Responses and Views

We find out their interests by sending home 'All about me' sheets, which provide useful indicators.

Our keyworkers build strong relationships with children and parents/carers. We observe their play and judge their responses based on characteristics of effective learning (CoEL).

Children are able to access to their learning journeys and children's comments and views are recorded.

Children's interests are gathered by sending home the 'chatter box' which provides an opportunity for children to share their interests with their peers. Charlie Chimp and his suitcase goes home with the children. They record what they have done with Charlie in a diary and share this with their friends.

We listen to children's views and plan activities and experiences accordingly.

### Parents Views

We ask parents to complete comprehensive registration details on starting.

We send parent questionnaires annually.

We have conversations with parents daily either at drop off or collection.

We offer an open-door policy where parents are welcome to come and talk with us at any time.

We encourage parents/carers to phone, email or stay and play at any time.

We share information / activities with parents/carers on our Facebook page and website.

We have a parents/carers comments book.

We have a whiteboard in the cloakroom so parents/carers can see what their child has been doing during the day.

We have social afternoons once a term.

We offer the opportunity for parents/carers to be involved in a morning session of 'when a grown up comes to play.' Grown ups are invited to come in with an age appropriate organised activity to share / do with the children.

Parents/carers are encouraged to join our committee.

Parents/carers are encouraged to attend the AGM

Parents/carers are informed of events/activities prior to the commencement of

term via a newsletter and we report to the wider community in our activities in the local parish magazine.

We have a display board facility at the local church and some of the children's work is displayed there.

We ask parents/carers to complete 'WOW' moments, when their child does something extra special.

### Testimonials

Parents tell us their views on a regular basis, not only through the annual questionnaire but verbally and through thank-you cards. We have lots of wonderful testimonials on our website, these include:

"Lover & Redlynch Pre-school has been the perfect learning environment for my 2 year old. He is in the care of a fantastic, highly professional team who bring energy, fun and variety to my child's day. I have been so impressed by the care and attention they give not only to my child but me as a parent too. The routine and structure they put in place creates a calm atmosphere perfect for the children to feel settled, secure and most of all happy."

"The best decision I made was to travel a little bit further for Lover & Redlynch Pre-school, the setting is fantastic, the staff are amazing, attentive, professional, fun, kind and my daughter loves them all, she has come on in leaps and bounds since being at Lover. I cannot recommend Lover & Redlynch Pre-school enough to anyone, it will be a sad day when my daughter leaves as I will miss all the staff and other parents too, a very friendly and well run Pre-school."

### Practitioner Views

Practitioner Views are gathered:

Through daily informal conversations. This is usually at setting up time, prior to opening or at the end of the session once to children have gone home.

A daily discussion sheet is accessible to all staff. This enables staff to note any issues/evaluations regarding the session for discussion at the next staff meeting or sooner if required.

We have regular staff meetings with recorded minutes.

Practitioners are asked to contribute to the improvement plan and SEF - brainstorming ideas and suggestions for improvement.

We have half termly supervision meetings, allowing them the opportunity to express their views.

Staff are encouraged to complete courses on reflective practice and self-evaluation. As members of the Pre-school Learning Alliance we have access to a number of Educare courses. These include: The importance of self-evaluation,

Reflective practice in early years and Being a key person in an early years settings.

#### Working with other Professionals

Our leader often meets and shares ideas and information with other setting leaders and early years professionals at meetings and courses.

We have visits from, and visit other settings. We have previously had a visit from a local pre-school as they were recommended to view our garden to help improve theirs.

We have visits from our EYAT and who feedbacks on her visits through talking with us and providing a visit report.

We work with other professionals as required i.e. health visitors, SEN and speech and language therapists.

We have story time visits from the local children's centre.

We have visits from primary school reception teachers during the Summer term.

#### Recent accomplishments:

Our EYAT visited the Pre-school and suggested we tone down the colour of our walls, this was completed during the summer holidays.

We have spent time asking the children what they like most about our Pre-school. Children drew pictures and talked about what they had drawn, these are displayed in the Pre-school.

We have enjoyed much success with 'parent comes to play.' Our most recent visits include bird feeders, wind chimes and a musical extravaganza!

Even with the restrictions of Covid we have been able to safely invite parents to view the amazing displays their children have been creating at pre-school.

We have also invited parents to look through their child's learning journey with the opportunity to chat with the staff.

We performed dingle dangle scarecrow at the local village fair, we dressed up and it was so popular we performed it twice!

We were invited to the Hale Primary school open afternoon where we were lucky enough to take part in craft activities helped by the primary school children.

#### Actions:

Launch our new book bag. We hoping will work like a 'mobile WOW moment' (e.g. Harry got a sticker today because he was kind to his younger friends/did great tidying up etc). We really appreciate how important it is for parents/carers that receive information regarding their child's achievements during their time with us especially when they do/say something amazing which they invariably do on a regular basis!

We are going to be replacing the existing lighting with a more natural colour as suggested by our EYAT.

### 3.The Effectiveness of Leadership and Management

Our vision is to provide every child, regardless of their background, with the very best start by delivering good quality childcare.

#### EYFS

All our resources are organised and divided into areas of learning and topics. This proves beneficial for planning and rotation. They are also age and stage relevant to the children. The inside area is being used effectively within its capabilities to include all the seven areas of learning. Following our Ofsted inspection in 2015 we have developed our reading/quiet area by incorporating calmer shades, soft furnishing and low hanging drapes.

#### Self-Evaluation

The leadership and management team work reflectively.

We evaluate regularly to see which areas in our environment are working well, so we can change, adapt or add additional resources to enhance the children's learning experience

We feel that we are able to evaluate our provision and constantly look at the cohort of children to see how they learn. We consider gender, age and additional needs and we adapt the classroom and outside area to suit.

Staff are encouraged to be innovative and to use their skills to lead and develop different areas of the curriculum.

We implemented peer on peer observations. Some staff have found it difficult to make critical judgements on each other, however, this is becoming more natural to them now.

Any recommendations and actions raised at the previous inspection have been implemented and therefore the outcomes for children improved.

#### Management and leadership

Each staff member has individual supervision where we review their effectiveness and any support we are able to offer them to meet the requirements of EYFS. The pre-school leader has her supervision with the chair of the committee.

CPD opportunities are discussed as well as individual well-being. We then set targets with appropriate timescales.

We have planning, preparation and child development meetings on a weekly basis, where we go through children's learning journals and next steps to make sure we are assessing the children at the appropriate levels. Making sure any gaps in development are identified and interventions put in place. We also look at any safeguarding/child protection and behavioral problems. Staff are also

encouraged to give ideas and input towards improvement plans.

We continually reflect and analyse our working practises to ensure the children reap the benefits of the very best outcomes.

The leader works with staff to build on their knowledge of the characteristics of learning. Our aim is for all staff to be able to change and adapt to suit the children's individual learning.

We are members of the Pre-school Learning Alliance.

Our admissions policy is inclusive to children of all backgrounds, disabilities and cultures. All our policies are easily accessible to parents/carers in the cloakroom.

The leader strives to provide total inclusion throughout the Pre-school and ensure that all children have the freedom to express themselves as an individual.

Our certificate of registration and public liability insurance are displayed clearly in the cloakroom.

We promote British Values within every aspect of our setting, for example we worked together to come up with a set of rules for our pre-school, children are also encouraged to pack the toys away and to take care of them.

We teach children good manners, saying please and thank you, children are taught good looking and good listening skills when we are listening to stories or when someone else is talking. Our planning encourages children to learn about other cultures as well as our own.

We promote within our setting a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms; we do this using toys, books, displays and discussions throughout our play.

We have a behavior policy in place, which all staff adhere to, this involves staff giving consistent messages to children, setting clear boundaries and managing behaviour in the same way.

We promote kindness not only to others but to ourselves and provide opportunities for staff, parents and children to share any problems they may have. We promote good mental health and managing stress to our staff.

We keep parents up to date with a termly newsletter.

Our leader networks with other settings at meetings. We read 'under 5 magazine.' Information is shared with other staff through supervisions, staff meetings and informal conversations. Where possible, staff are encouraged to attend courses where they can also network with their peers.

We are involved with other local charities, including the Lover Community Trust and the Lover repair cafe, we also work closely the local church, regularly displaying the children's work, children help with the display. We have a great

relationship with the Lover Green Association who look after the green on which our pre-school is situated.

In recent years, with help from the Lover Community Trust we have been involved in The Lover valentines post, designing our own card to be sold online with profits going to the pre-school. We even had a visit from countryfile to promote the village of Lover as 'the village of Love.'

We make use of this lovely setting by doing sports activities, bug hunts, pond dipping and visiting the outside classroom enjoying singing and action songs.

### The staff

Staff are skilled at meeting individual children's needs and have excellent skills and expertise in different areas.

Staff are trusted to make decisions and take risks and recognise they are co-constructors in learning, along with children and their families.

As a team we are proactive and enable and indeed encourage practitioners to reflect and improve their practice and provision on a daily basis.

We evaluate feedback given, and act upon it, particularly that from parents via our questionnaires. For example, providing parents with more information about the EYFS by organising an information evening.

Our apprentice is given a mentor to support them with their learning. The mentor gives them advice on their role as a key worker, setting an example of teaching and learning and showing them how to make good observations, assessments and planning. They are also there to provide a 'listening ear' and support well-being.

Key workers work alongside children and parents/carers to ensure that that children's interests are considered when planning activities.

We offer opportunities for exploring, achieving and thinking critically. We do this by speaking with children and parents to find out their interests, take note of holidays or outings they may have been on, as well as asking the children what they want to learn. We also provide adult led activities that have been planned to meet the needs of the curriculum which are used to inspire, provide different opportunities that may not necessarily have been given at home.

### Safeguarding

Safeguarding is our first priority. It underpins all we do.

Records are stored and shared appropriately. We pride ourselves on our ability to communicate openly and in a trusting manner with parents as we believe that it is through these relationships with parents that we protect all children.

To ensure the safety of children the leader makes sure that the child to adult ratio is at least the minimum statutory requirement, however most sessions will exceed this ratio.

At arrival and departure time a member of staff is deployed and does not leave the door until all children have arrived or the last child has left. The outside door is locked during session time and the key is kept out of the children's reach.

Our child protection policy and procedures are easily accessible to staff, (as are all our policies) committee members, parents/carers. We have an appointed Designated Safeguarding Lead (DSL) and two deputy DSLs. A DSL is always present while the setting is open. All staff have the relevant safeguarding training and must read and sign all policies and procedures prior to the commencement of employment and then again once updated. No adult has unsupervised access to a child without an enhanced DBS check.

We have a health and safety policy and audit which is completed annually by our elected health and safety staff member and committee member. The leader makes sure that the health and safety officer is up to date with new requirements and that any daily checks are carried out by either the leader or the deputy. Risk assessments are carried on all new items and updated where necessary. We check resources for breakages. Hazardous cleaning products are kept out of reach of the children.

Our electrical equipment and fire extinguishers are tested and maintained annually. Fire exits are clearly marked.

The leader holds regular fire drills and makes sure that they are carried out on different days of the week to incorporate all children. A lockdown drill takes place on a regular basis.

We help children to keep themselves safe by following our inside and outside golden rules and encourage independent recognition of safety and hygiene through role play, story time and consistent oral reinforcement.

Any accident, however minor is recorded on an incident report form. A Health Agency infection control chart is displayed in the kitchen and cloakroom area and is referred to when necessary.

Visitors who are expected by previous arrangement are asked to sign the visitor book. Any unexpected visitors must have valid identification. The visitor's procedure is clearly displayed on the outside door.

If a parent/ carer requires another adult not on the registration form to collect a child the staff must be informed. The parent must complete the collection booking giving full details of the person who will be collecting the

children and giving them a password if necessary.

Staff are aware of the signs of physical, emotional, sexual abuse and neglect, as well as radicalisation, FGM, CSE and county lines. We know the procedures for contacting children's social care. We record all safeguarding concerns in chronological order and record any bumps, bruises, cuts, marks etc. on a body map which is signed and dated.

When staff start with the Pre-school the leader makes sure that they are aware that mobile phones are not to be used when children are in the building. Staff are made aware that any urgent calls need to be made to the Pre-school landline. Our staff induction includes the importance of 'safeguarding'. We talk through child protection 'What to do if' and the referral procedure. This is followed by staff attending courses as soon as possible, if applicable.

We have a good understanding of our legal requirements. The food handling staff have Food Hygiene Training and all staff have safeguarding and prevent training. We understand and adhere to Data Protection laws, including keeping records and paperwork in a locked cabinet.

Recent accomplishments:

All staff took part in a course of the updated EYFS which is starting from September 2021.

Staff also took part in group Prevent training from Wiltshire Council  
Safeguarding audit completed

Staff supported by leader regarding mental health following covid  
Introduction of parent newsletter produced by committee

Actions:

Continue to assist staff on peer on peer observations

Implement staff training once a month at staff meetings on a specific subject  
SEN training for new SENCO role  
Complete new business health check

4. How well the early year's provision meets the needs of the range of children who attend

We believe that children progress when they are happy and in a safe environment. We give each child the opportunity to develop at their own pace with adult support. Their own individual interests are welcome and nurtured. We have consistent, realistic and high expectations for all children in our setting. We foster consideration for others and enjoyment of each other's company and the ability to learning through play.

Before a child starts parents are sent a new child pack this is completed and returned to us prior to the child's first day. This gives us insight into the child's interests and development. It is used as an initial bench mark to ensure we help the child to develop in all areas. New children are invited to 'stay and play' for at least two sessions prior to their start date.

Children arrive at Pre-school happy and settled and enjoy their time in the setting. They are encouraged to work together by taking turns, sharing and building friendships with each other. The children enjoy a variety of activities and explore confidently through hands on learning experiences that encourage their investigative skills.

The children are given the space to develop their own ideas and interests enabling them to build on their knowledge. Children are encouraged to ask questions.

The staff provide a calm environment where children are happy, confident and enjoy themselves. Positive relationships are built up between the staff, children and parents/carers through the key person system, which encourages children to thrive. Staff help children to feel valued by providing positive support through their language, praise and encouragement, which helps to build the children's self-esteem.

Each child is allocated a keyworker although as we are a small setting this means the key worker and all other staff have a good knowledge and understanding of each individual child's needs.

Children tend to settle quickly, are confident to express themselves freely and are comfortable in the pre-school environment.

We welcome all children from different backgrounds and cultures. We understand that each child is unique and respect different cultures by celebrating a variety of festivals and welcoming family members to come into the Pre-school and share their experiences. We provide a number of multicultural resources.

We provide an enabling environment and have strong partnerships with both children and their parents and this allows us to; know the children, understand their needs form a close keyworker relationship. The children in turn are comfortable to express likes and dislikes.

We recognise that parents are children's first and main educators and work together to ensure that parents know what their child is learning. This is achieved through our daily notice boards, our classroom displays, regular newsletters, facebook and our website.

We work with outside professionals to support children who may have additional needs. We provide planning around the children's interests and are flexible with our daily routine to ensure the children enjoy their learning.

We encourage children to negotiate and communicate with each other without

immediate adult supervision. The use of sand timers helps the children's developing ability to negotiate and solve problems.

We understand each child's development and learning through daily observations. Through the observations we are able to evaluate children who need either extension or support in a particular area. The outcomes from observations would be noted and fed into planning.

Assessment is ongoing throughout children's time with us, we complete progress checks for 2 year olds at a minimum of 2 years 4 months, thereafter, summative assessments are completed before children go to school or more often if required.

For children, whose Communication and Language is below their expected levels we have in the past used Every Child a Talker (ECaT) monitoring tool and BLAST.

We do a behaviour audit twice a year.

In order to encourage speaking and listening skills we have our inside golden rule no. 4 talk politely and listen. Using 'Lenny' the listening bear helps promote listening skills. We also have daily stories and ensure regular interactive music and rhyme activities. Number based activities are used throughout the session e.g. counting at register time, snack and during outdoor activities. We have a computer at Pre-school which is age relevant and easily accessible to the children. Phonics sessions are also planned and delivered in the form of a game. Children develop their understanding of number through a wide range of equipment indoors and outdoors supporting early number recognition. Using scales to weigh objects, measuring volume in water and sand play, and by playing with shapes to make geometrical designs, helps the children to gain knowledge of basic mathematical forms. They enjoy counting, matching and sorting and learn the initial sounds of their names as they pick up their name cards. Children learn about the natural world through our time spent on Lover Green and our garden. We plant bulbs, fruit and vegetables, we water plants in garden area. The development of literacy and numeracy skills, as well as their good personal development, helps ensure they are well prepared for the future ready for their move onto school. Children are confident learners and concentrate for increasing periods of time at their chosen activities.

Children engage confidently with staff and often seek them out to engage in their play and learning. Children play and learn together sharing resources and negotiating during child-initiated play experiences including role-play and imaginative play. If an adult has to intervene they do so to encourage and remind the children to be kind and considerate towards each other through the encouragement of sharing and caring - one of the golden rules.

The staff model positive behaviour through encouraging sharing and turn taking.

Staff always talk to the children in calm and appropriate manner; shouting is not acceptable at the setting by children or adults.

Children are encouraged to prepare for the transition to school, and work on the skills required to help in the new environment. For example, getting themselves dressed, putting on their shoes and coats, writing their name, recognising letters and counting.

Recent accomplishments:

We have invested in an amazing outdoor classroom (the garden room). Resources in the garden room mimic those found in the main classroom

We have introduced yoga into our sessions

We have sourced resources for a child with additional needs, including a split level water table.

We had a visit from zoo lab who provide animal encounters in the form of a story

We have invested in a sensory den

Actions:

Business manager to research into Forest school activities, including training

Continue to develop the settings environment to enable more learning opportunities

Business manager is researching ordering a made to measure mud kitchen.

5. The contribution of the early years provision to children's well-being

Upon starting our Pre-School families are invited in for settling in sessions, they are able to attend as many as is required to make sure the child feels confident and happy being left. During this time, key workers work on building emotional attachments with the child and work with parents to gain information on the child's development and what they already know, which help inform baseline assessments.

We pride ourselves on the strong links we build with our parents which really helps our key workers work alongside them to ensure that that children's personal, social and emotional needs are met.

We are sensitive to parent's feelings in this process and are happy to support them. We use positive reward and praise so every child feels special and unique

in their own achievements.

Where a care plan is required we work with the parents to ensure they are supported.

We plan motivating activities that promote children to play and explore and encourage creativity, through music, mark making, dressing up and role play, small world play, construction, reading stories and singing rhymes. Our resources and activities portray a wide range of differences promoting a free choice. Having a 'helper' of the day ensures that the child feels special and therefore offers a positive contribution.

We strive to ensure children develop the characteristics of effective learning through playing and exploring. We encourage children to explore and show an interest in discovering new things. We encourage children to be independent learners by allowing children to do things for themselves and achieve their own outcome through trial and error, and feel a sense of achievement. We plan the environments around the children's interest and how they play. We provide things to enhance their learning and make sure we have lots of different textures for children to explore. We add learning resources to our continuous provisions to achieve our learning outcomes.

Independence is promoted through snack times, toileting and encouraging children to have a go at new things. We encourage children to take risks and we support them to measure their own risks. We are proud to say the children feel part of a pre-school family and are happy to offer help or advice to others who may need it i.e. new children need to wear an apron, number of children in playhouse. They support each other to be safe and follow the routines and boundaries in place.

We have high expectations for children's behaviour to encourage children to learn the good habits required for good learning. We have a behaviour policy that is shared with our parents and all staff work together to reinforce it. We praise good behaviour and talk about taking turns, sharing and how our behaviour affects other people during circle times and through stories.

All staff role model positive respectful behaviour towards each other and the children, thus promoting a sharing, caring environment in which the children learn to offer positive contributions. This may be in circle time, where we reinforce the importance of good, sitting, good listening and good looking, which support speech, language and communication development. We also discuss feelings and use emotion puppets and posters.

Children are encouraged to respect the diversity and difference within their

friends. As they begin to mature through our Pre-school they start to understand how everyone is different and everyone is special.

We encourage children to value their work by actively displaying it. All displays reflect work from children equally and fairly. Evidence of children engaging in varying activities and experiences is kept in their learning journeys, children can access this at any time and enjoy looking through the folder.

Our whiteboard is updated daily so parents can see what their child has been up to, encouraging chat after pick up.

We have a strong ethos on promoting a healthy lifestyle, we promote healthy eating within our play and discussions with children and through providing healthy snacks.

We regularly discuss healthy and not so healthy foods. We ask for donations of fruit etc.. from parents. Each year the children plant some of their own snack items, such as strawberries, blackcurrants, potatoes, carrots, raspberries and tomatoes.

The children are encouraged to pick their own healthy snack throughout the summer months. When the children help themselves to snacks they use small serving tongs and spoons to prevent cross contamination. They also pour their own drinks, choosing between milk or water.

Throughout the year children learn about visits to the dentist, doctors and the role of people that help us achieve a healthy lifestyle. This often includes visits from representatives in the local community.

We create times for social interaction such as snack time and lunch time. Lunch times are very social; sitting at tables children and staff enjoy their lunch together. We encourage good sitting and table manners.

When a child has a specific dietary requirement, a notice is displayed for all staff in the kitchen area.

We promote good personal hygiene routines, including steps to handwashing. Our premises are suitable, secure, clean and safe which ensures the children feel comfortable and safe too. The welly shed enables children to change into wellingtons in a designated area to help prevent soiling with the pre-school.

We discuss the importance of physical activity with children and offer opportunities for daily physical activities for gross motor such as action songs, playing on bikes, scooters, running, jumping, rolling and fine motor such as finger gym activities (threading, cutting, pincer grip etc..) and Dough Disco.

Physical development not only promotes a healthy heart and wellbeing but gains strong muscles for core stability and writing skills. We discuss the effects of

exercise on our bodies e.g. getting puffed out and promote physical outdoor play.

We go on walks around the village, we have also been to a local woodland area for a bug hunt and visited a farm near pre-school to see the animals.

In the summer months, when the weather is hot we get out our paddling pool and enjoy splashing around. We also have a small bouncy castle which the children to enjoy.

We strengthen the links between Pre-school and home by encouraging children to use our small lending library. Charlie Chimp or our chatterbox also goes home with the children giving children the opportunity to share home experiences with their peers.

We monitor attendance each week and follow up children who have been absent, always offering to support parents in whatever way we can, such as offering to swap days if they are struggling to get to us for a reason. We understand that missing sessions may affect a child's development.

Transitions to school can be exciting and daunting for both children and parents. Children are encouraged to prepare for the transition to school, and work on the skills required to help in the new environment. For example, getting themselves dressed, writing their name, recognising letters, counting and drawing pictures of themselves/family.

We do our best to make sure transitions are smooth by:

Supporting our parents when making choices for local schools.

We invite schools into our setting to see the children in a safe, friendly environment.

We do transition visits with children to schools.

We provide schools with information relating to the children's development and progress.

We talk about our feelings for school during circle times & through stories.

We introduce a school role play area and have school uniform available for children to dress up in.

We organise a practice sports lesson encouraging children to get changed for PE independently.

We feed into several local primary schools. Hale, Whiteparish, Morgans Vale, Downton and New Forest School.

Recent achievements:

As part of the importance of safeguarding children online we have introduced

the story of 'Smartie the penguin' which is now done on an annual basis.

As part of the children's wellbeing we at looked at staying safe in the sun and crossing the road safely.

We have been understanding the importance of recycling and looking after our environment. The children created a fabulous display based on the book 'The messy magpie.'

Actions:

Following the success of our yoga we would now like to introduce the children to mindfulness and relaxation

We are having a strong emphasis on oral health this term

We are looking at forming stronger links with the local primary schools

6.Outcomes for children

Our Pre-school is focused on its outcomes for children. Our observation and assessment of children is ongoing throughout the term.

Targets and next steps are continuously discussed and updated to encourage each child to reach their potential.

We track their progress through daily /weekly discussion with the team.

When children start we identify their starting points by gathering information from parents/carers and other providers on entry, including what they can do already and what the interests of the child are. This can achieved by the registration pack but also during our stay and play settling in sessions.

Children are supported and encouraged to progress by considering interests and ensuring easy access to them.

Under or over achieving children are supported and encouraged by their key person to reach their given steps by taking part in small group and individual activities (e.g. BLAST.)

We liaise with parents through conversations, summative reports, parent afternoons and the observations in the child's learning journey. Parents are made aware we operate an open-door policy.

For those children who are not making good progress we make referrals for support such as Speech and Language therapists and the Early Intervention Team.

We ensure the skills and training of staff are up to date.

We make sure children are prepared for school by teaching them skills such as, toileting independently, hand washing, getting dressed, recognising their name and writing it, being able to follow routines and take part in some adult led focused teaching activities.

We feel it is imperative that children are encouraged to develop their own skill and imagination by supporting them when exploring their own ideas, plans and solutions, however adult intervention is kept to a minimum during such activities to support developing independence.

Recent accomplishments:

We achieved the funding levels to build our outdoor classroom benefiting all the children.

Holding our 'pyjamarama' day where not only did we have a lot of fun trying porridge and hot chocolate but we learnt about the importance of sleep and rest.

During lockdown the leader kept in constant communication with the parents and children by phone, emails and recorded stories for them to see. This continued the strong link between pre-school and home which is so important for children's progress.

Actions:

To reinstate activities such as chatterbox which was put on hold due to Covid. With Covid specifically in mind, to continue to monitor the development, academically and emotionally of our children some of who missed so much time at pre-school

Keep mental health of the staff and children at the forefront of our minds.

7. Conclusion

We recognise that children are unique and develop at their own rates. We plan around each individual child using their interests and next steps planning.

We evaluate regularly using feedback from parents, the committee and early years professionals.

We have robust safeguarding policies and procedures in place.

All staff have had safeguarding training and Prevent training.

All staff are fully aware of the signs and symptoms of abuse and are clear on the processes of referring to children's social care.

We have high expectations of children's behaviour, we support British values in our setting, children are introduced to the rule of law.

We support children's emotional development by building strong relationships with our staff using the key worker system.

Our setting strives to provide a safe, happy and nurturing environment for all children. This enables them to feel confident and secure when transitioning to school.