

Date Submitted: 07 July 2009

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.

Ashton Gate Out of School Care runs a Breakfast Club (open 7.45-8.55am), After-School Club (open 3-6pm) and Holiday Playscheme (open 8am-6pm). We are open Monday-Friday including all school holidays and Inset days but excluding Bank Holidays and the period in between Christmas Eve and New Years Day.

We have approx 125 families registered with us. The majority of registered children attend Ashton Gate Primary School, some children who only come to Holiday Playscheme attend other primary schools in the area.

Presently 21 of our registered children are of BME backgrounds and 15 have learning difficulties and/or disabilities. No children currently speak English as an additional language.

Our playwork staff team stands at 8 with 3 bank workers and 2 volunteers. All of our staff, volunteers and management committee are CRB checked.

Of the 8 staff:

3 hold a Level 3 qualification in Playwork (2 of whom also have Ba Hons and 1 of whom is working towards a Foundation Degree in Child Development),
1 has a Level 3 qualification in Early Years and is working towards a Foundation Degree in Playwork,
1 has a Level 2 qualification in Playwork and a Ba Hons,
1 has a level 4 qualification as a Teaching Assistant,
1 is on the waiting list for a Level 2 qualification in Playwork and
1 is unqualified.

We expect and support all staff in having current First Aid and Child Protection. Currently 3 of our staff hold 12 hour Paediatric First Aid certificate and 1 has done an Emergency First Aid course. 2 staff members are on waiting lists to do 12 hour Paediatric First Aid courses. 3 of our staff have attended Child Protection training within the past 3 years and 2 are on waiting lists to attend upcoming courses.

The staff have also attended many other relevant training courses such as; Circle Time, Makaton, Autistic Spectrum Disorders, Disability Discrimination Act Awareness, Health and Safety, Fire Safety

We also have a part-time Administration Officer and a part-time cleaner (this post will soon be vacant).

There are no recent or impending staff changes (except for the need to employ a new cleaner) however, when we have recruited in the past we have struggled to find suitable playwork staff.

We have just completed our first submission for the Bristol Quality Standard, a self-evaluation framework for those who work with children and young people over 5. This process assists us in providing the best service that we can. We received very good feedback from the panel who felt that our submission was very thorough and showed our good team-work and keenness for continuous improvement.

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.

Capturing the user voice is very important to us and good practice in this area is embedded in our ethos. We gather the views of the children and their parents/carers in a variety of ways. Using a number of different techniques makes sure that all children, regardless of ability, language or preference have a way of communicating with us that they feel comfortable with e.g. we use dictaphones to record comments and ideas alongside more traditional methods.

1. We have an active suggestion book for the children. They write their suggestions and every week a member of staff reads it and replies to the comments. The child comments are shared at our weekly staff meetings and are taken into account when we plan activities.

Excerpt from Suggestion Book:

'chocolate chip cookies

Darragh'

22.5.08

'That's a great idea Darragh, we will put it into the activity plan very soon.

Hannah'

1.7.09

Made cookies at after-school club today.

2. We do Circle Time (we call it our 'meeting') every day where staff and children give news and messages, staff record ideas from the children and use them to change our provision. An example of this taking place is our Star Chart. A group of children came up with the idea to have one and devised the design of it and how it would be run. This has been put into place and is very popular.

3. Annually we send children and parent/carers feedback forms. There are a number of questions to be answered and space for additional comments. The child form has enough room for the children to write or draw their responses. The completed forms are shared with the whole staff team and Management Committee and are used to make changes and improvements. For example, we now open at 8am during Holiday Playscheme following requests from a number of parents/carers on feedback forms.

4. All children who attend are allocated a Key Person. This member of staff is introduced to the child and their parent/carer before they start and is responsible for making observations, records and sharing information at staff meetings. The Key Person observations are then used to inform our activities and general practice. The year 5 and 6 Key Person recently ran a fund-raising project as result of her observations, the children wanted to buy a Playstation 3 and we explained that these cost a lot of money so they would have to raise some funds if they wanted one. They planned and ran a raffle in order to do this.

5. We have recently introduced a Family Induction Pack and in this there is, amongst other information, a 'Welcome Visit' sheet. This encourages families to come in to the club before starting and to bring the sheet that has space for questions to ask and a check-list of things to see, people to meet etc. (e.g. meet Key Person, look at cloakroom and toilets, have photo taken for Star Chart etc.). There is also an 'All About Me' sheet for children to fill in and pass on to their Key Person before they start. This allows them the opportunity to tell us:

What I like to do ...

What I am looking forward to ...

What I am worried about ...

Children can tell us about activities they enjoy, any concerns they may have and any other information. This ensures staff are able to make new children feel as welcomed and integrated as quickly as possible.

6. Our setting is run by a voluntary Management Committee and this is made up of nine parents who use the club and so the organisation of the club is influenced by the views of parents and carers. We also run a User Skills Register. All registered parents/carers are given a form which they can fill in to offer their time and skills to the club. As a result of this scheme parents/carers have recently: designed our website, made fancy dress clothes for the children, done DIY in the club.

7. Our website is another way that users of the club can offer us feedback. This is a useful way for people to contact us as it is so convenient and accessible. We are currently developing a weblog for the children on the website; they will be able to upload information and pictures about what has been going on and rate activities, trips, workshops etc. Staff can use this when planning for the future and new or potential users can use it to find out more about the club.

8. Another method of gathering the views of the children is an activity diary. Each week staff use their non-contact time to review and make notes on activities they have led (children's comments, improvements for the future etc). We share this information in our weekly staff meetings and then use the information when planning activities. For example we did a 'Guessing Box' activity where the children had to guess what they could feel in a box, it was recorded that activity took too long as there were so many items so next time fewer objects would be used to make the activity more successful.

9. Our staff meetings are very useful ways of reflecting on our practice and sharing children's comments and our observations to improve the club. We discuss our Key Person books, the activity diary, risk assessments and anything else relevant and plan necessary actions, training or support needs, or changes so that we keep responding and improving.

10. Further way of using the views of our users to improve our provision is through funding applications. Funders usually require consultation to take place before, during and after grants are issued so that the child and parent/carer voice is paramount. We recently acquired funding for a holiday playscheme because we had planned activities based on ideas that children had written or drawn on post-it notes and stuck to a poster. Staff then looked in to at least 5 of the children's activities that we could realistically run and planned them.

The learning and development of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children enjoy learning and achieve as much as they can.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development.

- What is your overall approach to the children's learning and development?
- How do you know that what you do helps children?
- How do you know the children are making progress towards the early learning goals?
- What works well? What could be improved?
- Does planning and assessment link to children's individual achievements?
- What are the children doing to show that your planning and the adult interaction is helping them to enjoy and achieve?

Learning and development

Our setting is based on an child-centred ethos and this is embedded in our documentation, organisation, physical environment and practice.

- Staff engage in meaningful interactions with children in order to support their learning e.g. when doing a 'Design Your Own Cereal' activity with the children we discussed what healthy ingredients we could put in and why it is important to have a healthy breakfast.

- Our play environment is planned to help children progress towards being healthy, happy and achieving. We, in consultation with children and parents/carers, plan a variety of activities that offer opportunities to develop all aspects of their learning. A weekly activity plan has, for example;

Cookery - this creates chances to communicate (with peers and adults), solve problems (e.g. what to do if a cake mix is too runny), learn about the world and others cultures (e.g. why we make pancakes on Shrove Tuesday) and promote healthy lifestyles.

Circle Games - this offers ways for the children to build on their communication skills (understanding the rules, asking questions where needed, talking with peers), physical (e.g. running and jumping) and social development (working as a team, celebrating wins or coping with losing).

- We make good use of our outdoor space. We have access to three playgrounds, a grassy area, climbing equipment and beds for growing flowers, plants and fruit/vegetables. Our planned activities include a mix of indoor and outdoor sessions and these take place regardless of the weather (we have spare outdoor clothes if needed), but we also allow the children to use the space for their freely chosen play. Staff offer resources (e.g. material for den-making) and advice when the children require assistance but also challenge the children to solve their own problems to aid them in their development. For example, we provide children with containers and tools for messy play with mud but allow them to figure out how to transport water to the play area.

- Inclusive practice is of utmost importance to us and we recently worked with our local Social Services department on an Inclusion Development Project. We were selected to do this because of our record of positive practice. As part of this project, staff attended training that we used to improve our setting; we revised our Policies and Procedures to ensure that they are inclusive and wrote an Admissions Policy; developed and piloted our Family Induction Pack; improved and increased positive images of disabled people and people from a variety of cultures within the setting; and developed and implemented a 'Positive Behaviour Plan' procedure. The children benefited from this project because our setting became more accessible and welcoming, new children are able to visit and give us information about themselves before they start and so find coming easier and feel confident and children are given opportunities to learn about the wider world.

- Staff observations and assessments are key in our planning for the children and the setting. We use our key person books to inform behaviour plans, activities and targets for children and share relevant information with all staff to ensure that children's individual needs are considered and met, for example we noticed that a child did not eat any fresh fruit or vegetables so planned some fun cookery activities e.g. fruit kebabs and salad pittas and involved the identified children in them to encourage them to taste more fruits and vegetables.

- We involve our parents and carers and other relevant professionals in our club and make use of their knowledge, skills and time to improve the provision for children and the setting as a whole. Parents/carers join our voluntary Management Committee; staff forge links with Nursery and Reception teachers and support staff and we have a good relationship with the Headteacher and Governors at Ashton Gate Primary School; we are part of a local extended schools network so that we can increase play opportunities for children (e.g. by sharing coaches to trip venues and sharing sports workshops); we have a good relationship with Social Services and receive funding so that children with learning difficulties and disabilities can be effectively supported when they attend the club.

- We also have a 'Buddy System' whereby new, young or isolated children are paired with an older child who engages them in activities and games and introduces them to other children. This scheme has proved to be a positive experience for both children involved and recent comments back this up, a buddy told us that it made her feel responsible and a child who was buddied said 'It made me feel good'.

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

We are going to formalise and begin to record our system for working with the Nursery and Reception teachers at Ashton Gate Primary School. This will improve our record keeping and make it simpler for us to plan for children's progression.

My Practice is: **Good**

The welfare of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children to **stay safe, be healthy, enjoy and achieve, make a positive contribution** and **develop skills that will contribute to their future economic well-being**. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

To help you evaluate **how effectively the welfare of children in the Early Years Foundation Stage is promoted**, take account of how well you and any assistants or staff who work with you:

- take steps to ensure the **key people** safeguard and promote the welfare of the children
- promote good **health and well-being** and whether necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill
- teach children about **keeping safe**
- encourage children to develop the habits and behaviours appropriate to good learners, their own needs and those of others
- ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

Helping children to stay safe

Our thorough and well-organised recruitment + selection procedure ensures that staff and volunteers are suitable to work with children. We have a Staffing, Recruitment and Employment Policy, a Disclosure Policy, a Policy for the Recruitment of Ex-Offenders and a Staff Disciplinary Procedure and senior staff are trained to lead the recruitment and selection process. We take up references for all

new staff and prior to beginning work at the club everyone (including volunteers and our Management Committee) has a CRB check done. When staff start they have an induction session and a probation period of at least three months. This is followed by three monthly appraisals until they are fully settled in. Termly support and supervision sessions and six-monthly appraisals continue throughout employment.

Our Policy and Procedure Pack is annually updated so that it remains relevant and current. It includes a Safeguarding Children Policy and Procedure, Missing Child Policy and Procedure and Lost or Uncollected Child Policy. These documents underpin our practice and staff's knowledge and commitment to safe-guarding and are key in our safeguarding of children. All staff and volunteers receive a copy of a full Policy and Procedure pack during their induction and copies are also available in the club.

All staff at AGOSC are required to attend Child Protection and Paediatric First Aid training and this must be updated every three years. This ensures that the whole staff team are up to date on current legislation and best practice. The manager has attended a CAF seminar and we have the necessary documents and information to use this system should we be required to. Key staff have also undertaken Health and Safety training and this is then fed back to the setting and staff team. We also have a First Aid box that is stocked according to the most recent guidance and is checked weekly to make sure nothing is damaged or out of date and there are enough products.

On our Management Committee we have one member, who has specific skills, acting as a Health and Safety Officer and they support the staff team in maintaining a safe premises. Staff complete weekly risk assessments for all areas of the setting (outdoor equipment, the indoor environment, the kitchen etc.)

We help children to stay safe through activities, discussions and by being good role models. If they ask us if they can open the front door we will explain why they cannot instead of just saying 'no', we will tell them what the dangers are and what a safer option would be. When we do fire-drills we have question and answer sessions so that the children have an opportunity to talk about their concerns and queries and this makes the alarm less frightening for the children and ensure they know why they should walk not run and listen to the register etc. We also have circle time discussions with children prior to any particularly risky activities, e.g. carpentry or archery, to discuss how to stay safe and answer any of the children's questions.

New children to the setting are helped to stay safe in a variety of ways. Our Family Induction Pack includes the house rules and important information about the club and children's time here; children come (usually with their parents) for a welcome visit where they are shown around, can meet the staff and their key worker and have the chance to ask questions, we take this opportunity to inform parents/carers about safety issues such as signing their children out, class collections etc.; when they first attend children are given a 'buddy' to help them settle in, this older child helps them to understand the routine and rules of the setting e.g. not using the kitchen as a play area because it is not safe; children also have their photos put on to our Star Chart and we explain to them our Behaviour Policy and Procedure and Anti-Bullying Policy. We use 1,2,3 Magic whereby the children have 3 warnings about unacceptable behaviour and if it continues they are placed on time out. For persistent unacceptable behaviour we put a Positive Behaviour Plan in place. These procedures lay out the boundaries for behaviour and focus on promoting positive behaviour so that the children and staff are in a safe and happy environment.

Our annual registration forms help us to keep children safe by providing us with the necessary information to care for the children e.g. who may or may not collect them from the club, what dietary or medical requirements they have etc. We also maintain good relationships with parents/carers so that relevant information is passed both to and from the club. Children's key persons are particularly responsible for this. A positive relationship with our main feeder school, its head teacher and the class teachers also assists us in keeping children safe as we can share information where appropriate and necessary.

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

In the future we will plan for more opportunities (e.g. visits from professionals, relevant trips, planned activities) to teach the children about learning to stay safe. For example sessions on Staying Safe online and fire safety activities following a talk from a Fire Safety Officer.

My Practice is: **Good**

Helping children to be healthy

We help the children to be healthy in a variety of ways. We encourage them to be active through our range of play opportunities. These include:

- daily outdoor play. This can be adult or child-led and may be a team sport, free play on bikes/scooters/roller skates, games such as Grandma's Footsteps or imaginative or art activities such as den-building or chalk drawing
- sports opportunities. These may be indoor or outdoor at our setting (e.g. kwik cricket, rounders) or at other venues (e.g. mini-Olympics at the local park, climbing at a sports centre). After such sessions we offer sign-posting (such as websites and leaflets) so that children can pursue sports that they were interested in.

- games. To make sure that an active lifestyle is seen as fun and accessible we organise games based activities, that require no special space or equipment, to encourage all children - regardless of ability or financial means - to participate and, in turn, improve their health. Examples of these include; hide and seek, tag rugby, line tag and duck, duck, goose.

- workshops. Each week during holiday playscheme, and wherever possible during term time, we have a sports workshop. So that these are accessible to all we seek funding to pay for them so that no additional costs are incurred by parents/carers. The workshops range from football to tae-kwon do and tennis to archery. We vary the sports so that children have the chance to sample different types and can pursue ones that they are interested in.

- trips. We run weekly trips during holiday playscheme and often these are outdoors and provide opportunities for activity. Recent trips have included; an adventure playground, going to the beach - this included a sandcastle competition, running/jumping races and donkey rides, and Noah's Ark Zoo Farm where the children had a wildlife walk and played in a hay barn. As well as being fun, the trips we run promote a healthy, outdoor lifestyle.

The club promotes the benefits of a healthy lifestyle in a child-friendly way. We display posters that provide information and ideas e.g. why too much salt is bad for you and what foods are high in it. We do activities that teach the children about being active, eating a balanced diet, the dangers of smoking etc. such as 'Make your Own Cereal' and 'Design a Football Kit'. When the children draw pictures, make models etc. as part of these activities we display them in the house and add interactive elements e.g. Which cereal is the healthiest on this display? Staff have discussions with the children to inform them, explain our decisions and answer their questions. For example, we talk about why we have outdoor play everyday and why water is better to have at break time than orange squash. We also have a small growing area where we grow herbs, fruit and vegetables that we use in cookery sessions. This provides the children with vital life skills and increases their knowledge and understanding of the origins of food.

The children are encouraged to develop healthy habits through our routines and practices. We do hand-washing before snacks and meals and after using the bathroom, wear aprons for messy activities, tidy and clean after activities and before snacks and meals and always offer explanations for why we do these things to the children. By learning and understanding these habits when they are young the children are likely to continue doing so as they grow up. Staff take sufficient precautions, alongside the child-focusses ones, to prevent the spread of infection e.g. using anti-bacterial spray, having paper towels in the bathrooms. Our 5 Star certificate (the highest possible) in Health and Safety awarded to us from our Environmental Health team supports our good practice.

Children are encouraged and supported to make healthy choices about what they eat and drink while they are at the club. We do weekly cookery sessions and these are suggested to us by the children. The foods we cook are, wherever possible, sourced locally and are often dishes from around the world. Some recent favourites have been; fruit kebabs, sandwiches, vegetable curry and Mexican wraps. The snacks we offer children are varied and healthy, such as rice cakes, raisins, wholemeal toast with peanut butter, carrot and cucumber sticks. There is always fresh fruit, salad, vegetables and water available to children while they are at the club. At Breakfast Club we have improved and increased the foods available to the children and they now have the choice of a wide and healthy range e.g. boiled eggs, beans on toast, cereal, fresh fruit, porridge and milk. The children can offer suggestions for what they'd like to have at Breakfast Club and staff either provide it or explain why we will not be able to. The children are involved in the shopping for the club and can make suggestions for snacks and cookery sessions. We find that when they have chosen what we cook they are more keen to be involved and will try new foods. A good way of introducing new foods and making healthy food fun is to incorporate it into activities. We do 'Bush Tucker Trials' where the children are challenged to eat new and unusual foods (for example; seaweed, dragon fruit, pigs tails, lava bread) in a fun and exciting way.

Staff are aware of children's individual dietary and medical needs via our annually updated registration form. There are sections for: emergency contacts, medical information, dietary requirements, additional needs and any other relevant information. This information is passed on to staff where appropriate and we ensure that children are kept healthy wherever possible or cared for properly when they are ill. All staff are properly trained (e.g. in Paediatric First Aid) and share observations, information etc. at our weekly staff meetings. Our good methods of communication and positive relationships with parents/carers and the school is also useful in our care for the children.

Our annually updated Policy and Procedure pack (that is available in other languages and formats) includes a Health and Safety Policy, Administration of Medicine Policy, No Smoking Policy and Sick Children Policy. These are written and designed to promote children's health and well-being. To ensure they are carried out properly staff receive a thorough induction and training as and when necessary (For example, staff may attend training on how to use an epi-pen).

Recently we have been praised for our positive action towards promoting healthy eating as we were chosen as the venue for the Change4Life launch in the south-west. The following is an excerpt from an article following the launch:

'A Bristol primary school's breakfast club has been held up as a shining example of tackling soaring obesity rates.

Ashton Gate Out of School Care was visited in March by Public Health Minister Dawn Primarolo as she officially launched the Government's "lifestyle revolution" in the South West, called Change4Life.

The nationwide campaign involves local organisations and charities working together to help families eat well and take more exercise.'

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

We would like to improve and increase our allotment. Firstly we will organise for the children to improve the physical space by doing art projects to decorate it, such as clay models or a mosaic. We have applied for funding so that we can have more beds and when we have received this we will ask volunteers (who have already signed up) to do the manual work. The increased produce that we will grow

will be used in cookery with the children. If they have helped to grow and cook foods they are far more likely to taste and enjoy them.

My Practice is: **Good**

How well do children enjoy and achieve?

Our range of activities helps children to progress towards the early learning goals. We have a variety of activities each day that address the different areas of development e.g. a display about our local community with photos of shops/parks/streets etc., pictures drawn by the children of their favourite places and a map that encouraged children to think about their identities, personal feelings and views and the feelings and views of other people.

We encourage the children to be active learners by creating opportunities for them to be creative (e.g. designing and making clay models of imaginary animals and then painting them); think critically (e.g. problem solving in den-building - figuring out the best materials to use, working out why problems occur and coming up with solutions); work independently (e.g. making your own word search) and with each other (e.g. working in a team to complete a treasure hunt with photo clues and mini challenges).

The children have a positive attitude to learning and are motivated and keen to learn because we plan activities with them and adapt activities according to children's individual needs. For example, we did an Easter themed photo quiz and had sheets with fewer pictures for the younger children and some written questions, in addition to the photos, for the older children. The children are especially keen when they have asked for an activity that we then do (from an idea in the suggestion book for example), recently we made cookies during a cookery session following a child's suggestion.

There are good relationships between the children because of the ethos of the setting. Children are welcomed in to the setting with the assistance of their key person and buddy, complete 'All About Me' sheets before attending and come for a welcome visit. We do team games and activities and encourage children to work with those of different ages so that new friendships can develop.

The children take into account each others needs and backgrounds and can request that stars be given to children that they feel deserve them, this promotes respect and an understanding of positive behaviours. We have themes and activities about individual children's countries of birth, cultures, religions etc. to encourage acceptance of different backgrounds and knowledge of the wider world. An example was a French week where we cooked traditional French foods; looked at a map of France and chatted about the cities, environment etc.; learnt some French words; played games from France and made our own Matisse pictures.

So that children develop new skills and partake in as much as possible we have a '10 minute rule', this means that all children are encouraged to join in with planned activities (e.g. a new sport or art session) for at least 10 minutes before they make any decisions about it. We find that most of the time the children are pleased that they gave it a try and enjoy the activity. Free choice is key in playwork though so the children can always have a say in what we do and whether or not they take part. If children wish to do a different activity staff will assist them in choosing something appropriate and will provide space, resources and help where necessary.

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

In the future we will display more of the children's activities, art and general time at the club (through display boards, photos and our noticeboard) so that they feel a sense of pride and ownership and so that parents/carers and other visitors can see what is happening at the club and what the children have been doing.

My Practice is: **Good**

Helping children to make a positive contribution

While at our setting children are encouraged to develop the habits and behaviour appropriate to good learners. We have a club rule that all children try any new activity for at least 10 minutes before making a judgement about it; children review activities/trips/workshops and offer feedback about what they enjoyed and what could be better; children are provided with a range of ways in which they can have their voices heard by staff and staff praise positive behaviour.

Staff plan and deliver a wide variety of activities and games and always encourage all children to join in, our inclusive practice ensures that no child is excluded because of their age, sex, ethnicity or ability and we differentiate activities so that they are always age and stage appropriate (e.g. when sewing puppets we prepared the material for the younger children but the older children drew and cut out their own patterns).

We are open to all children during the holiday playscheme and the children make friends of different ages and from different classes and schools and thus community cohesion is fostered. The children learn to respect each other, regardless of their backgrounds, because we plan for activities that involve small and large groups working together and activities are not always age specific. We encourage children to take account of each others diverse needs and backgrounds by: celebrating diversity in our setting through activities (e.g. cooking a traditional Russian breakfast); images (e.g. posters of sign language) and our literature and materials (e.g. having our Policies and Procedures available in other languages and formats).

Our club rules and behaviour policy are planned with the children and are clear and well known. This helps the children to respond to the expectations of others. If any issues arise (e.g. persistent use of unacceptable language) we have circle time with the children and discuss what is acceptable and what the consequences will be for inappropriate behaviour. We praise positive behaviour to encourage it and promote good examples, staff (who have conflict resolution training) discuss with children any issues with behaviour so that they understand why it is not tolerated and are more likely to change their behaviour. Positive Behaviour Plans are put in to place where necessary.

Children make choices and decisions at our setting regarding their play. They are involved in planning and reviewing activities, trips, workshops etc. and can make suggestions to staff in a variety of ways. Children are provided with options so that they can choose what they'd like to do depending on their interests, mood and energy levels, for example; we might have origami, a mini-beast hunt and jigsaw puzzles available. We also have free play activities always available so that children's play is freely chosen (e.g. colouring, chess, Lego, dressing up).

We ensure children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language make a positive contribution in our setting. Staff have training in relevant areas (e.g. Makaton, Autistic Spectrum Awareness, Disability Discrimination Act) and use what they learn to improve our practice, for example we improved the toys and images in our setting to make them more representative of the diversity of our community.

We believe it is very important that the environment and resources are available and accessible to all children and we have built low level storage so that the children can access the toys and resources. We have chairs and tables that are the correct height for children and also cushions and rugs so that the children can sit and play on the floor if they wish. Our outdoor equipment is safe and suitable for the children who attend and we have, for example, roller skates in a range of sizes and bicycles with and without stabilizers so that all children can use them.

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

We are going to create a library corner in our key stage 2 room so that the children have the opportunity to read while they are at the club and borrow books to take home and read. We need to stamp all of our books, set up a lending book, have some more comfortable seating and signpost the area.

My Practice is: **Good**

Helping children to develop skills for the future

Although we are not an education provider we take steps to help children to make as much progress as they can in communicating literacy, numeracy and information communication technology while they are with us. Our weekly activity planning takes in to account the early learning goals and we review our activities to ensure there is a good balance. Children develop their literacy in activities such as: reading and listening to stories, designing word searches, playing hangman and red letter. Numeracy skills are developed through, for example: planing a shopping list, using the star chart, playing skipping games. Children develop in ICT as they take part in: designing posters, researching animals for a display, playing a keyboard.

The children develop good habits as active, inquisitive and independent learners. We encourage the children to be involved in decisions regarding the club (e.g. activities, recruitment and selection, snacks and cookery) and they also review what we have done in a variety of feedback methods. We follow up on the interests of the children to ensure the activities we run are relevant e.g. having a bicycle fun day (as the children expressed a wish to learn new skills), having weekly sports workshops during the playscheme (after one proved to be very popular) and holding a drama workshop focussed on using the puppets that the children enjoy playing with. To promote independence we have opportunities for the children to work alone e.g. clay modelling, making jewellery, using balance boards and pogo sticks. We display children's art work and photos of their activities in the setting and on our website and newsletters and this encourages them to be actively involved as they feel proud of their achievements.

At our setting children are given the chance to develop collaborative skills, problem solving and creativity/creative thinking. Collaborative skills are learnt through: being part of a key person group, playing in groups of different sizes and mixing with children of different ages and backgrounds, taking part in activities that require good communication and compromises (e.g. building straw and newspaper bridges or dens). Problem solving is a part of many aspects of our club, for example: making suggestions to staff and discussing the feasibility of those suggestions (e.g. considering how we could raise money for a new computer game), challenging activities (e.g. designing an assault course, completing a treasure hunt), making a rota for the computers so that everyone gets a fair turn. Creativity is developed in a variety of ways including: art and craft activities (e.g. dot painting), outdoor games and activities (e.g. chalk drawings), involvement in the running of the setting (e.g.

designing the new star chart).

Children learn to understand the wider world through their play and communication at our setting through the opportunities we provide them with. We do cookery sessions from around the world (for example we made platski, which are Polish potato cakes), have signs around the setting that give the word for 'dressing up' - for example - in several different languages, we have Makaton and Sign Language posters so that different methods of communication become familiar to the children, our toys and resources are representative of our diverse community (we have puppets of different ethnicities and CD's from around the world). We also have a garden that we use to grow a variety of plants, flowers and vegetables. Children develop vital skills and enjoy the results of their hard work.

Children are encouraged to respect each other as individuals, considering culture, ethnic background, gender, religion, learning difficulties and disabilities. We provide opportunities for children to learn about and experience diversity through our activities (e.g. Aboriginal symbol painting, Hindu henna designs, Japanese food tasting) and have positive images in the setting to promote respect and understanding e.g. a playground scene with children of differing physical abilities portrayed.

Staff help children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language develop skills for the future as we have an inclusive ethos and are committed to good practice - promoting equality of opportunity for all. Staff undertake further training where necessary (e.g. a course on Sensory Disorders) and aim to be proactive with regards inclusion rather than reactive.

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

Our target is to have increased opportunities for children to develop life skills through workshops and trips. For example having cookery classes, a trip to a city farm or visits from professionals (e.g. a nurse or police officer).

My Practice is: **Good**

How effectively is the welfare of children in the Early Years Foundation Stage promoted?

The welfare of children in the Early Years Foundation Stage is promoted very effectively. As stated in the previous sections we: take positive action to ensure that all staff and volunteers safeguard and promote the welfare of children; promote healthy lifestyles and well-being in the setting; take steps to prevent the spread of infection and act according to our policies and procedures when children are ill; teach children about keeping themselves safe through a variety of methods; encourage the children who attend to develop the habits and behaviours of good learners so that they enjoy and benefit from their time with us and expand on their skills for the future; foster positive and respectful relationships through our activities, resources, daily practices and general ethos; ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys through our rigorous risk assessments and health and safety practices.

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

Our target for improvement is to make better use of our skills register of volunteers to improve and add quality to our setting, for example employ a volunteer to make some curtains for the cupboard in our Art Room.

My Practice is: **Good**

The leadership and management of the early years provision

In this section you should think about how well the overall leadership and management of your setting promote children's welfare, learning and development

You should consider how well you:

- use self-evaluation and take steps to promote improvement.
- work in partnership with parents and others.
- safeguard children.

If you are a childminder, you should consider the questions in this section in relation to how well you organise the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

How effective is your setting's self evaluation, including the steps taken to promote improvement?

We respond to the recommendations and actions raised at previous inspections in order to improve outcome for children.

The targets set at our 2003 inspection were to address:

- the procedure for the recording of administration of medication; (standard 7)
- the statement for the procedure to be followed in the event of a parent failing to collect a child or of a child being lost; (standard 2)
- hand drying facilities; (standard 7)
- storage facilities; (standard 4).

We addressed these fully and our policies and procedures are now reviewed and updated in line with best practice at least once per year. We have also introduced a full staff induction procedure to ensure all staff are fully aware of our policies and procedures. We now have paper towel dispensers in both of our bathrooms and have had a full refurbishment of the house that included much improved storage facilities, this means that the resources are accessible to the children.

The targets set at our 2008 inspection were to:

- ensure that parental acknowledgement is consistently recorded on each occasion when information is shared with parents in regard to accidents and incidents
- develop further the child protection policy to ensure that the procedure to be followed should an allegation be made against a member of staff is more explicit in detail.

In response to this we had a staff meeting focussed on what to do in the case of an accident or incident at the club and now all staff are following our procedure consistently. We have liaised with our local Safeguarding Children Board to improve our Safeguarding Children Policy and more of our staff team have now attended Child Protection training to ensure that our practice is up to date and in line with current legislation.

Last year we evaluated and improved our inclusive practice as part of an Inclusion Development Project we did in liaison with the Inclusive Play Co-Ordinator at our local Social Services department. We had six targets that were aimed at promoting equality and inclusion in the setting and they have had a beneficial impact for all children. For example, we have devised an Admissions Policy that benefits children and families by us being more accessible. We also improved the positive images of disabled people and people from different cultures within the setting, we did this using posters, puppets, dressing up clothes and toys, to increase tolerance and respect amongst the children.

We are committed to continuous improvement and reflect on our practice at staff meetings regularly. Recent benefits to the children have included:

- the activities are becoming more relevant and of interest; children inform what we do and have their voices heard.
- the physical environment is brighter, more welcoming and more stimulating; children's art work is displayed and they design wall displays.
- there is now a thorough induction process for children so that they feel welcome and settle in quickly.
- Children have clear and reliable support while at the club with a buddy and a key person.

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

Staff will be making termly targets, either in regard to their key person role or risk assessment area of responsibility, from now on. We believe this will continue to improve the setting and it's practice as we will be reviewing what we are doing and how things could be better. For example, a target may be to improve seating in the Key Stage 2 Room so that the older children have a space to do homework or read.

My Practice is: **Good**

How well does your setting work in partnership with parents and others?

At AGOSC we provide parents/carers with good-quality information about our provision. We have a regularly updated website and good levels of communication; people can telephone us, email us or come in to the club and staff always respond quickly and efficiently. Our family noticeboard is informative and attractive and is kept up to date with news and events. Each term we send out a newsletter that has articles about the club and what is going on.

Staff make an effort to inform parents/carers about their children's achievements and progress. We display children's artwork within the setting and put photos of activities on display boards and our website. At our Annual General Meeting we have photo DVD's and pictorial and written reports highlighting the year's achievements.

To encourage parents/carers to be involved in supporting their children's learning and development we create links with them and have good communication. We give verbal feedback to parents/carers when they collect their child/ren and arrange additional meetings or conversation where necessary. We can be contacted by telephone and email if parents/carers have questions or concerns. Children's key person may have further contact with families as and when appropriate. Parents/carers are invited to join our management committee so that they can have further involvement in the club. The committee meet once every six weeks and have overall responsibility for the club. We also run a Skills Audit and keep details of parents/carers who have time and skills to offer the club e.g. making curtains, leading a gardening session.

We encourage parents/carers to share what they know about their child, particularly when the child first starts to attend via our registration form. This is annually updated and is stored correctly on our premises. Children and their guardians also receive a Family Induction pack that includes an 'All About Me' page that children complete and return to us before they start so that we can learn about activities they enjoy, any concerns they may have and friends who already attend.

Our staff liaise with external agencies or services to ensure children get the support they need. This includes social services, school teachers, the head teacher of our main primary school, our BAND (Bristol and Neighbourhood Daycare) support worker, our Extended Schools manager and the Bristol Standard development worker. Working with other professionals ensures the children receive the best care possible and that staff are up to date with current guidance and best practice.

We liaise with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care. The Manager and Nursery/Reception Key Person regularly meet with the Early Years teachers in Ashton Gate Primary school and we have formal and informal meetings with the head teacher.

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

We could have more photos on display in the house so that parents/carers and other visitors can see what activities the children have been doing while at the club. We will purchase some suitable materials to do this and have a member of staff in charge of putting new pictures in regularly.

My Practice is: **Good**

How well do you safeguard all children?

We help children to stay safe while they attend our provision in numerous ways:

- we ensure staff are suitable and appropriately qualified through our thorough and effective recruitment and selection procedure. Our job descriptions and person specifications are clear and relevant and interviews are conducted by the manager and a member of the management committee. Two references are taken up, CRB checks are done and a health declaration is completed by the candidate before employment can commence. Staff have an induction prior to their start date and have a minimum three month probation period. There are regular support and supervision sessions and appraisals for all new staff and this continues throughout their employment. All staff are required to hold current paediatric first aid and child protection certificates and AGOSC supports them in achieving this. Staff encouraged and supported to continue their professional development by taking courses (e.g. Diploma in Playwork) and attending conferences.

- we maintain all records that are required for safe and efficient management of the setting and to meet all children's needs. These include; annual registration forms, accident and incident forms, daily registers, personnel information. Records are kept in a locked filing cabinet and the office is out of bounds to children.

- our policies and procedures are clear, relevant and up to date (they are reviewed annually). Copies are given to all staff and volunteers and are available to all users (via our website or on paper). All of our literature, including our policies and procedures, is available in other formats and languages. We have a complaint procedure and log and there is the address for Ofsted both within the Complaints Procedure and displayed in the setting.

- the suitability and safety of outdoor and indoor spaces is ensured via our thorough risk assessments. A member of our management committee is responsible for health and safety and assists staff and/or takes action where needed. Staff have undertaken training when necessary (e.g. health and safety, fire safety) and we support staff to attend further training if it is required. We have a budget for household equipment and toys/resources so that we can replace anything that becomes unsafe. We employ a cleaner and use anti-bacterial cleaning products to make sure the setting is clean, hygienic and safe at all times.

- our risk assessment procedure is comprehensive and effective. Individual staff have responsibility for a particular area of the setting (indoor, outdoor, first aid, daily, food hygiene) and have weekly non-contact time to carry out assessments and make changes/improvements where necessary. Each staff member has a termly target that focusses on improving the setting and children's time here e.g. improving our outdoor toys so that they suitable for all ages and abilities.

- steps are taken to promote children's good health and well-being, including those to prevent the spread of infection, and those when children are taken ill. We have the necessary policies and procedures in place (e.g. Health and Safety Policy, Administration of Medicine Policy and Forms, Sick Children Policy) and all staff and volunteers are aware of them. Staff have attended relevant training (e.g. Food Hygiene) and feedback current best practice to the staff team in our weekly meetings. We have contact names and details for all children on site (and with us when we are off site) and arrange for children to be collected if this is necessary. Details of children's health or medical issues and allergies are kept on site and staff are aware on each day of which children are attending and of any special information about them (e.g. wheat allergy or vegetarian).

- we work in partnership with parents and others to safeguard children and maintain good levels of communication so that we can have the best possible understanding about the children who attend. Annual registration forms are completed for each child and the information is stored correctly and used when needed (e.g. dietary information). Staff are available to parents/carers if they wish to discuss any issues and the manager, administration officer and management committee are contactable by telephone or email.

- the staff know about and understand child protection/safeguarding issues and procedures. They are given a full policy and procedure pack as part of their induction and discuss particularly important areas with the manager. All staff attend Child Protection training and feedback what they have learnt in a staff meeting so that the whole team benefits. A member of the management committee is named as the child protection officer and they have relevant training and experience. The manager has attended a CAF seminar and fed back the information during a staff meeting. The associated documents and literature are stored for future use and can be accessed by all staff if they wish to have more information.

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

We are going to begin tying our recording procedures in with the CAT system and all staff need to be briefed in the completion of pre-assessment check-lists etc.

My Practice is: **Good**

How effectively is provision in the Early Years Foundation Stage led and managed?

We maintain all records that are required for safe and efficient management of the setting and to meet all children's needs. Our policies and procedures are clear, relevant and up to date (they are reviewed annually). Copies are given to all staff and volunteers and are available to all users (via our website or on paper). All of our literature, including our policies and procedures, is available in other formats and languages. The manager and administration officer are responsible for keeping the records suitably.

We ensure staff and volunteers are suitable and appropriately qualified through our thorough and effective recruitment and selection procedure. Staff are encouraged and supported throughout their employment including; being given a thorough induction, continuing their professional development by taking courses (e.g. Diploma in Playwork) and attending conferences, having regular support and supervision sessions with the manager, annual appraisals with the management committee. The management committee and manager have responsibility for the recruitment and selection procedure and for managing staff and volunteers, one member of the committee is the named staff liaison officer.

Staff are effectively and efficiently deployed so that children are safe while at the setting. Volunteers never have unsupervised access to the children and we always have a minimum of two staff in the playground. We make sure that at least two staff present have a current Paediatric First Aid certificate and it is compulsory for our staff to attend Child Protection training when they begin their employment and then at least every three years. The responsibilities of staff are made clear in the induction and then during staff meetings and other meetings (e.g. support and supervision).

The suitability and safety of outdoor and indoor spaces is ensured via our thorough risk assessments. A member of our management committee is responsible for health and safety and assists staff and/or takes action where needed. Staff have undertaken training when necessary (e.g. health and safety, fire safety) and we support staff to attend further training if it is required. Our risk assessment procedure is comprehensive and effective. Individual staff have responsibility for a particular area of the setting (indoor, outdoor, first aid, daily, food hygiene) and have weekly non-contact time to carry out assessments and make changes/improvements where necessary.

As a result of us identifying an area of our practice that could be improved, last year we evaluated and improved our inclusive practice as part of an Inclusion Development Project we did in liaison with the Inclusive Play Co-Ordinator at our local Social Services department. We had six targets that were aimed at promoting equality and inclusion in the setting and they have had a beneficial impact for all

children. For example, we have devised an Admission's Policy that benefits children and families by us being more accessible. We also improved the positive images of disabled people and people from different cultures within the setting, we did this using posters, puppets, dressing up clothes and toys, to increase tolerance and respect amongst the children.

We are committed to continuous improvement and reflect on our practice at staff meetings regularly. We are currently working towards our interim submission of the Bristol Standard and have monthly meetings that focus on reflective practice and working towards goals to improve the provision (e.g. increasing opportunities for children to engage in risky activities). Recent benefits to the children have included:

- the activities are becoming more relevant and of interest; children inform what we do and have their voices heard.
- the physical environment is brighter, more welcoming and more stimulating; children's art work is displayed and they design wall displays.
- there is now a thorough induction process for children so that they feel welcome and settle in quickly.
- Children have clear and reliable support while at the club; a buddy and a key person.

We have recently completed our first Business Plan and this has highlighted our areas of strength, potential threats and goals for the future. This was put together by the children, staff and a sub-group of the management committee and is a useful resource for monitoring our service and growing in away that is useful to our users and achievable.

We make use of data from observational assessment of children to help us plan our support for children's learning and development. The key person log books that are filled in by staff each week are discussed at our staff meetings every week and we use the information to inform activity planning, behaviour strategies, circle times etc. Staff review the previous weeks activity plan when organising activities to make sure that a balance is achieved (e.g. creative and physical development is accounted for).

We respond to the recommendations and actions raised at previous inspections in order to improve outcome for children.

The targets set at our 2003 inspection were to address:

- the procedure for the recording of administration of medication; (standard 7)
- the statement for the procedure to be followed in the event of a parent failing to collect a child or of a child being lost; (standard 2)
- hand drying facilities; (standard 7)
- storage facilities; (standard 4)

We addressed these fully and our policies and procedures are now reviewed and updated in line with best practice at least once per year. We have also introduced a full staff induction procedure to ensure all staff are fully aware of our policies and procedures. We now have paper towel dispensers in both of our bathrooms and have had a full refurbishment of the house that included much improved storage facilities, this means that the resources are accessible to the children.

The targets set at our 2008 inspection were to:

- ensure that parental acknowledgement is consistently recorded on each occasion when information is shared with parents in regard to accidents and incidents
- develop further the child protection policy to ensure that the procedure to be followed should an allegation be made against a member of staff is more explicit in detail.

In response to this we had a staff meeting focussed on what to do in the case of an accident or incident at the club and now all staff are following our procedure consistently. We have liaised with our local Safeguarding Children Board to improve our Safeguarding Children Policy and more of our staff team have now attended Child Protection training to ensure that our practice is up to date and in line with current legislation.

At AGOSC we provide parents/carers with good-quality information about our provision (website, newsletter, noticeboard). Staff make an effort to inform parents/carers about their children's achievements and progress (verbally on collection, in arranged meetings, through our newsletter and website, on displays in the setting, at our AGM). To encourage parents/carers to be involved in supporting their children's learning and development we create links with them and have good communication (discussions with the key person, annual registration forms, involvement in the management committee or skills register). We encourage parents/carers to share what they know about their child, particularly when the child first starts to attend via our registration form. Children and their guardians also receive a Family Induction pack before they start.

Our staff liaise with external agencies or services to ensure children get the support they need. This includes social services, school teachers, the head teacher of our main primary school, our BAND (Bristol and Neighbourhood Daycare) support worker, our Extended Schools manager and the Bristol Standard development worker. Working with other professionals ensures the children receive the best care possible and that staff are up to date with current guidance and best practice.

We liaise with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care. The Manager and Nursery/Reception Key Person regularly meet with the Early Years teachers in Ashton Gate Primary school and we have formal and informal meetings with the head teacher.

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

We plan to improve positive images of diversity in the setting through toys, pictures, music etc.

My Practice is: **Good**

The overall effectiveness of the early years provision

The central question is 'What is it like for a child here?' An evaluation of the overall effectiveness of the provision is determined by how well it promotes the five Every Child Matters outcomes and meets the needs of all children who attend.

You should consider:

- how well you promote inclusive practice
- your capacity to maintain continuous improvement
- how well you meet the needs of the children who attend.

How inclusive is your setting?

Our policies and procedures are effective and inclusive, they were written in consultation with children, parents/carers, staff, management committee and other relevant professionals. They available to all parents, staff and volunteers on paper or via our website. Our policies and procedures, along with all of our literature, are available in other languages and formats on request.

We work in partnership with parents and others to meet every child's individual needs. Registration forms are completed for each child and these are updated every year. Our termly newsletters inform parents/carers of what is happening at the club and our family noticeboard and website are regularly updated. Key persons are made known to parents/carers and they are available for discussion when children are dropped off/collected and at other times. The manager, administration officer and management committee are available for meetings or via telephone/email. Users are involved in the club through our voluntary management committee and skills register.

The needs of children with learning difficulties and/or disabilities, children with English as an additional language and boys and girls are considered when staff are planning activities. Staff know the children well and use the knowledge about their interests, development needs etc. when planning. We offer variety and choice in our activities so that all children can take part e.g. fabric painting bags, t-shirts or pencil cases.

We ensure that our environment and resources are available to all children so that we are as inclusive as we can be. When purchasing new equipment staff consider who will be using it and what would be best to buy (e.g. 2 wheeled outdoor toys) so that all children can use and enjoy it. Our setting has been thoughtfully planned and laid out, there is low shelving, well-organised and clearly labelled storage and a variety of seating available. We have considered the ages and abilities of children who attend and have suitable resources; we have large and fine paintbrushes, K'nex, lego and duplo, hama beads and chunky foam and wood beads etc.

Our setting is welcoming, bright and well maintained. Staff work hard to keep the environment clean and attractive and are friendly and informative. We are honest and realistic about the physical setting and make the best use of the space we have, making changes were it is reasonably possible. We make time to talk to all of our users, respond to feedback and strive for continuous improvement.

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

We are going to set up a web log that the children will maintain and write on each week. Children will also be able to download photos and scan in pictures. This will provide users and future users with information about what the children do at the club and will give the children a sense of empowerment and ownership.

My Practice is: **Good**

How well do you maintain continuous improvement?

We evaluate our provision for children's learning and development on a regular basis. We have key person discussions in our weekly staff meetings and review our activities to ensure a balance of the early learning goals are addressed. We also reflect on our activities for a variety of cultures being represented through what we do e.g. aboriginal art, Mexican cookery.

Our self-evaluating process involves children, parents/carers, staff and volunteers. Children have the most important voices in the setting and they have many ways and means of being listened to. Staff and the management committee meet regularly and review the provision and make targets for the future. We have an active business plan (2008-2011) that informs our future developments and this is shared with all staff, users and other relevant agencies (e.g. Ashton Gate Primary School). Our business plan gives a balanced view of the setting's strengths and areas for improvement and lays out plans for expansion, strengthening our financial position and ensuring sustainability.

We act on identified weaknesses to improve the provision and outcomes for the children who attend. As well as our Ofsted inspections we have annual monitoring visits from BAND (Bristol Association for Neighbourhood Daycare) and receive advice on how we could improve our practice e.g. training available to staff.

We plan for the future to bring about further improvement according to the needs and wishes of our users. In the past we have: extended our opening hours in response to requests, enabled parents/carers to pay their fees on-line to be more convenient and sought funding so that we can offer a trip and a workshop each week of the holiday playscheme.

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

There has been demand for half day-care for the reception children at the beginning of the school year when they only do half days in school. We aim to offer this service in September 2009.

My Practice is: **Good**

How effective is your provision in meeting the needs of children in the Early Years Foundation Stage?

Our key person system ensures that the needs of all children are routinely met through recognising the uniqueness of each child and supports every child so that no group or individual is disadvantaged. Staff record observations and discuss issues in our weekly staff meeting, this then informs future activity plans. This process helps us to make certain that all children make progress in their learning and development. We respond to information from parents/carers, teachers and other professionals and use any relevant information as needed. These partnerships are used to promote good quality education and care.

Children's welfare is promoted within the provision and health and safety is paramount to staff. We follow all necessary policies and procedures and staff undertake training when required. Beneficial partnerships are forged, e.g. with our link schools and social services and maintained, and positive relationships with parents/carers are fostered. We keep all the records we need to and teach children about keeping themselves safe.

Our planning for improvement, including processes of self-evaluation, is effective and is done in response to feedback we receive from our users, staff, volunteers and external colleagues. A variety of evaluation methods are in place so that the process is inclusive.

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

We plan to adapt our key person system in time for September 2009 to make sure that each and every child is monitored and planned for. Instead of having log books we will have ring binders with a section for each child in the key person group.

My Practice is: **Good**

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*

Partly In Place

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

Partly In Place

Action:

**NB: LD 2 (educational programmes) only partly in place because some elements are met by Ashton Gate Primary School.
LD 3 (assessment arrangements) only partly in place because most elements are met by Ashton Gate Primary School.**

Action - formalize links with Ashton Gate Primary School nursery and reception class teachers.

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*

Partly 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:

Arrange for ALL staff to attend Paediatric First Aid and Child Protection training courses.

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