

St. Luke's Pre-School Self Evaluation Form

OUR SETTING

St Luke's Pre-School operates within two classrooms. In addition and during most sessions, we have use of a large hall, which is ideal for physical development and for music and movement/musical instruments. We find the additional space is enjoyed by the children immensely and so advantageous!

The setting is situated in a residential village next to Raglan Primary School. We liaise when it is time for the children's transition into the school and have an excellent rapport with the Reception year staff. About half of our children move on to Raglan Primary School. All other primary schools are invited to visit us and in turn, we send a representative from our setting to visit the relevant reception class teacher when requested.

We are proud of our outdoor play area, which is solely used by the Preschool. It is vibrant, interesting and inviting to all. Our free flow opportunities continue all year round. Children have the opportunity, to move between the classrooms and play area with liberty.

Access to our building is good although the interior is built on different levels meaning there are steps to each area. It would be quite difficult to install ramps as the steps are not very wide. Equally, it would not be possible to install a lift. However, we do have access to a disabled toilet, which could be beneficial with regard to disabilities and some medical conditions.

The Preschool is open between 8.45am - 12.00noon Monday - Friday with the addition of Monday, Tuesday & Thursday afternoons 12.30 - 3.45pm. The afternoons are bridged by a lunchtime facility. 6 members of staff are qualified Food Hygiene Coordinators.

The maximum number of children present at each session is 26.

Altogether St. Luke's Pre-School employs 7 members of staff, 5 of these, work full time. Between them our Team hold EYTS 1 Level 6 (BA Hons), 1 N.V.Q.3, 2 D.P.P Level 3 and 3 Cache Level 3. Team training is ongoing with regular meetings held each half term. External training is also undertaken to keep up to date with latest practices, policies and procedures.

The team are deployed and know where they are working during each session. The deployment sheet is adhered to as much as possible. All the information is kept together with the planning sheet.

We accommodate children with Special Educational Needs and Disabilities and have cared for children from Petts Wood Playgroup in the past. We endeavour to maintain a close relationship with other settings and agencies with children that are involved with outside agencies. Inclusion is paramount and a child will be offered a place when they are at the top of the waiting list regardless of any additional need or disability, as long as the Pre-School can accommodate them fully.

Each year we accommodate children who have English as an additional language (EAL).

This year we have two children with EAL. As with all children, visual aids and signing are used to enhance the understanding of spoken language. We also have a number of stories written in other languages as well as puzzles, props and toys from other cultures.

We continue the process of renewing our Paediatric First Aid courses when they are due to be updated. At present, almost all members of staff are first aid trained except for one. We are also continuing to attend the courses offered by the local authority, and other freelance courses that are of importance. Learning and training is also ongoing.

VIEWS OF OTHERS

Our Pre-School constantly promotes our Parents as Partners relationship. Parents are approached at each session by the team, either before the session or after. One key person at least, waits at the collecting area, together with the Manager or Deputy always ready to speak to their key children's parents, or of course, any other parent when approached. Additionally, if preferred, parents are offered confidential meetings whenever it is convenient for them. Questionnaires are available at all times and are sent home at regular intervals. With children who have additional needs or EHCP's, support workers have a daily update with their children's parents/carers together with the key person and all staff if helpful or requested.

The children's profiles are always available and ready for the parent's perusal together with an information sheet to share their knowledge of their child. Parents who work and may not be able to come into the setting can contact their child's key person/manager by telephone or secure email. Newsletters are sent home at least three times a year with other letters being issued when necessary. There are also two notice boards in the lobby area, which are constantly updated. Parents are also regularly on news and information regarding the pre-school via e-mail.

Parents are welcome to spend time in the setting without prior notice. We encourage fathers to spend time with us and ensure that they know they are valued and included!

The Pre-School offers open afternoons for parents and prospective parents

St. Luke's team value every child, treating them as individuals and planning for every one of them, which ensures all children are very well known indeed! The key person system assists the above much further. Children who are settling in to the setting form sound relationships with their teachers and key people quickly and effectively. Children's individual needs are cascaded down to the team promoting continuity of care. Children become confident and independent which aids their ability to tell their teachers their likes, dislikes, favourite activities, special events etc.

Observation - Assessment - Recording assists in every child's next steps and what they should consist of.

Observing child initiated play and adult directed activities are paramount. Discussion- news time- key person time and small group opportunities are a wonderful

opportunity. This offers a 'less' confident child to participate. Children request various activities and equipment which is recorded on the planning sheet. We ensure the children's wishes are carried out and endeavour to widen the opportunity by adding further materials/equipment indoors and outside. Daily updates are shared by all of the team, usually before the morning session, but are also added to the agenda for after lunch if needed.

St Luke's also promotes sharing information with other nurseries, pre-schools and childminders. Every term an update of each child's achievements and next steps are sent to all the relevant settings. Any local area support is welcome. We have many professionals visiting the setting and we work alongside them using their strategies and offering feedback at regular intervals.

Regarding the professional team of our setting, Supervisions are in place and carried out at regular intervals. Additional supervisions when appropriate or necessary are also carried out. Further informal staff meetings, before the morning session and again during lunch can be useful. At least six staff meetings are carried out per year but can be requested at any time and views are always taken into account. We work together until we are all satisfied we have reached the best solution possible. As a manager I know how important it is for the team to know they can speak to me at anytime regarding any issues or worries they may have. I listen and put a plan in place to help the member of staff. My door is always open!

With regard to other professionals and agencies, the local authority contact us at various times working together to promote an ideal outcome for all. We have all the agencies telephone numbers and contact names, so that we can request advice or a visit. We always ask health professionals etc for feedback regarding their visits/ meetings, whether it was fruitful or how it could be further improved. If we have any concerns we contact the local authority or other relevant agency and set up a convenient time for all concerned. Parents will be included from the outset and their consent in place.

The local authority offer an Advisory Team to assist the settings in the Bromley area with further improvements etc regarding recommendations for children, new strategies in practice, Ofsted Inspections etc. Additionally the Team offer support in all aspects of the Early Years Foundation Stage. Their views are welcome and valued although their visits are not always as often as we would like them to be. We are always able to contact them by telephone when we feel it is necessary.

A good level of development outcome

The Team support children's learning and development in all aspects of the Early Years Foundation Stage relative to their starting points and their next steps, ensuring that each child will be as ready as they can be for their next school.

Children have as many opportunities as can be offered during the session which support the above.

Children's individual needs are met by planning for every child, building a good relationship with their parents/carers, being aware of any additional needs they may have and to offer individual educational plans if required. Children's and Families

Hub, EHCP's and liaisons with other agencies are also offered by the pre-school at all times.

Children are encouraged to 'have a go' with all activities, child initiated and adult led. All children are valued and we work very hard to ensure everyone feels happy and content within themselves and for each child to have a good sense of belonging. All children work at their own typical levels of development and we ensure children exceeding are offered an effective curriculum.

The team, work constantly together, to promote the welfare and safeguarding of every child. The team know that safeguarding is the responsibility of everyone. We teach the children about keeping themselves and others safe. Children are constantly encouraged to wash their hands and are taught how germs are spread and how to keep healthy. Children are taught self help skills in a positive way, ensuring there is lots of praise to boost their confidence. The preschool has adopted free flow play since the setting opened in 1978, and the outdoor area has many activities ongoing and is as exciting as the indoor classrooms. We are continuously working further on assisting children to be ready for their next stage of learning. Also, we endeavour to help develop children's skills and abilities, boosting confidence so they will embrace the next stage of learning. Our goal is to meet all the needs of every child inclusively. Our aim is to help children develop into confident and independent people ready for the transition into school.

The team and I evaluate the planning especially our methods and practices. We look carefully at the various requests from the children or their parents during the themes and add our findings to the comment sheet. The requests are looked at before planning our next theme to see where the ideas and requests can be accommodated so that we can offer them effectively as possible. We are always looking to improve our provision and suggestions from parents and children are welcomed and valued. Contentment will be promoted and enjoyed.

Safeguarding is paramount and we have regular updates and in house training. The team are fully aware of how and where they can obtain all the necessary information and guidance about child protection.

The welfare of children is acknowledged at the highest degree and we make certain every child is kept safe and shielded.

The Team and I evaluate every session and ensure good practices are in place and improved whenever possible.

Continuous critical observations will help identify further opportunities to improve our provision.

Our Broader Overall Approach

Our overall approach on the impact of our provision is to be child centred, ensuring the equipment and materials offered are exciting, inviting and can be extended to enhance creativity. Observation and further planning will continue. Children are encouraged to help themselves (if safe to do so) and to request equipment that is not out on display which assists in firing their imagination and further their exploration. Observations continue and like and dislike are noted. Outdoor play is always

encouraged, and we continue to offer free flow play. So much learning can be achieved outside!

Practitioners observe children's play and adapt the activities using creative resources to extend their play.

The team and key people know exactly where all children's achievements are today and what is being aimed for next. The team talk to one another about any concerns, working together so very well. The team and key people talk to the children's parents on a regular basis finding out what the child's latest interests are updating a 'new parent's view' if they so wish. Any worries or fears that may be happening at home or any concerns regarding the pre-school are talked through between parents and practitioners.

Every child has an achievement log, which are readily available for their key person or for any other member of staff to read. The achievement log assists in working towards each child's next steps and to devise an individual play plan indoors and out.

By observing every child, it will be clear how well they are learning and developing within the Early Years Foundation Stage. The seven areas of learning PRIME & SPECIFIC are always addressed, planning ensures that the prime areas are strong and specific areas are supported.

The characteristics of effective learning – Playing and Exploring, Active Learning, Creating and Thinking Critically – are considered at all stages, from planning to implementation to evaluation.

Intent – Implementation – Impact

Intent: Why are you doing this activity?

Implement: How will you achieve your goal for this activity?

Impact: How well did the activity go? How can it be improved upon or adapted? Did it reach the desired outcome?

We understand that all areas, activities, games and experiences provided must have a purpose. We use the EYFS, our children's interests, current affairs and tracked observations to plan in order to offer thematic experiences.

All activities are planned with the **INTENT** to achieve an aim or target.

Activities are **IMPLEMENTED** with the richest of teaching and materials.

Practitioners assess the **IMPACT** of the activity and evaluate whether it can be changed or improved to widen the learning experience.

Each area of learning and development are implemented through our themed plans. Every aspect of each of the learning areas, are inclusive in the planning, together with a thought for the early learning goals that are guided towards the end of the reception year. Adult led activities and child-initiated play is offered through a mix of opportunities. Play is essential for building confidence, to think about problems and to relate to other children and adults. We will ensure the balance of adult led activities and child-initiated play promotes a good mix and is appropriate for age

related development. We aim to motivate children by offering stimulating and fun activities with lots of interaction. We offer unremitting communication opportunities, modelling language at every chance possible and always appropriately. This includes, showing - explaining - demonstrating - exploring ideas - encouragement - questioning - recalling - setting challenges, the equipment provided and within the physical environment.

All our information on individual needs, interests and the stage of children's development is be used to plan challenging and enjoyable experiences. Practitioners working with the younger children will focus strongly on the 3 prime areas for the successful learning in the other 4 specific areas. The key person will be able to identify whether a child would benefit additional support and how to provide it.

Practitioners must always consider special educational needs or any disability, which may require specialist support. The practitioner will link up with various relevant agencies and help the child's family to access further help and guidance.

Children who have English as an additional language must be assisted with visual aids etc. We will endeavour to learn a few words in the child's language, which may make them feel more comfortable. Daily informal notes can be kept and shared with the parents at the end of the session. Equally, parents can offer their information regarding their child's speech and language and to establish whether they have concerns regarding confusion of learning two languages, or possibly three!

We promote fully, a good sound partnership with parents. Parents are welcomed and valued in every way possible.

Parents are requested to help us establish what their child can do when they start pre-school. We ensure there is an information booklet regarding the Birth – 5 Matters guidance and signpost to the full document (paper copies are available on request) in each child's folder.

Focus activity sheets are used to assist our assessing and recording. Additional opportunities are in place to offer focus activities within small groups. We take pride in planning small group activities and offer them to children checking on how often each child attends. Every child has a next steps plan, children with special educational needs or disabilities also have an Individual Education Plan (IEP). Some of the children who have English as an additional language will also have an IEP in place. Children who are achieving beyond age related expectations will be offered a wider curriculum ensuring they continue to enjoy challenging experiences across all areas of learning.

Parents are encouraged to speak to their child's key person on a daily basis, which is so important and a relationship builder. Parents who are unable to do this are offered contact by informal telephone conversations.

Progress checks at two are in place. Parents are requested to meet with their child's key person at a time most convenient for them, usually when their child is approximately 27 months. We ensure the parents read our summary of development and offer their feedback.

Encourage parents to share their knowledge and information with us and other relevant professionals including the health visitor. This information will be provided in

time to inform the Healthy Child Programme health and development review. This clause could be removed' in the future. The progress check will assist in identifying children's additional needs accurately and fully.

When children leave the pre-school to attend the reception class a transitional report is provided together with any Individual Educational Plans, Special Educational Needs and Disabilities information. Also, transitional meetings with the children's new Reception class teacher can be undertaken.

Equal opportunities and diversity run throughout the setting and is visible during each session. As many festivals are celebrated, and children enjoy other people's special days, we ensure that our practice is rich with celebratory opportunities! We request family interaction and they are welcomed at every opportunity so that they can share their cultures and customs.

Our priorities for improvement.

We will continue to work on improving the quality of our provision and continue to work towards discovering new ideas to deliver to the children!

We will listen further to parents and children to establish and promote a confident partnership.

We will continue to keep up to date with Early Years Publications for additional information that will be valuable to the way we operate and to promote innovation.

OUTCOMES FOR CHILDREN

At the very start of a child entering St. Luke's Pre-School parents are asked to offer information regarding their child's development and progress. This information assists in ascertaining a starting point for every child. All the children will be planned for individually and observed directly, assessed and next steps put in place for them. Progression from these starting points should be clear to identify and to promote good outcomes and a clear vision of the journey towards achieving the early learning goals at the end of the reception year. 'Small' challenges are planned to see how effective they are and then evaluated appropriately. Creativity is encouraged through more opportunities for exploration.

Supporting disadvantaged children is paramount and support for their families is crucial too. Guidance will be sought from every resource available (Bromley Children's Project, Bromley Children and Families Hub, EYPP applications etc).

Children will be supported to work and play at their distinctive level of development and additional support will be accessible for children exceeding age related expectations and those children who may need further support.

Each key person collates evidence of every individual child's progress regarding the 3 prime areas and the 4 specific areas. Planning next steps can then be decisive and put into place. The learning environment is made to be as interesting as possible. Children will be motivated if the activities are exciting and widened.

Cultural Capital

We understand that children arrive at our pre-school with a diverse range of experiences, ideas and views of the world. We celebrate our similarities and differences. We make it our priority to get to know our children inside out. The key person system ensures this happens as quickly as possible.

We understand that cultural capital is about preparing children with the knowledge and skills for what comes next. We work with the children to ensure their experiences, knowledge and education at pre-school prepares them for success in later life.

Our priorities for improvement.

We will always be searching for new ways to improve our service.

We are adding new ideas continuously and evaluating them.

We include parents in our quest to offer their children experiences at preschool that are already part of their home life and their community.

BEHAVIOUR AND ATTITUDES

Positive behaviour is promoted in all aspects of the EYFS. All the parents and practitioners work together to identify concerns and what is the best possible behaviour plan to work towards for their child. Care practices are promoted positively, and toileting is a relaxed experience for the children whether they can manage their own personal hygiene or not. Confidence and independence are a very important aspect and will be at the top of our list for anticipated achievements! We work alongside parents to establish subjective strategies.

Good role models are paramount, interacting in an encouraging manner, developing clear positive ideas about themselves and others.

It is a fundamental requirement, that practitioners understand children have feelings. The practitioners must try to perceive the child's point of view. This will lead on to the ability to teach children compassion and empathy. The Team is sensitive to each child's experiences and knowledge and accommodate them individually.

PERSONAL DEVELOPMENT

The team is very much aware of the perspective of the children in our care

(HOW DOES IT FEEL TO BE A CHILD IN THIS SETTING).

Every child must feel safe and secure. Learning through play is the pathway to achieving positive outcomes together with the enjoyment of children's experiences. Offer as many opportunities as possible to assist in building and establishing effective relationships with other children and the practitioners. We review the layout of the environment ensuring accessibility of resources for children indoors and out.

We ensure the provision includes all children, which assists in development opportunities with further regard to Special Educational Needs and Disabilities, English as an additional language and Speech and Language interventions. The practitioners look beyond what is offered so that it can be widened and extended. Special care is taken to build key person attachments from the outset.

Different kinds of childhood trauma, repeated stress and anxiety have tangible effects on a child's early development.

In the early years of life, it is so important to build positive attachments with the people who are looking after the children within the setting.

We constantly work towards promoting secure emotional attachments for each child with their key person.

The role of the key person is to provide consistent care and emotional support to each individual child.

Our session key person time helps establish a true sense of belonging empowering the important opportunity to build effective relationships together.

All through the setting speech and language is promoted in a huge way. Child initiated play is observed, adults passing may offer positive comments and praise to prompt children to further extend their play. Small groups of children are given lots of opportunities to use speech and language, to extend their vocabulary and to talk to others spontaneously. Adult led activities are such a good way for children to gain confidence to speak together with interactive story sacks, surprise boxes etc.

Practitioners focus on their impact on children in the position of role model and question their own communication skills to extend children's learning. Children are encouraged to extend their imaginative play with the knowledge they can explore within the setting to see if there is anything they could use to extend their creative ideas further. Practitioners ensure they offer lots of opportunities for the children to talk and play freely with other children and adults alike, promoting challenging experiences and raising expectations for children to develop further skills and knowledge. We include parents in all of the above as much as possible. We find out from parents how they like to communicate with their child, noting especially the chosen language. We understand the importance of talking at home in their first language. Our preschool recognises and values all languages spoken by parents, staff and children.

We model the opportunity to build sentences by scaffolding – praising the child's effort, repeating the word the child has said correctly and adding another word. A child must never be told that they are pronouncing a word incorrectly. We show respect by accepting and praising words and phrases attempted. It is so important to support children in using a variety of communication strategies, including signing and using visual symbols.

We follow each child's lead, to talk about their interests etc. 'Thinking time' is so important with the opportunity for children to think about what they want to say, and put their thoughts into words, without the listener jumping in too soon! When talking with children links are made regarding body language and we then act upon this opportunity. New words can be introduced, using lots of statements but with fewer

questions and offering open ended questions that will have many possible answers. We show interest in the words the children use to communicate and describe their experiences, helping them to expand on what they say, introducing and reinforcing the use of more complex sentences as time progresses.

Physical exercise is on tap at St Luke's. Children learn the importance of physical exercise, and they have the chance to enjoy a vast programme of activities. The garden is open in all weathers, adhering to weather warnings! The rear classroom has a climbing frame that is always available and enjoyed immensely. Fortunately, we have access to a large hall that can be used within the building for additional physical activities. Occasionally, we transform the climbing frame into an aquarium or a sensory room which are always a success!

Healthy options are discussed at each session during snack time and at lunch time with lots of interesting feedback from the children! It is a wonderful opportunity to develop children's understanding of what is good for us all and the foods that are considered healthy.

Children become very confident and independent at St Luke's and are prepared for the transition into the reception class or to another Early Years Setting. Focus is placed on children who may be less confident. Everything that can be done to achieve further confidence building is put into place and monitored.

Our priorities for improvement.

A continuous observation of the setting will help demonstrate what works well and will show further areas, which could be improved or developed. Team meetings will assist and parental guidance will always be vastly beneficial.

EMPHASIS ON A CLEAR VISION OF LEADERSHIP AND MANAGEMENT

Children need to experience an environment where they can excel while enjoying a high standard of nurturing with the understanding that they are safe and well cared for. We understand fully the importance of the responsibility we have in meeting the learning and development, plus the safeguarding and welfare of all children in our care.

Themes assist the planning of our learning environment indoors and outdoors; however themes are never just static and play takes its own quest and mind. We look at activities to see where they can be extended to fire the children's imagination, exploration and investigation skills. The team demonstrate enthusiasm and make positive attempts to motivate the children, developing their ability to explore with freedom. Children learn when they see something that excites and interests them. We endeavour to widen the opportunities offered and extend them where possible.

Children are encouraged to use their own teaching styles whenever they so wish, standing or lying down instead of sitting etc.

Self-evaluation is ongoing and we never assume there is nothing more to do! We communicate all my thoughts and ideas to the staff listening to their views equally, especially at our formal team meetings and updates. The learning and development of all children is crucial, and we plan for every child through our themes, key person and parental assistance. Children learn best when they are happy within their

environment and the people around them, together with good health and the knowledge they are safe and sound!

Children need to establish positive relationships with the practitioners, knowing they can approach any one of them at any time! The environment will always be inviting, stimulating, exciting, and safe, which will promote the children's confidence and independence to thrive and grow!

Children's needs and interests are included from the outset of starting at St. Luke's Pre-School. The key person ensures that each child is developing towards the ranges typically 'expected' for their age, identifying any areas that may need further planning or a cause of concern. We robustly strive to consider every child and assist them to feel valued and part of the setting.

Planning for every child is crucial. A tracking system is used and monitored continually. Additional activities are planned and offered for further learning. This will ensure children get a good start and will prepare them for school or another setting. I assess the planning by obtaining information from all staff with regard to various activities, what worked what didn't and what could be improved, remembering to differentiate age related development etc. The collated information is kept together with the planning sheet and informal notes placed in each key person's evidence folder for future reference. The curriculum is made suitable and relevant for all children adapting activities accordingly. Statutory requirements are always adhered to.

At present, we have children who receive Early Years Pupil Premium. The premium is spent on additional help, purchasing supplementary equipment, exciting resources and using out of hours to plan specific activities.

The team attend safeguarding courses, which are updated regularly and attend in-house training which enables them to understand, identify and respond appropriately to signs of possible abuse and neglect. The Preschool updates the Child Protection policy and Safeguarding policy every year and earlier if necessary, regarding the Local Safeguarding Children Partnership. The procedures within the policy must be always carried out and covers the use of mobile telephones, cameras and other social media. An escalation policy is in place and has been read and signed by all the team.

The designated person for child protection and safeguarding is our Deputy Charlotte Stacey. Kelly Wilkins is our Deputy designated person who holds a Level 3 qualification and has attended various courses to further her knowledge.

Additionally, all the team receive support and guidance from myself which is ongoing, and issues would be addressed if required.

The team hold DBS certificates. The team know they would be expected to disclose anything important regarding convictions court orders etc, which may affect their suitability to work with children. I do not allow anyone access to the children who have not obtained a DBS enhanced certificate relevant to St. Luke's Pre-School. The DBS information is updated via the automated update service annually.

I have evidence of the team's qualifications and their character references which are kept with their contracts and in the course certificate file.

The team is fully aware that they would not be allowed on the premises if they were under the influence of alcohol or illegal substances. For all other medication, advice would be requested from the GP or relevant consultant. Staff medication would be housed safely and stored securely.

The team is observed separately, during the activities which assists in improving skill and performance. Observing the Team will also show strengths and weaknesses, which can be discussed daily and during supervision meetings. Teaching methods are also observed, discussion and feedback are both offered immediately regarding accomplishments and innovation.

The team is reminded at regular intervals to reread the policies of the pre-school. They know they are welcome to further their skills with the offer of qualifying to a higher level or to attend further training courses to improve their knowledge.

St. Luke's promotes equality and diversity. The team are aware of each individual child's origins and celebrate their cultures and customs effectively. We promote Fundamental British Values fully. Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance are part of our everyday ethos. Children with English as an additional language have small group opportunities to build confidence and children with special educational needs and those with disabilities or medical conditions have support where needed. Speech and Language opportunities are vital and addressed continually.

The environment is organised to ensure that every child's needs are always met. IEP's/Next Steps are kept up to date - assessing is always ongoing for all children. Speech and Language is monitored by using National Strategies, together with EHCPs being observed at each session.

We evaluate constantly to identify priorities for further improvements as well as development, setting out objectives and aims accordingly.

Positive behaviour is promoted continuously and I, Sheila Marshall continues to be the named person for positive behaviour management.

Practitioners use positive procedures to deal with any behavioural issues. The team implements the same procedures which will promote positive outcomes. We would tackle bullying and discrimination to the highest degree.

The Prevent Duty, which was introduced from the 1st of July 2015, is for all schools, including registered Early Years Provision. It is to ensure due regard is understood, regarding the prevention of people, being drawn into radicalisation and extremism. Vigilance and additional watchfulness must be in existence permanently. The Prevent Duty assists in identification of children who may be vulnerable to radicalisation, which may show itself in various ways. Channel Panel awareness training is available for all staff and continues to be updated.

Female Genital Mutilation (FGM) training has been carried out by all practitioners. Regular discussions and updating are ongoing. This is also the case for other wider safeguarding concerns including breast ironing, spirit possession, witchcraft, forced marriage, county lines etc.

Everyone at St. Luke's Pre-School is expected to play an equal responsible part in speaking out about any worries or concerns they may have.

Regarding children's health and medicines, health care plans are in place for all children who have Piraton, Epipens, Jext pens and inhalers or further medical equipment, which are all kept in separate boxes for each child and housed securely and safely. We have cared for children with extensive medical conditions in the past. Parents issue all the necessary information about the condition and train Team members the medical procedures that need to be undertaken.

An action plan, together with risk assessments, are always in place for children who have complex medical needs.

Medicines are checked regarding expiry dates etc every term and if the expiry is imminent parents are required to make sure a new batch of medicines are in place at the beginning of the next term.

A record is kept of all medicines administered.

Accidents and injuries are logged, and the parent/carer signs the log together with the member of staff and any witnesses. The manager/deputy also sign the log. We also hold an awareness log which monitors injuries sustained before arrival at the setting. An incident log regarding children who may hurt another child with intent is written in depth to demonstrate a good statement of what occurred. Parents are requested to sign the log, and acceptable strategies are put in place which supports our Parents as Partnership policy.

At St. Luke's we have always kept a log regarding managing children's personal hygiene. Parents are requested to sign the log, and again, strategies are put in place to assist children with toilet training.

Our illness log ensures parents know exactly what has been put in place for their unwell child from the outset until he/she arrives to collect their child.

The pre-school has always worked in partnership with parents and all other agencies. St. Luke's prides itself on the close relationship it works hard to establish with parents and cares/childminders. Newsletters, noticeboards, daily personal updates, emails and secure emails, plus telephone conversations are used to keep in close contact with parents/carers. All parents are welcome in the setting at any time and are invited to share their cultures, beliefs and special festivals with us. We welcome all families and look forward to getting to know them.

The Pre-School has regular risk assessments, plus additional assessments if anything changes or we notice a problem. Risk assessments are carried out to ensure everyone is always kept safe, indoors and out. Furniture is checked together with equipment and materials. The environment is cleaned regularly, and a log is kept and dated. The health and safety policy is updated every year and more often if required. This will ensure I am taking all reasonable steps to ensure staff and children in our care are not exposed to risks and demonstrate how I manage those risks.

Fire drills are carried out at least once a term with all exits included. Smoke detectors and fire extinguishers are appropriately positioned around the building and are

regularly checked. Fire doors are free from obstruction and are all in good working order.

The Pre-School has a no smoking or vaping policy in place and parents are requested not to smoke when arriving or collecting children.

“Lockdown” security drills are also carried out, and we have installed a new door to assist in lockdown. The team is confident in the procedures that are practised regularly.

We adhere to the space requirements needed for each child, together with staff ratios being much higher than requirements. 6 qualified practitioners - 26 children.

We endeavour to offer our provision, which will accommodate children with disabilities.

The provision has spaces to play quietly and, if necessary, to sleep.

We are well equipped for toileting areas, additional clothes and all necessary items to ensure cleanliness.

There is an area where the team can sit quietly if they so wish.

We also have areas where parents can discuss any issues in confidence.

Risk assessments are in place and up to date.

Permission is requested, written and signed, so that parents know when their child is going on an outing. (Requirement was removed from new EYFS framework which commenced September 2014) The destination is planned out prior to the outing and at least one member of staff will walk the route to ensure safety.

Information and records are all in place prior to a child starting at our setting, housed in a lockable filing cabinet.

Children have personal profiles where all the evidence of their achievements are recorded and these folders are sent home on a regular basis for parents to view and to offer their knowledge of their child. Meetings are always offered.

The team, students and volunteers sign a confidentiality agreement, which includes email and a social media policy.

The complaints procedure is in place and is on view via the noticeboard, on our website, also in our information book, plus in a separate folder for parent's perusal.

Ofsted telephone number and address is also on view via the noticeboard etc.

A register is kept with all the necessary requirements, including children's birthdays, emergency contact numbers, at least 2 if possible and medical conditions. The same is logged regarding the team and students. The time of arrival and their departure for children, team and visitors etc. We also ensure to note the reason why a child may be absent.

Parents are contacted if we haven't received notification that their child will not be attending the session

The certificate of registration is displayed in the classroom together with the insurance certificate.

Our priorities to progress and improve

We are constantly re-evaluating our setting, including activities, teaching methods, different approaches and with elements of innovation to go beyond our latest ideas, which will help to extend the programme and curriculum. Our team are updating their learning by training further via online courses and attending tutorials. Parents can request additional activities and are welcome to join the session whenever they so wish.