**Wellbeing**

**To what extent do children have a voice?**

Children are given valuable opportunities to make choices and decisions independently in the setting. Most children choose where they want to play and what they want to play with from our CP. Most know that they can use the CP to add to their enhanced provision confidently. Nearly all children are now making choices of fruit and drink at snack time, which most do confidently in Welsh and minority starting to pour their own drinks from jugs. They are encouraged to become independent and find solutions to do things for themselves in their free play. Teaching moments, and invitation to learn activities are offered, as a result most children are developing to become confident independent learners.

Most children have developed the confidence to communicate in various ways with adults as they know that they will be listened to and will be responded to in a positive and caring way at all times. All children are encouraged, when they are ready, to share ideas about their own learning which is added into the planning but only a few children at present are starting to contribute. Any ideas that the child might share with adults will be noted and displayed on the child voice board. Activities are also planned around the child’s interests.

Most children are starting to speak and express themselves in different ways in a stimulating and engaging environment both indoors and outdoors. For example, during circle time most are starting to express how they feel, name the weather, answer questions about topical themes, and passing Ticw the bear to share their news. Many children will express themselves well by saying what they have enjoyed at the end of the sessions. By the end of the year we find that most of the children will have further developed their communication skills from their low on entry baseline showing good progress as seen last year.

**To what extent do children feel safe, happy and valued?**

Nearly all children come into the setting happy and settled and have shown very good progress from when they first started. They separate well from parents and carers with a few on some days needing comforting but soon settle as we have a caring and nurturing approach to settling children. We offer parents to stay for part or all of the session if their child finds it difficult to settle to make the separating easier.

Nearly all of the children have formed good attachments with all staff which has helped the children to feel safe, happy and secure in their environment. Nearly all of the children are now very familiar with the settings routine and now feel confident approaching familiar staff when they are unhappy, worried or need support with something.

Most children feel valued and respected and enjoy being praised e.g for sharing, and for their creations that they make. All children receive dojos or stickers for their achievements which they value greatly. Special events like birthdays, births in families are celebrated to support their wellbeing. We ask parents of children from non-English speaking homes to share key words with us so that we can make the child feel valued and respected in our playgroup.

Most children are beginning to develop good friendships as they become familiar with each other, with staff and many will interact well with visitors. We encourage children to form friendships and to independently choose where and who to play with. By the end of the year nearly all children will have formed some good friendships.

**How well do children interact?**

Most children are resilient and cope well with everyday changes in routines as we as staff carefully nurture them in their first term.

Most children are beginning to develop a good understanding of what is right and wrong as we discuss any issues that arise in the setting with the children and use puppets and stories to support their good understanding and good behaviour.

Majority are starting to understand about feelings, as we discuss how they are feeling within the group at circle time. We have an emotional display wall, where children can add their own name or picture on to the emotion face that they are feeling that day. Minority are starting to show empathy towards others by comforting them when they are unhappy.

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Most children are learning to respect classroom rules and a few will remind others of them during the session. Majority of children are willing to share and take turns, with many helping to tidy up their toys and resources daily, but minority need support and encouragement.

Many children take good care of the resources, but minority need reminding of how to look after them. Majority of children are starting to have respect for their peers and staff.

Most children are starting to listen well during the session and understand the boundaries. Many children are starting to use their manners well as staff encourage this daily.

**To what extent do children enjoy their play and learning?**

Most children are highly motivated, excited and engaged in their play and learning during the sessions, as we offer a range of stimulating, exciting and interesting activities and are willing to adapt to cater for their needs. Majority of children will persevere to complete activities demonstrating resilience.

Many children are learning to concentrate well on tasks during adult and child led activities and many will sustain interest in their free play in accordance with age and stage of development. A few children need support and guidance in developing their concentration and in sustaining their interest.

Most of the children are very proud of their own achievements, especially when they are praised by staff.

Most of the children are starting to use their imagination, and are becoming curious learners; for example experimenting with magnets to find magnetic and non-magnetic materials, experiment with different malleable materials, and being imaginative when acting out in our different role plays and home corner.

 **How well do children develop and become independent?**

Most children‘s independent skills are developing well. Such as, self-registering on entry, getting their own aprons when painting, helping with the tidying up, getting their own bags and coats at home time, and trying to put on their own coats.

Most children are developing the confidence to make their own choices and are starting to find solutions to do things for themselves in their free play. Staff support children to make decisions for themselves.

Many children are beginning to be aware of healthy eating as we discuss our healthy snacks through stories and discussions. Nearly all children now choose their preferred healthy snack that is offered from plates and many will attempt to pour their own milk or water. Responsibilities of being ‘Helpwr heddiw’ are given to all children in their turn, counting children in circle time, and doing the weather, helping setting up for snack with cups and plates and helping with recycling. Most children feel proud when they are given these responsibilities.

Nearly all children are developing good hygiene skills. Nearly all children will wash their hands before snack which is supervised by staff and place their paper towel in the bin as this is discussed during discussion time. Most will ask or help themselves to a tissue for blowing their nose and place it in the bin with some assistance.

**Care and Development**

**How well do practitioners keep children safe and healthy?**

The settings policies and procedures are in place and are implemented effectively on a daily basis by all staff. They are updated as and when needed and all staff read and sign them annually. New staff are given all policies to read when starting in the setting and attend mandatory training.

The parent’s information hand book is comprehensive and includes policies and procedures, contracts, parental consent forms, setting information, staffing, separate consents forms are sent out for the use of twitter, routine visits, use of mobile phones forms and GDPR.

Our safeguarding arrangements are thorough.

All staff are familiar with the Child protection and Safeguarding procedures and are up to date on their training. Nearly all staff have accessed safeguarding course online this academic year. All documents regarding safeguarding issues are kept in a locked cupboard. Any minor concerns are documented on the electronically school pupil welfare as the headmaster is the child protection officer for the playgroup. This will be carried on the child’s record throughout their time in school. Children’s absences are logged in the register and reasons for absences are logged on the child’s individual class dojo from messages sent from parents. The registered person/headmaster is the named officers for Looked after Children.

All staff have the basic first aid certificate and two members of staff have paediatric first aid certificate. There are two designated first aiders on school site which we can access at all times ensuring that children are safe.

Medication policy is in place with medicine stored in a locked cabinet or fridge in the school office. Parent consent forms are completed before medication is administered.

Parents fill in registration forms prior to starting stating allergies medical needs which all staff are aware of.

An accident reporting procedure is in place and existing injury book which we fill in when a child comes in with an injury.

The registered person/headmaster is the health and Safety officer.

Fire drills take place regularly and are logged.

Risk assessments are in place and are displayed for the indoors and outdoors. They are checked on a daily basis and are updated as and when needed. Children are encouraged to take sensible risks in a safe environment.

Behaviour Management and Anti Bullying policy in place and all policies are implemented well within the setting.

We ensure that our room is clean and safe at all times. The classroom is cleaned daily by the cleaner and all staff follow our daily cleaning check list. All staff are aware of cross contamination and staff who are responsible for preparing snack hold a food and hygiene certificate.

Healthy living and healthy eating is promoted effectively in the setting. We plan a three week healthy snack menu which meets the standards set by the healthy and sustainable preschool scheme criteria. Food is prepared and cut to appropriate sizes for the child’s age. Parents are informed of the snacks their children have in the setting by sharing the menu with them.

We are part of the Design to Smile scheme where the children brush their teeth daily. This will be reinstated soon since being suspended due to Covid. Healthy eating is promoted through books and activities.

All children are encouraged to wash and dry their hands independently. We have just completed the pre-school sustainable scheme this academic year.

All children gain good experiences to promote their physical development and improve their fitness. They access the school hall once a week for PE, they use the outdoor area and school yard daily, and have opportunities to access the large field opposite school. They experience a variety of physical activities e.g to manage large obstacles, ride wheeled bikes, move to active stories, throw and catch resources, play games, climb, slide, crawl and jump from different equipment.

Children have experience from going on outings and routine visits, risk assessments are in place prior to going, and staff ratios are complied with

**How well do practitioners manage interactions?**

All staff are consistent in their approach of using positive praise with all our children to encourage good behaviour in line with our behaviour management policy. Staff model good behaviour at all times and effectively use calming strategies by demonstrating warmth and kindness to defer children from difficult situations when they arise. Children are awarded dojos and receive a prize for good behaviour and achievements which works well for most children. Following incredible years training attended by leader and the ALN coordinator, and Hanen training by some members of staff, strategies are implemented into our daily practice to support good behaviour and good interactions. Children are encouraged to take turns, show empathy, share and play games together to support good interaction.

**How well do practitioners promote children’s development and meet their individual needs?**

We create a happy caring inclusive community in which children and adults respect and appreciate each other’s contributions successfully.

We plan a broad interesting balanced curriculum following the new curriculum for Wales that allows children to learn through play following the five developmental pathways. Staff attend relevant training by Kym Scott to become more familiar with the new curriculum and have more understanding of purposeful observations.

All staff know and understand the children well. By using a key worker system staff get to know the children’s likes and dislikes, preferences and interests and cater for their needs. Careful planning ensures that most children’s needs are met to the best of our ability in all areas of learning. Key workers assess and track children’s progress and make good observations in order to plan their next steps in learning. We will be evaluating and making changes if needed in our provision to ensure that we are supporting the children’s learning and development to the best of our ability.

The child’s voice is paramount to us where their ideas are listened to and acted upon to the best of our ability. Children at a young age are encouraged to play and help each other, share and take turns, accept simple rules of behaviour and encourage to contribute to some decision making which most do well by the time they leave playgroup.

Children’s privacy is respected at all times especially when toileting

We are good role models and demonstrate positive values such as honesty, fairness and respect for children and other adults and most children are developing a good understanding of right and wrong learning to respect each other, adults, and take on some responsibility.

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We promote equality and diversity well as we have children from different ethnic backgrounds attending the playgroup. All children are encouraged to show respect and care for others and all children both boys and girls are able to access all our recourses daily.

Children have opportunities to develop their sense of curiosity about their own and other people’s life styles and beliefs in a simple understanding way. This is done by celebrating different festivals such as St David’s Day, Chinese New Year, Diwali and St Patrick’s Day making children aware of different cultures through music, dance, stories, role play, and art. We encourage the children to try different foods from other countries, such as Welsh cakes, a variety of Chinese and Indian food, this year we had a Polish day, as one member of staff is Polish. We promote the Catholic faith with daily prayers and visit the local church at Easter to support their early understanding of different faith. We discuss seasonal changes, weather and changes in themselves by showing their baby pictures in circle time, and we have show and tell sessions where children show their creations and achievements from home.

**ALN**: We collaborate effectively with the Conwy development team and other outside agencies, for example; Conwy Referral, Speech Therapists, Portage, CDC and Flying start to ensure that all children get the right support during their time at playgroup. We have a designated ALN coordinator working part time in the group who supports staff by sharing strategies to work with the children and help them achieve their goals. Leader works alongside the ALN coordinator to refer children to the relevant agencies and ensures that support is in place. Monthly review progress meetings take place with the leader, ALN coordinator, support staff and Portage. Parents are updated regularly about their child using a daily diary.

**Environment**

 **How well do leaders ensure the safety of the premises?**

Our classroom environment is kept clean, tidy and secure at all times both indoors and outdoors. The room is used by two groups and is cleaned daily by the school cleaner to support this. All our risk assessments policies are updated as an when changes occur and staff are aware of what risks need to be evaluated on a daily basis as risk checks are displayed in all possible areas that we visit on a daily basis.

All children are encouraged to take suitable risks to encourage them to develop to their full potential but these risks are well evaluated by well trained staff.

All electrical resources are PAT tested annually and all fire equipment are checked by fire officers

**How well do leaders ensure the suitability of the premises?**

The Playgroup premises supports the delivery of an effective Foundation Phase curriculum and the implementation of the new curriculum for Wales Developmental Pathways. Areas include classroom, enclosed outdoor area, suitable toilets and sinks, a cloakroom where children’s coats are kept, resources on shelves and room to conduct confidential conversations if needed with parents or outside agencies. Confidential Records are kept in a locked unit.

Our classroom is an inviting and a stimulating place for children to learn well. We share the classroom with the morning nursery class. Activities are set out in the afternoon on a daily basis with all children accessing resources in most play areas during the session successfully. The resources are clearly labelled, with some silhouettes to enable the children to put things away at the end of a session independently. This is an area which we strived hard to achieve in order to support children’s independence. We have developed a small quiet area for a more calming environment for children to support their wellbeing. We have developed our reading area, home corner and role play to develop the children’s communication and social skills. Suitable toilets and sinks for the children’s age is available

Our outdoor area is inviting and has been well developed to support children learning. Groups of children access the outdoors daily throughout the year. Children experience experimenting in the mud kitchen, large sand pit, sensory tyres with various natural materials and a range of building materials for children to access, and a quiet story area.

We are still developing the area to ensure that children access good quality provision and plan to create a growing area. Grants have enabled us to buy more resources to support our outdoor area and we are still in the process of revamping the area. Having an outdoor area has enabled children to develop their sense of curiosity, explore, problem solve, develop their imagination and their numeracy and literacy skills within the CP. Resources are kept in outdoor boxes and in a shed. The school yard is used for large wheeled bicycles, climbing frames and sliding equipment.

We use the local environment on occasions to enhance the learning for example the fields across the road, the local gardens, local shops, forest school, and used public transport.

**How well do leaders ensure the quality of resources and equipment?**

Resources are of good quality and are appropriate to the children’s needs both indoors and outdoors. There is a good range of tactile, sensory, recyclable, natural and commercial resources.

Resources are kept safe, clean and are well maintained. Resources are checked regularly and will be replenished if they are no longer suitable.

We have suitable resources to promote cultural awareness and celebrate St David day, Diwali and Chinese New year in a meaningful way. The outdoor area supports good learning opportunities.

**Leadership and management**

**How effective is leadership?**

As a leader all staff are aware of my vision i.e. to create a happy, safe, inclusive learning environment that meets the needs of all the children of all differing abilities. We do this successfully as we conduct weekly staff meetings and daily discussions to evaluate our service, keep parents well informed about the settings activities and work with outside agencies to ensure that this vision is supported to a high standard.

The small management committee meet each half term.

We are an established good team of staff who are all experienced and work well together. All staff are valued and as a leader I have supported staff well and provided good provision for all children in challenging times.

As a leader I am given time to plan and make recordings with the staff’s input. I am responsible for collating assessments and administrative work which includes, updating parent’s handbook, setting a clear statement of purpose which gives an accurate picture of the setting and settings policies. All staff are paid to attend meetings which enables them to make valuable contributions to the running of the setting.

The Playgroup has clear development plans in place which all staff are working towards. Achievable realistic targets are set annually to ensure that children’s standards in our Playgroup develop. Development plans are monitored by myself, LA Advisory teacher and the head teacher is aware of our targets and supports them. We have a good track record of showing improvements. As I leader I am continually monitoring the teaching of my staff and most of our settings targets stem from the monitoring of children’s outcomes, teaching and assessing. I discuss with staff how activities developed on a daily basis and adapt activities if things have not worked well. My target for this year is to continue to support staff with becoming more familiar with the new curriculum and the developmental pathways by attending training and evaluating how we make small changes to improve our practice so that all children develop to their full potential. Also encouraging all staff to become more confident to use the Flying start Learning and Development Record file and the Wellcomm screening tool for Speech and language. This year I am supporting staff to become familiar with the new Assessment Arrangements, Teaching Moments and Invitation to Learn.

Welsh development is an area that is of paramount importance to us. Staff are encouraged to attend welsh training when available. Purposeful opportunities are planned for along with informal use of the language in the setting. Language patterns and Welsh key words are encouraged for all staff to use during the session. Welsh songs are sung daily and Welsh stories are read frequently. Ticw the bear, our Welsh teddy goes home with the children with a variety of Welsh books for parents to read at home.

We keep up to date on national priorities such as literacy and numeracy, ICT/DCF, outdoor learning, healthy eating, ALN new code of practice and Welsh development by attending regular courses taking part in national initiatives such as the Conwy healthy sustainable preschool group, design to smile and gaining information from EY training, school training and information from our Advisory teacher and Wales PPA.

All recommendations made have been met by CIW September 2022 and Estyn 2022.

**How effective is self-evaluation and planning for improvement?**

Self-evaluation has been embedded well within the setting. Parents comments, Parent’s questionnaires, reports from outside agencies such as LA, CIW, Estyn, word of mouth, and children’s views are taken into consideration when up-dating the report. We are fully aware of what works well in the setting, and by conducting staff meetings and having discussions after the session, areas for improvement are identified and changes will happen.

Some small improvements which are acted upon due to fortnightly evaluations are not always noted in our development plan as they are changed immediately to ensure that it impacts on children’s learning.

We work closely with our advisory teacher to review our self-evaluation report and recommendations giving support settings targets for improvement. All of our targets are realistic and achievable and have had an impact on our provision to ensure that children are given the best opportunities to develop their skills e.g we are continually developing the indoor and outdoor environment so that children are able to access resources independently and gain more valuable experiences within our play areas. Most targets are usually met and some partially met within the academic year.

**How effective is the management of staff and resources?**

Our management of staff and resources are of very high standard:

All staff are experienced and qualified and have a sound understanding of Foundation Phase principles and child development. Leader has level 5 NVQ in leadership and Management with one practitioner having a level 2 working towards level 3, and two staff level three. Our part time ALN coordinator has a level 5 NVQ in leadership and management. Leader and ALN coordinator is currently attending University to complete BA Honours Degree in Childhood Studies (Complete May 2023). One other staff member is in her first year in University to complete a Foundation Degree in Childhood Studies. Adult to child ratio is always in line and sometimes exceeds CIW minimum standard’s guide and we have good staffing contingency plans in place when staff are absent or numbers in the setting increase.

We follow safe robust timely recruitment processes with all staff’s DBS in place.

By sharing duties fairly between staff and every member being aware of their roles within the setting, the sessions run smoothly and effectively daily. Staff meetings ensure that practitioners are fully aware of what the aims and plans for the setting are and any ideas they might share towards improvement will be valued. Meetings ensure that children’s outcomes are monitored and targets are set. Time is given for the leader to plan and do administrative work to ensure that things runs smoothly and effectively. Staff’s strengths are used well. For example, we have an ALN coordinator part time who supports children who need that extra input.

All staff are committed to their roles and this is seen through annual staff appraisals by the head teacher and myself. Underperformance, if needed, will be challenged in line with my role as a leader. As a leader I am developing my role to conduct regular staff supervisions and appraisals.

We have a very good selection of good quality learning resources and consumables. Areas in need of development are identified and resources allocated. Playgroup receives an annual requisition for any resources and consumables needed.

 As a leader I ensure that money is allocated for staff to attend training delivered by Early year’s team, Flying start and mandatory training by the EYDCP so that they are being developed professionally. Staff will disseminate ideas to all staff successfully to improve our teaching and learning. However this year has been challenging as members of staff currently attend University regularly so have not been able to access all training provided by LA.

 **EYPDG** has been used by the authority for us to attend training such as Kym Scott for the new curriculum, and Alice Sharp to develop the children’s curiosity. All staff are encouraged to attend training and mandatory training.

 Our finances are in good order. The headmaster and the school secretary are the treasurers and chairperson and are responsible for staff pay and the managing of the funding.

**How effective are partnerships?**

There are highly effective partnerships in place to support children’s learning and wellbeing.

We have very good relationships with parents and carers. They are kept very well informed about their child’s experiences in the setting. This is shared via a half termly newsletter, playgroup notice board, Twitter and our class dojo which has been well received by parents.

Parents are kept very well informed about their child’s learning. Informal chats with parents/carers on entry or when going home take place, and meetings are arranged with parents if there are any concerns. Parents are informed following the child’s first half term in the setting of how they have settled, discussing their wellbeing and learning. In the summer term meetings are arranged to discuss the child’s progress and developments. During the year all parents are updated on their child’s developments on our Dojo app with pictures and comments noted about their experiences and development. Parents are invited in to spend the whole session with us, so that they can see exactly what the children do for the entire session.

Parents are well supported in understanding what experiences their child should be given at three. We encourage parents/carers to be involved in their child’s learning by sending little tasks for them to do at home e.g. look for objects, create a book, build a rocket etc. We lend parental Numicon boxes to support children’s mathematical development and a Ticw bag to support Welsh language which goes home weekly.

We have an excellent relationship with our school which supports good transition. The shared classroom works well for both the nursery and playgroup and resources are shared to benefit both. Ideas from playgroup to develop the setting’s provision is discussed with the nursery teacher so that the learning environment can benefit all. e.g. outdoor area, role play, small world, and sand ideas. Transition from playgroup to nursery class is excellent as I and other staff members work in the nursery class in the morning and are able to share information about children. We prepare them for Nursery routines in the summer term eg eating snacks in a circle on the floor, lining up in a certain way when visiting the hall and sitting on the carpet for circle time instead of sitting on chairs. We are timetabled to use the hall weekly for physical movement, and use the school yard and large equipment for outdoor play. We are invited to join sports day and school concerts throughout the year and feel very much part of the school. The head teacher visits Playgroup often so that the children become familiar with him and he is always on hand if we need support.

We work very closely with our Early Years advisory teacher and receive beneficial fortnightly visits to support the children’s education by supporting staff with the new curriculum and the Developmental Pathways and all aspects of the running of the setting. We also liaise well with all other outside agencies such as Flying start, speech therapists, Portage, Conwy support scheme, CDC, and Healthy sustainable pre-school scheme support. We are always pro-active and appreciate any advice given to improve our service.

Below is the result from the feedback from the questionnaires that were sent home to parents, on how they feel about the service that we provide for their children.

We had 11 questionnaires returned with some lovely comments.

 **Playgroup questionnaire**

 **2022-2023**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree |  Agree | Don’t Know | Disagree | Strongly Disagree |
| My child enjoys playgroup |  **11** |  **0** |  **0** |  **0** |  **0** |
| Playgroup staff encourage positive behaviours and attitudes |  **11** |  **0** |  **0** |  **0** |  **0** |
| I feel I am informed about what happens in playgroup on a regular basis |  **9** |  **2** |  **0** |  **0** |  **0** |
| Playgroup provides a range of different experiences and activities |  **9** |  **2** |  **0** |  **0** |  **0** |
| I feel playgroup provides a safe stimulating and enjoyable activities  |  **11** |  **0** |  **0** |  **0** |  **0** |
| I feel comfortable about approaching playgroup staff with any questions, concerns or problems |  **11** |  **0** |  **0** |  **0** |  **0** |
| Playgroup is well led and managed |  **11** |  **0** |  **0** |  **0** |  **0** |

**Additional comments/ideas etc:**

* My daughter loves playgroup. She enjoys going and always has stories to tell about her friends at playgroup. I love hearing updates of what they have been doing at playgroup.
* My daughter loves coming to playgroup and she has developed so much in such a short time.
* My boy loves playgroup.
* Thank you for all you do. My son gets excited when told he is going to playgroup. He knows his friends and teachers names and he gets excited about seeing them.