Carol Kidz Care SEF

Section 1

The Manager/ Owner runs Carol Kidz Care, She has been running the setting for 5 years. The nursery is run in small bungalow building, which consists of a baby room for the under 1’s a toddler room for 2 – 3 years we also have a room for the Out of School Club, we have a utility room and Kitchen for preparing meals for the children, with a dining area. Also the building does have a ramp for easy access for those with any needs. The building allows the children to be independent and helps them to grow and gain more skills.

Inside the building, we have a small reception area that is welcoming to parents, parents can view some of our policies and procedures, but can request copies of any or all, and look at any information on Carol Kidz Care. In our office, all personal information is stored away securely. The office is also used when anything personal needs to be discussed about the care of their children. We have three main rooms for the different age groups that we cater for, there is the baby room where activities are provided to stimulate and aid development, which we also use as the sensory room with lights, and it also provides an area for the babies to rest.

There is the toddler room that caters for the 2 – 3 years and we have a room that is used for the out of school group. The outside area is double fenced for security of the children in the outside area we have a large play frame that is used by all the children the area has a sensory garden we have used wellies that are recycled to grow the plants in, the children have use of large wheeled toys and art and water play outside.

All the playrooms are spacious and bright and all independent play both inside and out. The setting is covered by CCTV recording inside and outside the building 24 hours a day. Parent’s and carers may come and view our premises anytime during our opening times which is from 7.00am to 6.00pm Monday through to Friday. We are closed all bank holidays and a week over Christmas.

A maximum of 23 children can attend at any one time we have 48 registered to attend Carol Kidz Care is in receipt of two, three and four year funding. Children come from the local catchment area at the Bedlington site. I employ 5 members of staff, myself who is level 5, and other staff at level 3 and 1 on programme doing their EYE. We work closely with the schools, especially when we are completing transissions, and any EHA’s or other sensitive situations we may be having.

The majority of the children whom attend the setting have English as their first language and 68 % parents work and 2% parents are in further or higher education and 30% don’t work.

We constantly strive to train staff further with undertaking training after work through our local County Council. Staff are given the SLA directory when its published to ask for training they feel they need or where we have identified they need. All staff have Paediatric First Aid and the apprentices also. Training is constantly upgraded as and when courses are available.

I find that recruiting staff is hard, due to finding staff that are able to work on the same level as the children and identify their needs. Most staff are young and move from job to job, always thinking the grass is greener elsewhere. So its hard to keep good staff, but we have to adapt and hope that we employ better staff every time.

SECTION 2

Carol Kidz Care use various methods to access the views of the children and their parents or carers.

Children’s Views

The children’s opinions are valued and promoted through the daily activities that are planned for them. All about me sheets are provided as useful indicators to staff of the children’s interests preferences and views when they start the setting. Young children’s views and wishes are also gained through their responses to the activities and then recorded in their individual learning journey’s. the older children are encouraged to share their ideas and interests with the key workers.

Children’s feedback during the day’s activities are built upon and used as an opportunity to extend their learning, children’s views are recorded in their learning journey and on their development chart. When a new topic is introduced children are given the opportunity to give their own ideas.

Parents Views

Parents are encouraged to be involved with the setting as much as they want to. When children start the setting, parents are asked to complete forms and are given a welcome information pack containing all the information that they need and a copy of their contract, along with the uppto date news letter.

Parents views and feelings are sought daily through conversations and children’s learning journey’s, the setting operates an open-door policy where parents/carers are always welcome to discuss any issues that they may have both positive and negative at the end of the session. Any issues requiring urgent attention is dealt with as soon as possible.

Parents and carers are also given questionnaires throughout the year and these are evaluated and fed back to the parents and used to improve the quality of care in the setting, by doing this we gain an insight into what we do well and what we can build on.

We give the parents/carers the opportunities to come and discuss their children’s work and progress by holding parent evenings and through feedback when their childs files have been taken home for them to view.

I also hold parent’s social evenings which have been very successful and it helps to raise funds for activities outside of nursery.

Practitioners Views.

The staff’s views are sought daily through informal discussions at the end of each day. We hold staff meetings and these are recorded I also conduct yearly appraisals where the views of the staff are sought and this is also recorded.

Regular meetings are held to review the curriculum and staff can contribute to this. We record and monitor the training of all staff and they have the opportunity identify areas of their own professional development that they want to do.

Staff have been given the opportunity to contribute to the SEF through staff questionnaires.

Carols Kidz Care provides a high quality of learning and care, it is our priority, enabling every child to achieve their full potential. We are inclusive accepting and welcome all children to our setting, we are committed to enabling all children to participate fully in all aspects of their time with Carols Kidz Care. This has been shown to us through praise from local schools, showing what a difference we can make to a childs development before starting main stream school.

We are constantly working with other professionals, such as Teachers, Portage, Speech & Language, Health Visitors and Social Workers as part of our day to day in the setting. We also work alongside our Co-ordinators and others with the County Council. We also work alongside the local police, inviting them in for talks with the children on Stranger Danger and Fireworks, they also bring picture for the children to colour and then judge it as a colouring competition. Doing what we can to help improve our setting, and the childs development.

Part B

Within the setting we are constantly making changes and hopefully for the better. Using our planning to incorporate what and where we can in our rooms. This gives the children more imagination and role play along with variety within the rooms. This can make learning more enjoyable also.

The staff use Pintrest, sparkle box and twinkl for find ideas to fit in with their planning. This helps them to work as a team, helping to add ideas and changes as a team and knowing what their key children will gain from this. I send my staff on training to keep them upto date with current courses.

I feel as a provision I would love to aim for outstanding, but limited funds and the area we are in makes us a “Good” setting. Working well with other agencies. We are constantly striving to improve our setting and promote a good practice for everyone to see. I observe staff and have input to them on subjects, thinking outside the box, and getting the staff to also.

Children get the full support of their keyworkers when they need encouragement or reassurance. This is always a task with a positive attitude, and where needed reward of a sticker usually helps.

Equality & diversity is promoted throughout the setting and within the British Values.

* Individual Liberty – Providing opportunities for children to develop their own self esteem and along with confidence within their own ability. By sharing achievements and successes and promoting their independence.
* Mutual Respect and Tolerance of Difference Beliefs and Faiths – Encouraging children to learn about the world around them, locally and far and wide. Learning about different cultures and traditions, using books and dvds to show this.
* Democracy – encouraging children to make decisions together, when sharing or playing in a group.
* The Rule of Law-Teaching others to understand their own and others behaviour and feelings with others, cannot always be the right one. Ie bullying is not acceptable behaviour within the setting and it makes us all extremely sad. Promoting positive behaviour.

We aim to meet all statutory requirements within the EYFS. I know earlier we had a minor slip up with paperwork, but new system is inplace and this over rides any previous requirements we didn’t reach. So constantly finding a simple but effective way within the paperwork that works for our setting. We strive to meet our requirements day to day for the safeguarding of the children.

 All staff are to complete Prevent and wrap within the settings. This makes staff fully aware of

 what to look for regarding radicalisation. If they are unsure they would ask myself if they suspect

 anything and also look into our policy regarding this matter.

 We are currently offering rest bite for the school holidays for Sen children. Children’s Services are

 working with us to help support the parents and the children. This is working very well, we have

 gone from 1 child to 5 children now, whom thoroughly enjoy the time they spend in the setting.

 We also work alongside parents and agencies for Team around the child, EHA, speech & language,

 portage.

 When planning our environment, we look at what’s the best and promotes a more positive outcome for the children. At Station nursery we don’t have a garden. So the staff and children designed a garden we could have plants in and explore. This year staff decided to grow our own vegetables in tubs. We have two tyres in the garden, one full of plants the other has interesting mini beasts in, so the children can dig and explore. This can then be brought indoors so we use books to look at what we found in the garden. They also enjoy role play in the climbing frame, and playing with their friends, which also incurs helping others. Then when they come inside to play they can usually carry on the game or role play they started outside. We get caterpillars every year and the children love to watch them grow and when they turn into butterflies they have them on their noses before they fly. Hopefully keeping some in our garden too.

The staff and I expect the children to be motivated and have high expectations of them when learning to explore. Some of the activities the children participate in will probably not get the opportunity to do these at home, for example the life cycle of the butterfly. It is our role to give the children in the setting the opportunity to learn about the world around them and promote their development to the best of our ability.

Each individual child is unique. So knowing how a child takes in information you are able to adapt your style of learning and teaching through this. Some love music and can learn more through music and movement. Others like the way your voice sounds or how you look at them, but making the connection with them helps. All staff have different techniques with various children, and some children take to other staff better so use this to your advantage, even if it does mean moving a key child and worker around.

During appraisals we look at where staff need more training and how we can accommodate this. This can also be knowing and understanding the stator requirements they need to be meeting for the children. Some staff are looking at expanding and doing further qualifications which I fully support as I’m more than happy to mentor them and help where ever I can, as this will have an impact on the nursery in a positive way, as staff are used to mentoring students whom attend on placement. Whenever we are able to we will claim addition Pupil Premium, as this means we are able to get additional activities etc to help the child and others.

We usually get the children involved in taking a toy home and the toy having an adventure where they can write up about the toy. So we have the knowledge of what the child has done outside of the setting.

**Section 4**

My keyworkers are split into different rooms the Caterpillars with the under 2yrs and the butterflies 2 yrs and overs. Each keyworker gets to know their children and what there “thing” is. I.e. this could be a film frozen or super heroes. You can use this within an activity of learning to gain their interest and gain a lot of learning through this idea. Having the child’s interest at hand means they understand what they like and you’re on their wave length. This can help you to gain high expectations from the child also. Every child has their development tracked from when they start, so we can see how they are progressing well and in what areas, or where they need extra help.

When we plan “Planning” each keyworker will adapt the planning or activity around their key child. They have white boards in their rooms with their next steps clearly written on so they know once their child reaches that they progress on to the next goal, this is written up through an observation. Sometimes we take tiny steps to get to the smallest of targets but we get they’re or the next step can be a giant’s step. Children learn more through different environments and with different children. We fully support the children in their development and characteristics of learning making their environment more interesting.

Children engage confidently with all the staff in the setting, children play and learn together sharing resources and building relationships and negotiating through child initiated play experiences including role play and imaginative play.

Celebrations of achievements and other events, birthdays and other events such as new additions to the family take place regularly. Children are encouraged to be thoughtful to each other through sharing and taking turns.

Children are encouraged to choose for themselves and make decisions around what activities they want to participate what they would like to eat at snack times thus promoting independence.

Children are given the chance to experience different religions and cultural experiences and are encouraged to value differences, the nursery promotes diversity through displays, resources and attitudes that are encouraged by the staff. We have a strong equality policy which all staff work to.

The staff encourage positive links with home, we welcome other people from diverse cultures and religions in the setting. All children can participate in activities in the setting as they are tailored to the individual needs of the child.

Staff are dedicated to the children and when necessary will attend relevant training course to support the child’s needs.

The setting promotes inclusion for all children through its policies and records of each child’s individual needs and progress. We liaise with parents and outside agencies such as educational psychologists and speech therapists to provide the best support for the child.

Parents and carers are fully supported by staff and myself should they require any help. We can give parents hints and ideas to try at home. Children’s files go home every 3 months so parents can see how they are progressing with their development, and hopefully we get feedback within the file from the parents.

## 5. Personal development, behaviour and welfare

Key persons work closely with the children and parents from the initial orientation through to when the child moves rooms. Some parents have requested a member of staff because they were the key person for their other child. All members of staff work with all the children throughout the day but always within the same rooms this enables the staff to develop a close emotional attachment with all the children within their room. Through this attachment members of staff understand the children and how they learn as individuals enabling them to offer each child the best learning experience while at the setting. This in turn enables the children to be relaxed within their environment and with the members of staff who are caring for them which facilitates their learning. Additionally, if a child feels happy, safe and secure within the setting their attendance is good.

All children are taught primarily through play staff plan the children's learning around the individual child’s interests or what the interests of the group are. They are encouraged to be active within their own learning whether it is visually, auditory or kinaesthetically via the equipment, environment, opportunities or activities provided. The children are encouraged to be creative in all areas developing their own ideas with their friends or independently. The children are given confidence to enjoy their learning by means of following their interests keeping them motivated, enabling them to develop positive attitudes and facilitating them to communicate their ideas through their play allowing staff to become familiar with the child’s learning needs. We have a strong ethos on promoting a healthy lifestyle we demonstrate this through our choice of healthy snacks and the high-quality menu we offer to all the children including the before and after school club. Water is always available to the children within the rooms, which they can ask for at any time. The menu is regularly evaluated and changed to provide a variety of dishes for the children to try. Any child with a dietary requirement will be catered for to their specific needs whether they are medical or religious as discussed with the child's parent, key person and/or the settings SENCO if required.

All the children have freedom of choice at snack time they are encouraged to have a drink and something healthy to eat. At the main meal times independence is promoted through allowing the older children to serve themselves.

Personal hygiene is promoted constantly, before and after eating the children are encouraged to wash their hands, and after going to the bathroom. The children are also encouraged not to share their food with their friend’s due to cross contamination. One way we promote food hygiene with the children is during baking activities, we discuss safe handling, preparation, and storage of food in ways that prevent you and others from getting ill.

To encourage the children to be active we have regular outdoor play in all weathers, weekly physical activities are also provided such as Busy Feet - inspired fun dance sessions linked to the EYFS that encourage movement. Additional physical activities can also be provided within our indoor play rooms that are planned or of the children's own free choice. When outside the younger children do have the opportunity to access an indoor room enabling them to make the choice to be outside or inside We encourage children to develop habits and behaviour appropriate to good learners by having clear rules in place enabling the children to know what is acceptable and expected of them while at nursery. The children are encouraged to have empathy towards others and develop good relationships with their peers, activities and opportunities are provided that promote these. When the children are approaching a room change we begin the transition process with the parent’s permission. Firstly, the child will have a visit in to their new room along with their present key person who will introduce them to their new key person. After the first visit, further visits will be organised on a daily basis, the length of the visit will depend on the child, we will increase their time, as they get more confident. Parents are offered a meeting with their child’s new key person, and given the opportunity to view the new room and meet all the staff. When a child will be leaving the setting to begin school where possible we do offer to take the children to their new school on visits, and allow the children’s new teachers to come and visit them in the setting. The members of staff within the setting begin to work on the ‘readiness for school’ aspect, offering learning opportunities to the children to enable them to achieve many of the requirements expected of them when they begin school in September.

## 6. Outcomes for children

When a child first starts at the setting a profile will be built up with information from the parent and any previous settings profile. All information will be entered onto the child’s profile. The child will be assessed over several weeks and all information entered into their file enabling the child's key person to obtain a starting point for the child's learning. Over time the child's progress will be tracked in their learning journey and any areas for concern or that are not being covered will be highlighted allowing the members of staff to adjust their planning accordingly. If any child is disadvantaged, underperforming or have diverse needs we provide additional support via the settings SENCO and outside agencies with parental permission. We do not single any one child out we always endeavour to offer the activities in such a way that all children can access them facilitating their learning in the same way. Additional support and activities will be offered to any child that is underperforming allowing staff to advance the child's development further. All children are encouraged through free play and planned activities to develop their learning to the next level, through tracking their development and next steps. Members of staff are able to track a child's development and recognize when a child's development exceeds what is typical for their age and plan accordingly. We endeavour to provide as many opportunities throughout the day where the children can make their own choices and decisions within the free-flow environment. Many of the toys and resources are available and accessible to the children, which enables them to choose were to play and what activities they would like to participate in developing their skills ready for the next stage in their development. While playing the staff encourage the children to think critically, explore the equipment available and be creative during their play challenging what the children are doing and offering support and ideas to develop the children's learning even further. Through this positive encouragement and support the children enjoy their play and are motivated and excited to continue as far as they can within the learning experience.

## 7. Overall Effectiveness

This section brings together the evaluation of all aspects of your practice, including teaching and safeguarding, your identified priorities for improvement and the grades you have awarded yourself.

**SECTION 7: OVERALL EFFECTIVENESS**

The progress of all the children within their learning and development is paramount and through planning and tracking the progress each child has made while at the setting allows us to see how they are developing and adjust our approach accordingly. Due to the support for the children's emotional well-being, strong attachments and extremely close relationships the staff have with the children, they are capable of dealing with the next stage in their education. We endeavour to meet all the needs of the children within the setting. Offering to work one-to one with any child who requires support. This helps to narrow any gaps in learning, such as underachieving, in their communication and language skills or overcoming any disabilities. We also have an equality of opportunities policy this policy names the settings SENCO and stipulates that no child should be singled out no matter what special educational needs they may have. Most importantly we have a safeguarding policy in place that includes the ‘named person’ and a list of telephone numbers for other agencies that maybe contacted if needed. Additional information is also included for if there is an allegation against a member of staff. All members of staff are updating their knowledge on safeguarding through attending local safeguarding courses. For additional safeguarding measures we have a visitor’s policy that stipulates any visitor MUST have their ID checked, sign in/out and that any unwelcome visitors WILL be asked to leave the setting. The setting also has a behaviour policy that includes our ‘named person’ who is responsible for ensuring all staff follow the settings policy regarding how to handle any difficult behaviour a child may be demonstrating is a safe and productive manner.

The setting is always improving itself through the parent’s questionnaires, our self evaluation processes, communicating with parents on a daily basis listening to their suggestions and comments, listening and observing the children who attend the setting and challenging their leaning through the opportunities, activities and equipment available to them. We are a reflective setting, always updating the action plan in the front of our operational plan, ticking things off adding new ideas etc. Members of staff are continually auditing their rooms and other areas bring new ideas forward to improve what we offer. Over all by reflecting on what we do and how we do it can only help us improve on our commitment to all the children, parents and staff associated with the Carols Kidz Care. After completing this document and considering all we do I feel that the setting is very effective in meeting the needs of the children and works hard to maintain the high standard we have set for ourselves I feel the only way to improve upon my evaluation is to continue monitoring the settings leadership and management and not to let any area deteriorate only develop