

# LADN Self Evaluation Form

## Part A: Setting details and views of those who use the setting.

### Section 1: You're setting

- \* Little Acorns day nursery is situated in the heart of Ealing W5 and is accessible to local shops and public transport. Our opening hours are 8am - 6.15pm Monday to Friday and have an optional extra of attending from 7.45am (early bird).  
We take advantage of visiting the library, parks and other local areas of interest, which is in walkable distance. We welcome a maximum of 119 children daily; 39 under twos (Seedlings and Budlings) and the rest over 2 years old up to the 31<sup>st</sup> August after their fifth birthday (Acorns and Oaks, Elms and Willows room).  
  
We have a purpose built Baby Unit for children under the age of two years old in one building who are split into approximately 15 babies and 15 toddlers, which helps us to make the equipment & toys more age and stage appropriate. The baby room has its own sleeping area with bunk cots which is partitioned off from the main room. The babies move to the Toddler room dependent on age and stage of development, and of course availability of space.  
  
In our second building, we have our two large nursery rooms for children aged 2yrs to 3yrs which can take up to 40 children across this floor and then these children move to a two large Pre-school room in preparation for school. We also take 80 children across the two floors but try to keep this to an equal split of 40:40 where possible, but stage of development are considered when moving children.
- \* We have built links with the local schools to update ourselves on requirements of the next schools. We have made moving room book of school that we know our children are attending to prepare them for big school, we have also suggested to parents that we would be happy taking the children to open days to school that they are attending providing it is within locality of LADN.
- \* Our provision has 3 outdoor spaces; one for the over twos, one for the walking toddlers & one for the babies. This helps with the safety of the children and helps in providing children with stage appropriate equipment. The children use the outdoor space to enjoy gardening and growing fruit and vegetables to pick, cook and eat.  
  
Both buildings have disabled ramp access and the one unit that is over two floors has a lift. We have CCTV in all areas in the room.
- \* There is one owner at NNEB & Montessori, the Nursery Manager at Level 4 in Early Years Practice and 1 deputy manager at a level 3. The manager and the deputy spends the core day in the nursery and is responsible for the development of the children, and the running procedure of the room and nursery to ensure everything is running smoothly. The Owner and the Manager are qualified in Understanding Special Educational Needs in early Years Settings.
- \* At present there are 32 nursery room base staff of various qualifications employed at the setting; two males; one based in our over 3yrs room and one who supports between two's to five. We have 6 Room Supervisors who held qualification of at least NVQ Level 3 with some with higher qualification. Other positions held at the nursery are Human Resources, administration, 4 housekeeping and accounting.
- \* Volunteers are not to count in the staff ratio however; Apprentices are to count within ratio once they have shown their competency through regular supervisions.  
We employ Apprentices to train and we feel learning Childcare whilst working within it is the best way forward. This way staff can put their learning into practise straight away. Each Apprentice has a scrapbook which they have a responsibility for which contains their journey of their apprenticeship e.g. copies of their certificates or supervision. We feel that this is a positive attribute to show them how much they have learnt through their training and apprentice feel much more confident in the role. This also acknowledges their achievement and that they are a valued member of our team.
- \* We have a Chef on the premises who cooks a healthy & fresh meals for the children. Our menus reflect the diversity of the nursery and we have asked children to bring in ideas from home to add to the menu. The Nursery has been awarded the highest accreditation in Hygiene Rating of 5 (5 being the top), from Ealing Environmental Health & Trading Standards in Sept 2014.
- \* We do Letter land in our over 2yrs old rooms in a form of songs and stories and this develops across the ages and stages. All children have shown to really enjoy Letter land and the staff have felt in a really positive contribution to the children's learning journey. We have Click-IT teacher who comes in every Thursday to familiarise the children with IT equipment and its fun activities. This is an additional activity that parents pay Click-IT direct to participate in. Our fees includes a dance and music teacher in all rooms.

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- \* The manager has driven parental involvement especially and we have designated days for parents to stay and play from 3.30pm through tea time so we can work together with the parents in our approach to the children. We also now run Saturday book clubs approximately every 4 weeks which have a planned theme around a book and creative ideas to compliment the theme. The nursery supplies the resources but the parents run the mornings. This has proved really successful with parents and children very much enjoying the mornings.
- \* All practitioners are encouraged to work towards a qualification in childcare and education and attend short courses to help broaden their knowledge and understanding.



**Chart 1: Chart showing the number of course the practitioners at LADN attended in the last 3 years**

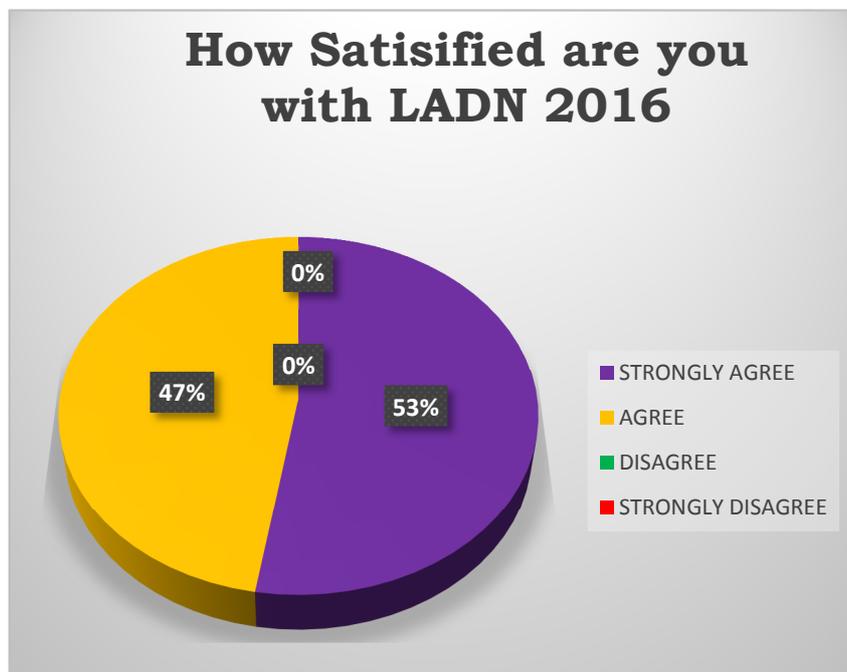
We have booked 11 training course from Jan 2016-Mar 2016. We aim to book many more training to develop their CPD. We had 106 courses booked from Jan 2015-Dec 2015. The number of short courses that practitioners attended were more than doubled from the

previous year. LADN promotes for practitioners to develop their own practice to become effective practitioners. We have also book online training courses for our practitioner. We currently have 24 staff who are Paediatric first aid trained. We also offer this training to our parents.

This Settings aim that all staff attended 6 courses from starting LADN which are:

- \* Paediatric First Aid
- \* Health & Safety with Risk assessing
- \* Equality and Diversity
- \* Introduction to Safeguarding children
- \* Food Hygiene Level 2
- \* Prevent for practitioners/Prevent for Leaders and managers.

LADN has an agreement made with all staff that LADN will pay for the courses and with commitment on the length of service that the practitioner stay at LADN, will result in what the practitioner pays towards the course.



**Section 2: Views of those who use your setting and who work with you**

**Chart 2: Chart to shows the finding from the parent questionnaire on how satisfied parents were with LADN 2016**

\* Through questionnaire to parents, children, and staff supervisions, we are able to obtain and use the view of others. Chart 2 shows that when parents were asked how satisfied are they with LADN, 53% strongly agree and 47% agree. None of the parents stated that they disagree or strongly disagree. These statistics come from the parent questionnaire that was sent in Feb 2016.

84% OF Parents mentioned on their questionnaire that their children are very happy coming to nursery, and they talk about the staff and their friends at home.

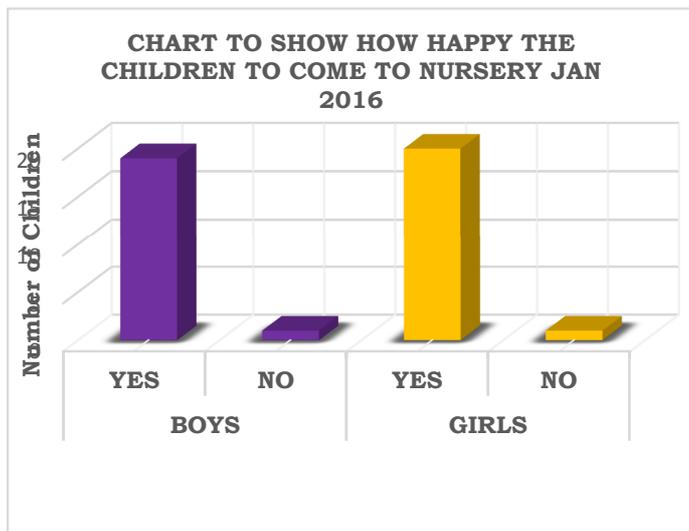
100% of our parents found the staff approachable to talk to and 92% said they find the management team very approachable and can talk about any concerns happily.

- \* There are several staff working at the nursery who are parents and this has seen as a positive and helpful attribute. The prospective parents comment a lot on the fact that if the staff are prepared to leave their children at the

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nursery it is a good recommendation. We have never needed to advertise the nursery as most children come from recommendation and as siblings.

During Supervisions, staffs are given opportunities to comment on their views on positive and areas of improvement. Management will also give targets for each staff to improve their performance one-step for them to be effective practitioners. LADN has an open door policy therefore, staff can approach the management team to discuss any positives or concern which they may have.



**Chart 3: Children questionnaire showing if they are happy coming to nursery.**

\* In Feb 2016, our over twos were given a questionnaire to complete. We asked the children if they like to come to nursery or not. 95% of children said that they like to come to nursery. The children informed us of their likes and dislikes of activities. The children confidently named the friends in the room. Two of our children stated they did not like nursery because they wanted to stay with their parents. After an extended conversation, they did state that they did like to play with all their friends in the nursery and had a fun time.

\*

We have our parent's forum that meets several times a year, where parents bring ideas and ask on advice for their children. Parents had been really pleased from our recent

Ofsted in February 2014 where were graded "GOOD".

We had a lot of support and guidance from Early Years team in producing an extensive action plan for all actions from the February inspection, they have been regarded, and a file with evidence put together for a future inspector to view.

- \* In 2015, we started to run our parent child interaction sessions with families where parents commented positively. We had a speech and language therapist who came and ran 6 session with our support. The therapist gave strategies to the parents on interaction to gain the optimal language from a child through their daily routine. The parents commented that they really enjoyed these sessions and found them beneficial.

LADN is also running a Playing and Learning to Socialise (PALS) sessions with four children to support them with their emotions to socialise with their peers. These sessions are planned for our 3-4 years old children.

### **Part B: Quality and standards of early years Provision**

#### **Section 3: Effectiveness of Leadership and Management**

- \* The setting uses the EYFS statutory guidance and developmental matters and have also incorporated the Mary Sheridan's guidance within the children's progress trackers. Our Room Trackers shows the stages of the children's development from their starting point, and are analysed by management who observes the children to ensure that keyperson's judgments are correct. If the judgement has proven to show a child is working behind, a meeting would be done with Key Person with strategies which are correctly being done and how to extend this further such as PALS, Parents and Child interaction sessions, in house inventions or if a referral needs to be made. This information is also shared with the parents; and if needed strategies will be shared with the parent to keep learning consistent for the child.
- \* Our weekly planning is visual and each area of development is represented by a colour over the activity so at a glance we can see that all areas are being considered. The Characteristic of learning are displayed on the weekly planning with their individual symbol against the activities. Each child will have an individual plan, spontaneous observation and long observation in their learning journey with an EYFS tracker. At 2yrs 6 months, a progress tracker is completed with tracker on what age and stage they are in and starting point in the room. This is shared with parents and they are advised to share this information with their health visitors.
- \* The keyperson's teaching method will adapted around the children's development as we have children with developmental delays therefore keyperson will carry out LADN Educational Health Care Plan with consent from the parents where there are set targets for children to specifically work on.

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- \* Any changes in early year's statutory guidance is shared and delivered to all staff working with the children and a quiz is given to the staff to show the manager their understanding.
- \* The Prevent duty Guidance Sept 2015, was also explained to the staff and a detailed hand out was given to the practitioners. All practitioners are encouraged to complete the online training on prevent. This training is a mandatory training that all staff are to attend. For new employees, this course is being offered to them once they have settled into the setting.
- \* For Staff that English is an additional language, the manager gave a separate training where the presentation notes were translated in their home language and a copy in English was given to them. These staff said that they felt more confident.
- \* During the last training, staff did a quiz on policies, Prevent Guidance and the new Ofsted schedule to see their understanding and most staff were very confident. Another training was offered to staff who were less confident. Staff have an input into the Ofsted SEF, room meetings and feeling like they are an important part of our development. All staff feel confident in voicing their opinions and all ideas are discussed and fed back.
- \* So that all staff understand their importance in meeting the children's learning and development and welfare requirements we encourage them to work towards their next qualification in childcare and education and also encourage the staff to book onto short courses to help with their knowledge and understanding. Practitioners state on their appraisals or supervision of any course they would like develop on as part of their professional development. An appraisal is conducted once a year where they can discuss any long term development needs, issue and anything else. We have recorded and non-recorded supervisions regularly. The supervisions follow an observation on a member of staff/room and involves positive feedback as well as areas to work with.
- \* The nursery has an Equality & Diversity and Inclusion policy that welcomes all children and respects them as individuals. The British values has been shared with all practitioners and we ensure that these values are embedded within their daily practice. The manager aim to see the British Value embedded within the staff practice through observations.
- \* We have a working Setting Improvement plan and this is added to from meetings with our Parent Forum, Inspections and staff input. It is clear to see where the action has come from and a target date is added. The room supervisors with their team looks at the judgement areas from the Early Years handbook and has created their own action plan for the room to work towards an outstanding. All staff have an input in these action plans.
- \* We have a Nominated Safeguarding Person (NSP) and a deputy who are fully trained in recognising and referring concerns. There is a poster in each room with their photos and a description of their responsibilities. Referring a child can be an emotional time however we have done this in the past and the management are there to support any staff involved. LADN has incorporated the Prevent Guidance within the Safeguarding policy and practitioners are aware on how to refer a concern.
- \* From the annual review on November 13<sup>th</sup> from the local Authority, the manager recommended a prevent duty Course to Sarah Doyle (the Ealing early years consultant) and she mentioned that she will recommended it to the other EYC's as a recommended training.
- \* The Management promotes working with outside agencies and through our room supervisor meetings, all our SEN children, children with concern and settles are discussed weekly to discuss their progress. This is recorded and a copy is given to all supervisors to then discuss with their staff team. We offer flexible places to all parents whether they want full time or part time. We also offer out places for 2yr, 3yr and 4yr funded places that parents do not need to top up fees.
- \* We have a Parent Forum (PF) who have input into the nursery in a number of ways. They have made suggestions which we may be able to accommodate but if we can't we have the platform to explain why and this has only improved the relationship. We involved our parents in all aspects of the nursery. Our communication methods have evolved with their input so we now communicate by email, on the website, at the Parent Forum, verbal meeting. Our PF is a positive tool to help increase our continuous improvement and help unify this across the staff and parents.  
Even though we are a large nursery, there is a strong link between the staff, parents and management to make a unified vision for the nursery.

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- \* We have children's registration paperwork in multiple languages to support parents who English is an additional language and to ensure that they fully understand the paperwork before signing to agree. We tap into the languages spoken by the staff to help these parents as well, however we do encourage English speaking if the parent is totally competent in English as this has in the past proved off putting to other parents and staff if some staff/parent is talking in another language to a parent, when they know they understand English as it can appear secretive. Also it is good for the Room Supervisor to be aware of any questions being asked by parents so she can over hear the answers given, to make sure a unified approach is being given.
- \* We have a rigid employment procedure. All staff are interviewed and spend at least one whole day within the nursery before being offered a job; this is to see how well they interact with the children and the staff. Sometimes staff are nervous in the room but have a very good interview. In this case we will speak to them and encourage them to come back again asking them to show us more of their capabilities. Successful applicants are then employed with two references and when DBS has been applied for. If on their application form a staff ticks that they have a criminal record they will not start until their DBS certificate has been received and if a DBS disclosure has 'see paper disclosure' this means that there has been an issue in the past. A risk assessment is done on this member of staff to see if they are suitable to work with children. If the issue was nothing to do with children then they will be employed on a probationary period. Copies of Qualification and training course certificates are taken and the staff are added to our section of the DFEE website that confirms the relevance of the qualification achieved. Any qualifications from abroad are posted to NARIQ for an equivalent grading and then onto the DFEE. Staff complete an application form and a DBS Suitability where they are asked to disclose if they have any criminal history, however a new DBS is applied for them even for staff not working directly with the children.
- \* Our staff are employed on a non-discriminatory basis and we therefore enjoy a cross section of cultural backgrounds across the nursery. Students and new staff have a mentor, and undergo an induction of policies and procedure to make sure there is consistency of approach.
- \* Management and Administration staff wear badges with their names and Job Titles displayed clearly. When agency staff come to the nursery; a copy of their ID is kept in a file with emergency contact details, their DBS number recorded, a copy of their certificate, an induction and our agency booking form with their reference. When work experience staff attend this is with a previous agreement with regular schools that we help out with this. We take a copy of their ID, emergency contact details and a photo.
- \* When children register, we ask the parents to inform us on who can collect their child and ask for photos of them. In emergencies we can also set up a password system with the parent; however ID will also be asked for. This information is held on paper but also on a database as an important backup.
- \* The baby unit is equipped with a burglar alarm and a fire alarm that is activated by smoke detectors, to aid added safety for everyone on the premises. We hold regular fire drills so that children can understand what is happening and not be frightened of the alarm sound and the evacuations procedure and discussions are done with our over 2's so that children realise this is keeping them safe. It is also good training for staff as it can be frightening for staff as well to deal with a real evacuation having never practised before.
- \* All fire extinguishers are annually checked and replaced when advised. Each room has a fire grab bag, which contains a list of all the parents' contacts, a torch and a copy of the fire procedure. If there is a fire detected in the building, the staff's responsibility is to evacuate the children & not try and fight the fire.
- \* As we are on a main road we had to think carefully on how we were going to get children to explore the park, library etc., to be able to promote physical activity. We use 'Walkadiles' on our outing which attach children to a crocodile like frame keeping them safe and secure but allowing them the opportunity to feel independent, six seated buggies are used for the younger ones so that we can go for walks to the local park, fruit and veg stall and the library safely. This permits the children to enjoy fresh air and healthily walking outside of our garden areas. The children and staff wear yellow reflective coats as well. When we go on walks; the children's contact details are taken with us, a mobile, a risk assessment is done beforehand and the Outings Record Log stating the date, the room involved, time left, mode of transport, name of the children, staff names, staff qualifications, and time returned. This is used for every outing.
- \* There is a security guard on the premises who walks around the car park and perimeter at various times a day to ensure safety. He notes down all car registrations and knows who is permitted to park.

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- \* There is a pin coded security barrier, which allows only permitted access to the setting. The over 2yrs rooms are accessed by a pin coded door on the exterior of the building and then a pin coded door to the room itself. We have a sign on all doors asking parents not to let a parent in themselves. This can be a bit awkward for parents but we underline it is for their child's safety.
- \* We use signing in and out registers for the children and do regular head counts of children every 15 minutes. Rooms put the times and numbers on a wipe board. We have developed signing in and out white boards for the garden areas allowing for a visual overview of how many children are in the garden at a time with how many staff. This is making us more aware of the keeping ratios in and outside effective. There is a lock on the gate to the over 2yrs & 3yrs garden as it is by the fire exit. This way the children cannot leave without supervision. Free flow play inside and out is only possible at present in the 18mth to 2yr room.
- \* We talk to children about stranger danger and keeping safe, we implement this into our planning by working on themes like people who help us. We have welcomed the police, dentist and fireman to the nursery where they discuss stranger danger and explain the awareness of keeping safe and the children have taken to visits to the fire station. This leads to activities and planning around keeping safe.
- \* LADN has a health and safety officer on site who deals with any issues with health and safety effectively, safely as soon as possible. A risk assessment is completed which is regularly monitored and reviewed. Practitioners complete a written health and safety risk assessment in the morning every day and toys which are broken.
- \* We have a visitor book for show around in our Oak house building and a main visitor book in Oak house for any agency, contractors and visitor coming into the Oak house and Shaftsbury house building. A badge is given so it is clearly visual to any member of staff that the visitor is allowed on the premises.
- \* An administration of medicines procedure is in place and a parent of each child who knocks their head, however minor, is given a 'head injury advice' sheet. We also call parents to let them know the child has knocked their head and request them to collect their child if we feel it's necessary to seek medical advice. If the child has fallen and it has only touched their head on something, and it has not strong contact then we still call the parent and give them the choice to pick the child up. They have to email us permission for the child to stay at nursery, and for them to sleep.
- \* At each entrance to a room we have alcohol gel for all visitors and staff to use. We model good hygiene procedures for the children to learn from in toileting and mealtimes. The practitioner oversee that the children do not take the toys to the toilets and remind each other of flushing the toilets and using soap.

Over this year we are budgeting for the following improvements:

- 1) *our playground is secured by a wooden fence at the moment and we would like to replace this with a more secure metal fencing. There has never been an issue but metal fencing is stronger than wooden fencing.*
- 2) *The garden floor's to be replaced in under and over 2's*
- 3) *To build a stronger links to children's centres locally*

My practice is: **Outstanding**

### **Section 4 – Quality of Teaching, Learning and Assessment**

The progress tracker is carried out three times a year; Jan, May and September which are colour coded on the assessment.

- \* The children learning and development would be tracked using the EYFS 2012 and the Key Person professional knowledge. We aim to see that children have progress a little each term. When children have not progressed and are working in the same age and stage for a year, a meeting with the parents would be organised. From each Key person tracking, management will observe and check Key person's judgment accurately.
- \* We offer an inclusive service to every child so that they can be challenged and engaged appropriately, regardless of culture, sex or developmental stage. Our approach to the EYFS enables us to plan a learning environment that empowers children to progress through the early learning goals.

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- \* Staff wear Bum Bags at all times which contain spontaneous observation pad and pen so staff can record observation whether they are inside of outside or when a parent may have shared information about their child's development. These are pre-printed with the seven areas to tick for speed. Previously staff mentioned that it was sometimes hard to remember things later on when writing information retrospectively. These Spontaneous observations together with observations on the Individual Plan, photographs of the children engaged, art work and mark makings produced are all used by the staff to complete the child's individual learning journal. The mark makings, creative work and photos of the children are also placed around the room to reinforce their learning and developing their self-esteem by showing their parents their achievements and just enjoying them themselves.
- \* Each child has a monthly I.P which is learning intention driven and these intentions are evaluated on the back and next steps are planned for the next month. Each key person has their present month's I.P.s for their children in a quick reference file which are transferred to the child's learning journey once they have been tracked against the EYFS. A copy of the completed I.P is given to the parents so parents are aware of what their child is doing at the nursery but also together, we can support the child's learning and development at the same pace. Group discussion sheets are used involving staff, parents and the children as they get older so that they have an input into their activities for the next week and so making the planning jointly led by all.
- \* We do a planned long observation on each child the month before we do our room trackers to look for specific areas of development that we know a child can achieve but do not have the observation as evidence yet, or we are not sure if a child can achieve yet so we plan the situation to best see this. This is also done to ensure that the children are being tracked in their development exactly.

The journal we hope will also be a useful tool if the child moves nursery or when they move onto Big School.

- \* From our Acorns and Oaks room, the children have a 'blue homework bag' inside which is a scrap book. This is explained to the parents that the word 'homework' is a loose term of preparation for school however it is not obligatory that they use the scrap book at home. It is there purely if they wish to. Some children do not use them but a lot do by putting photos of events from home and any drawings they want to do in it. This book is purely a link from home to nursery and the items in the books get shared at circle time. One child went to the scan for his sibling before birth and put a copy of the scan in the book with a written piece about how he got the bus to the hospital etc. He loved sharing this at circle time.
- \* Staff are encouraged to use open questions and 'modelling' play whilst interacting with the children, to show possibilities of the chosen play, and to observe the child's exploration and offer questions to enhance their thinking, leaving plenty of space for reflection. The children show curiosity, imagination and good levels of concentration when exploring their surroundings. This makes a part of our continual in house training during the normal day, staff are mentored and lead by efficient experienced colleagues.
- \* When a child transition into the next age group, the child, parents, and staff in the new room are given a full handover about the new age group through the moving room sheet and the moving room books.
- \* The children love to take part in the show and tell session every day; the children bring a special toy from home, they talk about their special toys to their peers. Children bring in toys, their scrapbooks and also children bring in photos of special event such as birthdays, festival etc. This is then talked about to the class.
- \* In our over 3s room, since October 2013 we now have Billie the Bear who goes home with children over the weekend. He has a bag in which is a scrap book and the children take photos of him at home enjoying activities with them. This has proved very popular with the children and we have noticed that a local school has copied our idea as three of our children attend there in the mornings and they have taken Billie home at some point and taken him to school before nursery.
- \* By celebrating a diverse range of festivals we manage to support the children's spiritual health. We are lucky that we live in a multi-cultural area and so parents and staff are able to respect and celebrate each festival in an appropriate manner. We have been able to involve many parents so far but also we have to understand they have very busy lives and their time is limited. However any support from home is crucial in order to make sure each festival is appreciated effectively. We offer a diverse menu that has much input from parents of many different cultures so that children can benefit from a range of multi-cultural foods, these menus are reviewed regularly.

Over this year we are budgeting for the following improvements:

1. *Focus on the characteristics of learning*
2. *Bringing in more opportunity on people and communities- encouraging parents to attend and share experience in their festivals.*

- \* My practice is: **Good**

### Section 5 – Personal development, behaviour and Welfare

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### \* Secure emotional attachment with their key person

Our settling in procedure is very flexible to suit the child's needs for either new children coming into the setting or children moving rooms. We always encourage the parents to say goodbye even though it can cause a few tears as through our experience, we know children like to deal with the truth and not have their parent suddenly disappear on them making them feel unsure and frightened. We endeavour for children to 'find' their own key Person by observing them and see who they make a natural bond with, however sometimes this decision needs some support.

Babies and children experience emotional well-being when their needs are being met and their feelings respected and this makes them feel safe. When starting at the nursery parents complete "My Routine sheets" to enable us to follow the child's developed routine so offering them emotional security. The strong bond they make with the staff is important in making the children feel a sense of belonging in the nursery.

- \* The children's welfare is promoted well with every child having a key person to safeguard and promote their welfare. Each key person has a 'buddy' key person. The key person works closely with those children, their parents and any involved agencies, building a special relationship that takes into account their culture and background and any additional needs be they a disability or EAL, to offer a personalised support. However all staff are encouraged to participate in observing any child and to participate therefore in the group planning.
- \* All practitioners wear Little Acorns uniform which helps parents/carers and children if they need to discuss their children's needs or for children to feel the security.
- \* Children are natural explorers and are not restricted by prejudices or outcomes, and they will develop experiences along the way that challenge these ideas. These challenges are an important part of the child's development as a critical thinker. We offer a range of resources for children to experiment with writing opportunities in most areas.
- \* LADN encourage children to express freely what they like and can do through exploration. We offer various opportunities for children to explore with in their creative and imaginative play. This exploration helps children give meaning to things, sounds and situations they experience. We allow for freedom in creativity and do not insist they follow templates or colour in worksheets, we use minimal templates as these limit the child's own creativity and imagination. LADN allows children to play an active role in their own learning, offering ideas and reacting well to challenges by participating in choosing their activities, as enjoyment and participation are crucial to learning.
- \* The rooms are organised so that the children can move independently to reach for toys and resources that they need to drive their learning. Children have been engaged in age and stage appropriate visits to explore their environment and make connections between people, places and things from outside services such as police and fire fighters. We encourage parents to come in and do talks and activities around people who help us or on festivals.
- \* Some children want to make friends naturally by making positive relationships with their peers, however some children are more shy to approach others or too loud and extrovert, therefore need a little support. We run a 10-week PALS (playing and learning to socialise) sessions that has been very effective in encouraging them to participate in a group. Children who are shy feel that they are not contributing and this is important support at this early age. Also children who find it hard to share can end up unsatisfied and frustrated and this can cause challenging behaviour. PALS is run in small groups of targeted children and situations are acted out with puppets with scenarios of sharing, taking turns, good sitting etc. PALS is supported by Ealing Inclusion and has been taught to us by them. In our last session in 2015, we had a child who was relatively aggressive, did not understand about boundaries, and therefore became frustrated resulting him hurting his peers. By the end of the sessions, he was very confident talking to the teachers and understood how to ask for things if he needed and also sharing and turn taking became much easier for him. The benefits of these sessions were observed in nursery and at home. Currently the Manager and Deputy have attended the PALS training.
- \* When children who consistently show 'challenging behaviour' our Inclusion co-ordinator will support the key person to approach the parents and ask for their permission to use STAR (Setting- Trigger- Action – Response) observation sheets. These sheets often show a pattern emerging and therefore enable us to implement effective strategies to alter the pattern. These sheets were shared with Ealing Inclusion, and if parents and the inclusion officer feel it is necessary, further help will be sought. The manager, deputy manager and a few senior practitioners have attended the "Understanding behaviour in the Early Years" course that was delivered by Ealing. This training was then cascade to the team. The children are now showing an excellent understanding of what standards of behaviour are expected and we experience very little unacceptable behaviour now.
- \* We have Positive discipline procedure in place, we ask children to calm down first in our calm down area. Through discussions with the children, they are able to show their understanding of a good choice or a bad choice. The children's emotions are discussed and what strategies can be used to make the situation better. Through this

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method, we promote children to think about the appropriate way to deal with a situation e.g. if they are feeling angry or sad and what they can do going forwards. This method has worked very well at LADN as this is shown in the children's behaviour in the room. With the younger children, very simple words are used to describe emotions and show a child what behaviour is inappropriate and what behaviour is acceptable. We give a lot of praises to the children throughout the day for simple things like good walking.

- \* Children are encouraged with the use of sand timers to signal tidy up time or the tidy up song. It has been really interesting seeing how the older children have really grasped the idea of tidy sand timers, and now discuss between themselves whether it is nearly tidy up time or not. We feel that to just tell children it is now tidy up time can be upsetting for them if they are in the middle of an activity so to give them notice supports them emotionally.
- \* As the children develop and start potty training they are, encouraged to become independent with their toileting, under the discreet and watchful eye of the staff. They gain a great sense of achievement with the use of sticker charts to support training. We work with parents so we are all supporting the potty training together and most children enjoy a high level of independence, knowing when to ask for help.
- \* Children have a portable sink that you top up with water. It is at the children's height and has proved good and as it is on wheels, they use it after mealtimes. The staff have fed back to management that it is effective in supporting the hand washing routine.
- \* Children and babies are encouraged to wash their hands not just after toileting but also after having their nappy changed; this is a good practice to start at a young age as it promotes a good hygiene routine. There is a poster in the nappy changing area with the procedure for changing nappies on it. The Staff wears disposable aprons and gloves when changing nappies and change them in-between children to protect against cross- contamination. We explain to children the reasons we wash hands and have pictures of them doing this in the toilet areas to help remind them.
- \* The children go outdoors twice a day; in the morning and afternoon for an hour in all weathers. This encourages children to learn about the climate changes and the accessories they need for the different climates. All areas of the children's development are promoted in the outdoors e.g. painting, maths, literacy, physical, communication, and imagination. The garden areas are developed to encourage risk taking under careful supervision.
- \* The Chef visits the room once a week to support them to understand healthy foods, such as helping to make vegetable soup for their lunch; this helps children on learning healthy foods. We actively encourage parents and children's input into the menu by asking for recipes from home. The menus will also include multicultural dishes and promotes the diversity of the children within the nursery. We feel it is important to support children from an early age to understand what an allergy is and how important it is so they can take responsibility for it themselves as can the other children respect it.
- \* All children rest or sleep after lunch even if they do not sleep. Rest is key to a child's well-being and it is important that they realise this.
- \* For children with allergy or cultural preference, we offer our parent the choice for their children sitting at our red table or with the other children but at the end of the table. With the declaration which the parent sign; parent are explained the potential dangers. Children with allergies and cultural preference have their own colour-coded placemats. This came from the Level 2 in Food Safety in Catering training through Ealing.
- \* The children in the room also are involved as they develop this awareness. We find now in our older rooms the children with allergies will ask for example "is there egg in the lunch today". This is a great outcome as it is so important that as early as possible these children understand why they can't eat an item so as to keep them safe.
- \* With the agreement with the parents and outside agencies who may be involved when the children are transitioning to a new room. The children are shown the moving room booklet with pictures of their new room, and their new teachers will be. The children are supported by their key person and settles are adjusted to suit the child's needs. LADN ensures that the children are secure and settled in their new environment. The key person will be a room transition meeting with the parents to go over the moving room sheet. The parents get explained the settling procedure and parents also get a chance to see the new room and meet the practitioner based in the room. On the moving room sheet, Parents are asked what their expectations are and whether they are a focus on developmental targets.
- \* We have started making good links with the local big schools in the area. Some are difficult to visit as they are very busy but others have welcomed us. We have started to make moving room book to prepare the children on what to expect when moving to big school. The children are all welcomed to come back and visit in their school uniforms. As our registration covers children until 31st August after their third birthday, several children attend for a while during the holidays for care or just as 'helpers' for the day. Many children extend their stay till 31st August after

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their 4th birthday.

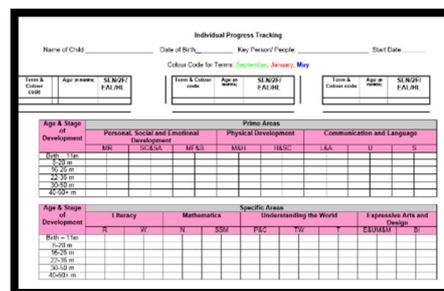
**\* Your priorities for improvement.**

1. To encourage the Big Schools to work with us for the smooth transition of the children from our nursery to their school.

My practice is: **Good**

**Section 6 – Outcomes for children**

- \* Parents complete a “my routine sheet” and together we look over the learning journey EYFS tracker, the parents ensure that they sign or initial the tracker (parents and carers column) as parents gives the nursery the starting point for their child. During the first couple of weeks, the key person will spend time in completing the back of the “my routine sheet” which highlights the child is starting point from practitioners observations. The practitioners will assess their key children progress every term: Jan May and September, which is colour coded.



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Each practitioners will track their children’s development when they observe a child. Each term, the deputy manager and manager checks each Key Person’s judgement on their children’s progress.

- \* Little Acorns Day Nursery welcome children from all backgrounds and some areas of poverty and give them chances to develop their skills and learning to progress into the next stage. The activities are balanced between adult guided and child initiated. The feedback gained from Early Years visit on the 9.8.13 stated “the environment promotes a good balance of child initiated and adult led activity with space for babies to explore and engage in purposeful play”. We currently have 39 children on the 2yr funding who have all developed from their starting point to their stage of development by the time they turn three.
- \* If a child is from a disadvantaged family or who is under performing, this is evidently shown on the progress tracker each term and the nursery SENCo gives strategies to the key person to support the child’s development. In the following term, the development will be tracked to see any progression in the child’s development. If it shows that the child is still under performing, a meeting is scheduled with parents to discuss shared strategies from home to nursery. Furthermore, external agencies may get involved. The 2yr old progress check is done at 2years 6 months to assess the child’s development with the parents and any outside agencies involved. This is a requirement by EYFS. It is important that all involved parties have an input into this assessment, as we need to work together in a unified manner and can see how the child has developed from their starting point.
- \* In Jan 2015, the room trackers in Acorns and oaks showed three children had been tracked lower but when checked by the deputy manager, the judgement was incorrect and were working at a higher stage. When the key person was asked, they stated that they had gone purely by the child’s learning journal and not used their knowledge. Staff use their professional knowledge as well as Learning Journals to judge the child’s progress as the learning journeys are updated regularly but not exactly before the tracker is completed. Our individual and group tracking gives us clear moderated judgements across the setting and has potential to maximise learning and development in all age groups ensuring that we offer resources to meet the needs of all children who attend the nursery from starting point onwards. These trackers are analysed in groups of girls & boys, 2yr funded places, EAL, those children who started high or low and SEN children. They are then checked for accuracy by the deputy manager on the analysis sheet to make sure the judgments are correct.
- \* From our Ealing Early Years inspection, the consultant commented “Practitioners make regular and detailed assessments of learning, including on entry assessment of developmental starting points, which are informed by regular observation from all practitioners and parents”.
- \* Our planning method enables us to develop the children’s play and exploration, in and outdoors, with a balance of adult, child and parental led activities that helps children to think critically and be active and creative learners. On our long term planning we have highlighted different religious, cultural and family celebrations across the year and we have balanced them well not just to reflect the children and staff within the nursery but to make sure all backgrounds are respected and enjoyed in celebration. Parents are actively involved in the preparation of these festivities.

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- \* Our medium term or quarterly planning covers three months and is reflected on monthly and is obviously planned in advance but changeable from evaluating the weeks building up to it. The festivals etc. from the long term planning are placed on it and from this the weeks are planned however it is open to change due to child and parental input. The seven areas of development are represented by colour and the Characteristics of learning are represented by shapes so we have a visual overview of all areas being considered.  
We appreciate our links with the EY's and Area SENCO to support us in making individualised provision for our children with Additional Needs. We share the individual files on each of these children, and our Inclusion Co-ordinator reviews these with the relevant Ealing Department and the parents. These reviews are important in ensuring that these children are receiving the specific resources they need to enjoy and achieve as we are not trained therapists and need support to enable these children to develop as active learners as much as the other children. The Ealing SENCO has commented that she is pleased that LADN have developed children so that they leave the SENCO I.P. and progress onto a normal monthly I.P. as they have reached appropriate development for their age.
- \* Even though our rooms are structured by ages the summer of 2013 we had two children move to the three year old room early as their development levels suggested they needed the stimulation of the older children. This was with the agreement of the Ealing SENCO and the parents. For one of the boys we invited Ealing SENCO to observe him as we had erratic behaviour from him. She observed that even though the resources and activities planned for him were appropriate and challenging him he was getting frustrated with the other children who could not 'play' at the same level as him. She suggested we moved him to the older room as soon as there was a space so we spoke to the parents and they agreed for him to move early. His behaviour has settled and he is enjoying the new challenges of this older age group.

We currently have 11 children on our SEN plan, we have monthly meeting to discuss the child's progress and targets are set to support the child to progress. We also have TAF meeting roughly every 2-3 months with the parents and external agencies when they attend to set actions for the child in all areas.

We welcome all children with any disability as long as their individual needs can be nurtured. This year we have a child who had been diagnosed with Autism, and a few children with speech and language delay. We had no problems at all with the children and this was interesting for them to learn to respect differences.

### **Your priorities for improvement.**

1. *To give the SEN children's key person more of the stronger role to lead the SEN.*

My practice is: **Good**

### **Section 7 – The overall effectiveness of Early Years Provision**

- \* Within our nursery we have approached the learning and development of children with a holistic view of each individual child through the ongoing training of our staff and our weekly assessments of activities which are transferred into the learning journal and EYFS profiling against the framework scales giving us a whole picture of their development. We monitor achievements in different categories to ensure all children, regardless of background achieve within their potential and in balance from their starting point.
- \* We understand that not all of children's individual ability can be developed through deliberate and appropriate instruction, involving outside agencies when appropriate, and so our planning is a mixture of child initiated and adult led.  
The children's welfare is promoted not just by adult action but also by encouraging the children themselves to take responsibility for their own actions and understanding why. This encourages them to feel safe and secure and happy in their environment.
- \* Children are vulnerable as they have to develop their sense of danger through assessing risks so it is a constant challenge to find the correct balance between protecting children and allowing for some risk taking however, we feel that at our nursery we are achieving the balance well with offering soft play and hard play surfaces, doing rigorous checks on staff, teaching the children as much as possible about their own safety without frightening them.
- \* Our evaluation and openness to continuously improve was also evident from this inspection. She commented that "Based on the information collected during the Annual Review visit, Little Acorns Day Nursery has made pleasing progress since the last Annual Review and is now judged to be a high level good overall with an outstanding judgement in the extent to which children feel safe. Leadership and management are good.  
Quality and standards across the setting are good. Teaching is good with outstanding features. The settings target-setting processes, including tracking are good. The settings self-evaluation processes are good, as is the use of self-evaluation to accurately identify priorities"

### **Your priorities for improvement.**

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1. *To design visual graphs to show progression overall in the whole nursery*

My practice is: **Good**