

Quality Of Care Review Report

Stepaside Community Playgroup



June 2021

Review February 2022

Section 1

How do we make sure, and how do we know that....

People feel their voices are heard, they have choice about their care and support, and opportunities are made available to them

What we do well and evidence for it

Children are regularly asked what they like to do and given choices of activities to take part in. They are happy to voice the types of activities that they like and the range of their likes is well catered for amongst our resources. Children's work is always displayed on the walls, and they take home their artwork regularly. Pupil record forms ask parents to detail a child's likes and dislikes to help staff in the settling process.

Child responses:

"I like to make pictures and look at them"

"I like singing on the carpet"

"I like to play with the animals, elephants, giraffes and zebras"

Staff responses

"I feel that I fully respond to all of the children's needs in all ways, from new starters to all the children in the setting."

"We talk to the children to make sure what things they like and don't like. Children will get the best from the setting if they are interested in what they are doing."

"We provide an enhanced learning environment where the children can explore their likes and dislikes, socially interact with their peers and staff and develop new skills."

Parental questionnaire responses:

"Considering that she has only ever been looked after by me at home the transition was seamless, so thank you!!

All respondents felt that the group is a friendly and inviting place and that they feel able to talk to staff face to face about any concerns they may have.

All parental responses to questions about the quality of facilities, equipment and range of activities were either agree or strongly agree (85% strongly agree, 15% agree)

Staff feel that their opinions are considered, and their ideas listened to and actioned.

Equipment required from the recent grants has all been approved and purchased. All the ideas for what was needed came from playgroup staff and children. As a result, the premises

now look more appealing, is safer and easier to clean with a wider range of activities accessible to the children.

We advertise to parents the fact that we are registered for the 30hour Childcare offer and actively encourage them to register. We offer support as needed to navigate the registration process. We explain that this would allow them to access more sessions due to the cost saving to them, this in turn will benefit their child and enhance their ability to work around regular school hours due to our offering a wrap around service from our school nursery.

What areas do we need to improve or want to develop further?

Most respondents felt that they would like to communicate via email or face to face. We don't currently have a dedicated Playgroup email address and playgroup children are not on the school's texting and email service as this is only usable for children once they are on the school register.

- We would like to set up a playgroup email address or dojo so that parents can have a direct line of communication with staff rather than feeding via the school office. This would allow us to send information and questionnaires more directly to parents who prefer this method.
- We are looking forward to being able to welcome parents back for face-to-face review meetings and for social events where the children can show what they have been doing.
- We need to promote our good work in the community more and make sure that families know that we are there when they are looking at childcare options.
- We need to further promote the 30-hour Childcare Offer

What specific action do we need to take to make the improvements/developments successful and how will it be measured?

We will set up an email and dojo with access for playgroup staff. This will be completed over the Summer ready for September 2021. Mrs. Williams will investigate the best way to do this and liaise with County IT if necessary.

Measurement:

- We will notice a smoother transit of information from home to group and parents will contact us and give feedback and ask questions more readily.

As soon as restrictions lift, we will begin a termly coffee afternoon for parents to attend. We will advertise and encourage parents to come along. We will use feedback forms at these events for any comments or suggestions. We will also have literature available regarding the 30-hour Childcare offer. If allowed, we will look to hold our first event before October half term and then on a half termly basis.

Measurement:

- Events will be well attended
- Pupils' achievements will be celebrated
- Parental feedback will be obtained

We will design a new poster for the village and organise an open morning where prospective families can come and have a relaxed visit with us. Depending on restrictions we will look to do this in January 2022

Measurement

- We will see an increase in enquiries and demand

Summary - People feel their voices are heard, they have choice about their care and support, and opportunities are made available to them

Parents and Children are happy at the setting, they feel listened to and valued. Suggestions are taken on board and put into place when and where appropriate. Communication with families is good on a face-to-face basis and parents feel that their children are well cared for and take part in a good range of activities. We will work towards setting up other ways to communicate with parents.

Staff feel that they support the children well and ensure they take part in activities that meet their interests and stimulate their learning. Pupils develop well and are supported in their individual needs.

The setting itself is bright and engaging with a regularly changing range of displays of the children's work. Children feel proud of their work. The room offers accessible furniture so that children can take the lead in choosing their own activities. It will be great to be able to invite parents in once more to see all of this.

Section 2

How do we make sure, and how do we know that....

People are happy and supported to maintain their ongoing health, development and overall well-being including their intellectual, social and behavioral development

What we do well and evidence for it

We have a bright and engaging room with plenty of indoor and outdoor space. We have recently been awarded a substantial grant from 30hour Childcare offer and have been able to update our furniture, storage and play equipment. We also received a Covid support grant for cleaning equipment and wet weather gear. All of this has and continues to allow us to operate in a covid secure way whilst continuing to offer the children a wide variety of engaging activities. Children have been able to further develop their skills and independence whilst accessing activities. Staff are always on hand to assist and guide the children to ensure they get the best out of their time in the setting.

Staff comments:

"We provide an enhanced learning environment where the children can explore their likes and dislikes, socially interact with their peers and staff and develop new skills."

"We provide children with opportunities to explore, run and climb in the outdoor area, they really enjoy this."

All families expressing an interest in a place at playgroup are offered a visit to the setting to discuss their child and ask any questions they have. Playgroup staff find out about the child and their interests to make sure that the transition into the setting is smooth.

Parental questionnaire feedback:

"Although my daughter has only recently started in the playgroup, she already loves coming, she tells everyone she goes to school on Fridays, and we have already decided to increase her hours. Considering that she has only ever been looked after by me at home the transition was seamless, so thank you!! We can't wait to see how she progresses in play group and then into Nursery, it's a fab environment for her so far."

"Great teachers that made my boys feel safe and secure when joining Stepside. Both have come on leaps and bounds in Nursery and playgroup. Having such a great start to school has made my boys journey so pleasant, they both love attending. Thanks to all the teachers and LSAs going the extra mile through lockdown."

Records of children's progress are kept in their files, these mark their developmental stages and document their developing skills. Evidence in these files is clearly marked and dated. This evidence is shown to parents at progress meetings

All respondents either agreed or strongly agreed with the statement 'I am satisfied with my child's learning and developmental progress at playgroup. (85% strongly agree, 15% agree) They also all felt that playgroup is helping to prepare their child for school.

To the statement 'Staff help me understand how I can encourage my child's learning' 85% selected strongly agree and 15% agree

Pupils who have ALN are discussed with the school ALNCo and the necessary procedures followed. Specialists including Speech and language professionals are welcomed into the provision and any programmes they issue are followed and records kept.

Our children are happy and enjoy coming to playgroup, often parents quickly increase the number of sessions because their child enjoys it so much. Our displays are bright and colourful and show the children's own work. We change topic regularly and the room is rearranged to keep the activities fresh and meaningful. Topics are planned alongside school

to reinforce learning through play. Our furniture is appropriate for the age of our children and easily accessible to them to choose their own equipment and toys.

As a staff we have regular supervision meetings where we discuss any concerns and address any issues that may have cropped up. This helps us as adults to feel supported and listened to. Minutes of these meetings are filed in the playgroup cupboard.

What areas do we need to improve or want to develop further?

We would like to be able to increase our ability to provide a range of activities indoors. During periods of wet weather, we are restricted by the flooring to only use one small area for messy play, this is the same area as we use for lunch and snacks. Due to the current small area we are restricted in the layout of our equipment. We would like to have more space for messy play indoors.

What specific action do we need to take to make the improvements/developments successful and how will it be measured?

We would like great flexibility in the layout of the room by having washable flooring installed in the whole of the main part of the room. Mrs. Williams in the school office will get quotes for the flooring and find out if we will need to fundraise for this outlay. If fundraising is required we will approach our playgroup families for ideas and look for sponsorship or grant opportunities.

Measurement:

- Once completed a wider range of indoor messy activities will be offered.

Summary - People are happy and supported to maintain their ongoing health, development and overall well-being including their intellectual, social and behavioral development

Parents are happy that their children settle well and quickly on starting at the setting and that they progress well. They are satisfied that their children enjoy attending and that they benefit from it. Children are also well prepared for Nursery and familiar with their surroundings and the staff in the school community.

Children progress well, gaining skills and independence, their work shows their enjoyment of sessions and the displays celebrate their efforts. Children are encouraged to interact with staff and peers socially and are supported through circle time, meal and snack time and games to learn social skills and manners.

The physical setting offers a good range of equipment to allow the children to develop in all areas. The staff lead the children in topic based learning through play and craft activities to ensure they are engaged in their learning and progressing along their own trajectory.

Section 3

How do we make sure, and how do we know that....

People feel safe and protected from abuse and neglect
What we do well and evidence for it
All staff on site are DBS checked and safeguarding trained.
Our setting is staffed by empathetic and well qualified adults who place the utmost care on ensuring all aspects of safety and protection are adhered to for our children. Policies are reviewed, amended if necessary and adopted annually. These are available on request to parents at the setting. The current Statement of purpose is available online in the Playgroup area of the school website.
Staff response “All policies have been updated and we will continue to ensure that all relevant policies are constantly revisited”
The setting has benefitted from the installation of higher, more secure fencing to improve the onsite security. The outer access door is kept locked throughout the session as is the gate to the infant yard. There is a fire door which is our access door to the outdoor play space and this is kept unlocked during the session. Other access to the room is via a classroom and the school has electronic security doors. A signing in register is kept for visitors. A register is taken at each session and marked with the arrival and departure time of each child and staff member. A head count is regularly undertaken by staff during the session.
Registration forms detail which adults are allowed to collect a child and this list would be checked before giving the child to anyone other than the parents. Forms also request information related to food allergies. Fruit is served at snack time to pupils and milk, or water is available for the children to choose.
The provision of a covid support Grant from the County meant that we could purchase items to allow the easier cleaning of outdoor equipment. It also meant we could provide an outdoor sink and wet weather clothing. All of this meant that we could be outdoors more to benefit from natural ventilation. This meant that the safety of children and staff was maintained throughout our sessions.
We have also been able to provide, from another grant, new chairs and tables as our old ones had become unstable and difficult to keep clean. Addressing this issue has made meal and snack times far more hygienic and safer, with differing height chairs for the different aged children.

All parents questioned felt that the group is a safe and secure place for their child and that if their child became unwell or upset the staff would deal with the situation effectively.

Setting staff are pediatric first aid trained, this is renewed when necessary. All staff undertake regular safeguarding training including, radicalization, domestic violence, and Child Sex Exploitation. Records of training are kept up to date in the school office and in the staff files.

Staff also complete Fire safety training and fire and lockdown drills take place in the group. Records kept in the health and safety file

Welfare calls were made during lockdown to ensure that parents and children were safe and to offer any support that was needed.

Parental response:

"Thanks to all the teachers and LSAs going the extra mile through lockdown."

"They have provided individual help and support both academically and just in a person to person, pastoral care way."

What areas do we need to improve or want to develop further?

- We would like to introduce a password system for collection of pupils to help us ensure that only authorized adults are collecting. This will also be useful if we have a staffing emergency, and the cover support is not sure of visual recognition of parents and carers.
- We need to assess our current fire and lockdown drill procedures, ensuring that we have our own system separate to the school system that the children recognize should we need to get them in or out quickly.

What specific action do we need to take to make the improvements/developments successful and how will it be measured?

We will write a letter explaining why we need to introduce the password system. The letter will include a card that can be filled in with a memorable password and the names of permissible adults to collect the child. This will be given to parents during June. Once returned the cards will be laminated and kept securely and used at home time by the staff member on door duty. The password system will become operational on September 1st. Measurement. This letter will become part of the new pupil pack

- Parents will return the cards
- Cards will be prepared
- Cards will be stored and use appropriately
- Staff and Parents will feel increased peace of mind at the children's safety

Mrs. Owen and Mrs. Harts will decide on a signal for fire and a different one for lockdown and they will practice with the children. From the beginning of October 2021, monthly lockdown and fire drills will take place and be recorded

- Children will be safe in the event of a fire or need for a lockdown
- Records will show the regularity of drills

Summary - People feel safe and protected from abuse and neglect

Staff are appointed using principles learned in Safer recruitment training. The interview panel is made up of Senior Leaders and experienced Governors. The management are satisfied that the staff in the setting are well qualified and well suited to the role.

Staff feel confident in their level of training to care for the children and to deal with any situation in relation to first aid or other emergency.

The setting has greatly benefitted by the recent acquisition of new equipment which has allowed for increased outdoor time and a cleaner safer indoor environment.

Parents are happy that their children are safe and well cared for and that they would be contacted appropriately by staff should a situation occur during the session. Parental comments also indicated that the welfare calls made, and support offered during lockdown were appreciated.

The addition of the more regular drills and the password system will be a great benefit to the safety of the setting and the peace of mind for both parents and staff.