



Usk Nursery

Review of Quality of Service
September 2022 – August 2023

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Part A: Service details and views of those who use the service

Usk Nursery provides childcare and early education during school term time. We provide full day care for children aged 2-4 years, within a relaxed, friendly environment. We are registered with CIW for up to 30 children.

We aim to provide all the children in our care with an environment where they will be treated with kindness, patience, and courtesy. Each child's individuality is respected and cherished and in turn, the children will learn that acquiring knowledge is fun.

Methods of collecting views

In order to create this Quality-of-Care Report we ask the views of those that use our service (parents/carers of the children that attend and the children themselves) and outside agencies that we work alongside (local Health Visitors, EAS advisory teacher, Speech & Language dept. etc) Staff members are also asked.

Parent/Carer Questionnaires are sent out annually (May/June) asking a number of questions: -

- regarding the care and support their child has received
- availability of staff to discuss their child's needs and/or any concerns
- communication received in regard to how their child is getting on.
- does the environment meet the child's needs – is it stimulating, well equipped and in good order?
- Management – approachable, deal with questions and concerns in an appropriate, timely manner?
- We ask parents to talk to their children about being at Nursery and what they have enjoyed most

At the end of the morning session staff talk to the children about what they have been doing and whether they have enjoyed themselves, using thumbs up, thumbs down to tell us.

Outside agencies – We welcome visits from agencies when needed, these include the Health Visitor, MCC ALN Co-ordinator, Speech & Language Practitioner, and our EAS Advisor. Positive relationships have been formed with all information is shared (when appropriate) and guidance followed when given.

Numbers of children, parent, carers, and professionals providing feedback.

This year we sent out 26 questionnaires to parents/carers to date we have had 14 returned, these all included responses from the children.

Every day we talk to the children about what they have been doing and whether they have enjoyed what they have done – we use this information to plan learning opportunities.

Feedback from other professionals is always positive.

Summary of responses

Responses from our questionnaire were very positive with no family unhappy with any aspect of the service we provide.

Parent/carer comments included: -

“The care that_ has received has been great”.

“Absolutely amazing care and support were provided by each member of staff throughout the 2 years_ has attended “Usk Nursery”.

“So happy with all the support, guidance and love shown”.

“The link with the Primary school, with other nurseries don’t seem to have. This makes transition for child and parent much smoother”.

“The nursery staff are amazing, its an excellent step before nursery”.

Children’s comments included: -

“I love playing in the outdoor area”.

“I love playing with my friends”.

“I like to learn new things with my teachers”.

“I like going to nursery because there are lots of different toys and I have fun with my friends and teachers”.

Improvements we will make, or have made, as a result of feedback

More class dojo updates

Part B: The quality and standard of provision

Wellbeing

To what extent do children have a voice?

- Listening to the children is at the forefront of everything we do, through observation and talking to them invitations to play are planned.
- Children regularly get the opportunity to talk about their experiences through “News Time”, “This is Me” box and “Show & Tell” (standing in front of their peers and sharing their news, showing some of their favourite things or showing photos and talking about their experiences). These experiences make the children feel valued and important which in turn increases their confidence and self-esteem. At the end of the session, we talk to the children about what they have done and whether they have enjoyed it or not. Most children will contribute at group time, and most will contribute ideas, asking and answering questions.
- Voice of the child noted and planned for – this is done straight away or incorporated into the following weeks planning
- Planning is loosely based upon the seasons and the world around them allowing it to be adapted to the children’s interests and ideas. Child led as much as possible
- Rolling snack system allowing the children to choose when they have their snack. We regularly ask the children what they would like to have at snack
- As part of our Quality-of-Care review there is a section for the children to express their likes and dislikes of their experiences at Nursery. Any suggestions for improvement are included on our action plan which is regularly reviewed and updated.

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

- Children come in happy and separate from parent/carers with no concerns.
- Parents often comment on how happy their children are to come to Nursery
- Every child is allocated a key worker which encourages staff getting to know the children’s needs and interests in their group well.
- Every child has a named coat hook, drawer, or box for their work.
- All children are allocated a keyworker which allows strong emotional bonds to build. The children feel happy and secure within the environment which in turn means they are confident in their play and learning, forming friendships with their peers.
- Children’s self-esteem is established, they have the confidence to talk to any member of staff when happy, sad or have a need.

How well do children interact?

- With gentle encouragement the children will respond well to instructions from staff and follow their lead
- Children will often create their own games and play
- Through using our “Golden Rules” the children begin to understand the difference between right and wrong, their emotions and those of others. They enjoy sharing and taking turns when playing games and interacting with each other. Most understand they should look after our toys and books and some still need encouragement to tidy up. (Our “Golden Rules” have also been sent home to parents)
- Most of the children are aware of other feelings showing concern if a friend is upset and can tell an adult how they are feeling and what makes them happy or sad.
- Strong friendship groups are being established with children seeking each other out to work and play with
- Children happy to approach any member of staff

To what extent do children enjoy their play and learning?

- Children enjoy exploring the environment and choosing what they want to do

- The children are always keen to do new thing, engage in invitations to play and explore the environment around them.
- The children are given time to engage and explore in their play and interests, allowing them to them a holistic approach to their development.
- They thoroughly enjoy the outside area which allows them to explore and experiment. They are also allowed to access the sheds to choose what resources they wish to use
- Children take pride in their work and love to see it displayed and will often talk about it with their peers.
- The environment is adapted and change to meet the needs and interests of the children with invitations to play throughout the setting.

Wellbeing – our priorities for improvement

1. New curriculum being implemented to ensure it meets the needs of the children in our care.
2. Improve parental engagement – Provide the opportunity for parents to talk to staff their Child's key worker at pick up time.

Assessment: Good

Care and Development

How well do practitioners keep children safe and healthy?

- Numerous policies and risk assessments in place to ensure the safety of both children and adults within the setting are safe. These are reviewed at least annually. Staff will read them at least annually and always when one has been amended. Policies are regularly discussed at staff meetings to ensure understanding.
- All staff are DBS checked before starting work on the premises.
- Staff attend regular training to ensure the setting is aware of all current legislation.
- Staff: children's ratios are strictly followed.
- Fire drills are carried out with the children every half term.
- Strict guidelines are followed regarding medication being administered, illness and accidents with relevant documentation being completed as required. All staff have Paediatric First Aid training
- Fire extinguishers, alarm system, carbon monoxide detectors, heating system and all electrical equipment are tested in accordance with legislation
- All staff have a Food Hygiene qualification, and the setting has achieved a Level 4 rating from Environmental Health. The setting has gained the Healthy Snack Award and completed the Healthy & Sustainable Pre-School Scheme. Snack is provided at every session consisting of cereal, fruit or vegetable with milk and water also provided. Water is always available for the children throughout the session
- Physical activities are encouraged both inside and out throughout their play (running, throwing, riding bikes). We talk about how their bodies change whilst exercising
- A lot more time is spent outside

How well do practitioners manage interaction?

- Staff have realistic expectations of the children, and the Behaviour Management Policy illustrates this.
- Nursery Rules are age and stage of development appropriate and are talked about with the children regularly – books depicting the rules are a favourite with the children and these are read regularly to them. These have been sent home so that parents know.
When necessary, we will talk to parents to resolve any issues and ensure they are aware of the situation and how we are dealing with it.
- Some staff have attended Behaviour Management training which has then been discussed with other staff members.
- Management have talked to staff about us all being consistent in how we deal with behaviour – this is ongoing to ensure all staff are confident in how we want to handle these situations
- A lot of positive praise with stickers often used to promote good behaviour. "Star of the Day" is awarded.
- Staff act as positive role model – quietly spoken, tidy up, listening to others and sitting with the children at snack and lunch times.

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

- Staff treat all children as individuals, listening to their views and needs at all times. Invitations to play are adjusted to suit the child's needs and stage of development ensuring they are engaged, and progression is made at their own pace.
- Keyworker groups allow staff to get to know their children well which in turn ensures the children feel comfortable asking for help, talking to us if they feel sad or had an accident and will often ask for a cuddle.
- Staff will get down to the children's level ensuring eye contact when talking to them, so they know they are being listened to and allow them as much time as needed to say what they need/want to
- Staff never talk about the children in front of them
- Children can play and explore uninterrupted allowing their imaginations and problem-solving skills to develop.
- All staff have professional qualifications and most have many years' experience to ensure that all children receive the necessary level of support for their development to be supported.
- We celebrate different cultures and celebrations/festivals

- Families are celebrated within the setting by inviting them in to talk to the children about how they celebrate at different times throughout the year.
- The children are asked to bring in pictures of their family, which are out on display within our home corner to encourage conversation and make them feel they belong within the setting.
- Transition meetings are held with the local school to ensure smooth transition activities take place meeting the needs of all the children.
- Regularly talk about children and any concerns we may have at staff meeting and weekly catch-up sessions
- Each child has an Individual Learning Journey to record their observations, interests, and progression steps.

ALN

- “All About Me” Profiles are completed, within the first 6 weeks of a child attending, with the parents. This is an opportunity to talk about their child’s strengths, interests and/or any concerns they may have. An Action Plan with SMART targets will be implemented where necessary and followed up with parents at regular intervals.
- Staff support children with ALN following any advice given by medical experts
- All staff have attended training of the new ALN Act
- We have close links with the local Health Visitor and liaise regularly with other health professionals regarding children with ALNs and others we may have concerns about to ensure we are meeting the needs of these children. Advice and strategies received from outside agencies/health professionals are used to determine targets alongside any we feel are needed.
- We have referred some children to Speech & Language where we feel there is a need and have followed any advice and guidance given. Staff have received Elklan training and use their knowledge to develop strategies to help those children that are struggling with their speech but not enough to warrant a referral.
- 2 members of staff have received Chatty Chimps training and 1 Wellcomm training – this training has been implemented within the setting to help those children identified with a Speech & Language concern
- Parents are consulted throughout, and access is given to their child’s file if requested. Parents are asked what is/ not working at home so that we can use the same strategies to ensure the child is not confused or receiving mixed messages.
- Transition meetings are arranged to organise necessary visits to the school and for the school staff to visit them in setting. These meetings will sometimes just be between us and the school but sometimes involve outside agencies, including parents/carers, depending on the needs of the child.

Care and Development – our priorities for improvement

1. Behaviour management training for all staff

Assessment: Good

Environment

- Risk Assessments are carried out daily
- All electrical equipment has an annual PAT test
- Alarm system and fire equipment is all checked annually. Gas and Electrical systems are checked as per national requirements
- The main door has a safety lock on the inside that can only be reached by an adult
- All visitors must sign in the Visitors Book and then out on leaving the premises. We ask that all regular visitors show us a valid DBS certificate.
- We have a high fence around the premises to ensure no-one can access the outside area at any time without knocking on the door first.
- A daily cleaning routine is followed to ensure a high standard of cleanliness is maintained. Every term break the premises are given a thorough deep clean.
- All resources are regularly cleaned and sterilised regularly in accordance with a cleaning procedure.
- All equipment is regularly checked for damaged and will be replaced where necessary.
- A handyman is employed to help maintain the premises and deal with any minor repairs. The landlord is contacted if there are any major repairs needed.
- Both the inside and outside environments are checked daily to ensure everything is clean, safe and in good working order – this is recorded.
- The environment is laid out to ensure plenty of space between tables etc. and at a child friendly height making resources easily accessible.
- There are separate toilets for staff
- The office is used to have confidential conversations and there are locked cabinets to keep written information safe. The computer is password protected and only the management has access to this
- National minimum standards are followed at all times.
- The environment is set up to allow the children to make choices about what they want to do and how
- Photographs of the children and their work are on display throughout the setting
- All areas of the setting are inviting and easily accessible encouraging the children to make choices and use all areas and resources
- The environment is welcoming and inviting for the children
- All equipment and resources are age and development appropriate where possible we purchase new resources when a need is identified through observation of the children's needs and interests.
- Our outside area has resources and equipment appropriate to the environment e.g., mud kitchen, digging pit, bikes/scooters.
- Resources include those of diversity and promote equal opportunities. We have books depicting different festivals and cultures introducing the children to different ways of living. Resources that show different lifestyles, people with additional needs, people from other countries all allowing the children to accept, without question, that we can be different but should be treated all the same. This has become increasingly important to us as we have had children with additional needs and from different cultural backgrounds attend the setting, they have been accepted by the children without question.
- Environment is constantly evaluated and changed where necessary to meet the needs and interest of the children. New resources have been purchased to create a new role play area, improved mark making area and reading area inside. Big wooden blocks have been purchased for inside. Outside our mark making area has been improved along with our mud kitchen, a dinosaur pit has been installed alongside a painting easel and water trays. We have also created a new woodwork area, reading tepee and small world area outside
- Responsive planning was effective when staff were given responsibility for an area of the environment and with a small budget able to change it to meet the needs/interests of the current cohort of children – our home corner, reading/quiet area, loose parts, and sensory area all benefitted from this.
- Management took the decision to go natural using open ended resources as much as possible. Walls are now cream and black creating a calm atmosphere.
- New craft and creative areas have been made more accessible for children.

Environment – our priorities for improvement

- Picket fence to make some areas smaller and safer.
- Improve free flow

Assessment: Good

Leadership and management

- National minimum standards are followed at all times.
- Statement of Purposes is reviewed at least annually and updated if necessary
- Good role models, not expecting staff to do anything they wouldn't do themselves
- Setting Action Plan that is always looking to adapt and improve as necessary, this is shared with staff. The Action Plan is reviewed each term.
- Through Appraisals we encourage staff to better themselves, encouraging and supporting staff to further their qualifications. Targets set include supporting management in achieving targets on the setting Action Plan. A formal appraisal is carried out every June with more informal meetings taking place at least every term or when needed.
- Monthly staff meetings include discussing Policies to ensure staff fully understand their responsibilities and the action they need to take in certain situations. Staff will read all our Policies and Risk Assessments at least annually or when they have been updated or changed
- Learning Journeys and progression summaries are reviewed and monitored continually to ensure staff are supporting children appropriately
- We are always looking at ways to improve/adapt the environment to ensure the children are always stimulated, challenged, and enjoy their learning experience by the termly monitoring of staff and the way the environment and resources are being used.
- Fortnightly meetings with Preschool and 2-year-olds staff to discuss planning, assessment, concerns etc.
- Monitoring of staff and the way the environment and resources are being used has been introduced
- Our setting Improvement Plan/Action Plan incorporates recommendations from previous ESTYN and CIW inspections, our SAFE review, MCC Service Specification review, our Quality-of-Care review plus actions that we would like to implement. This is reviewed every term and shared with staff.
- Staff appraisal and assessment
- When staff have been on training, we determine whether there is a need for us to change our procedures, environment etc. if so, this will be added to our Action Plan and prioritised accordingly. Training impact forms are reviewed regularly
- The use of Impact of changes and Impact of training forms have proved a very useful tool for self-evaluation.
- Follow SAFE recruitment guidelines
- Staff qualifications are appropriate to the role they have within the setting
- Management have split their responsibilities according to strengths
- All staff have roles and responsibilities, these are discussed as part of the 1:1 supervision meeting that will be held every half-term.
- Children: staff ratios are always met with bank staff in place to call upon when necessary
- A lot of time is taken in developing our plans in regard to spending our EYDFG deciding what the needs of the children are and how we can best meet them This year we have spent the majority of our grant on developing the learning environment to support learning across the Four Purposes and the five Development Pathways on the new curriculum.
- 3 members of staff have CCLD Level 5 qualifications. Two CCLD Level 3 (or equivalent), one staff member NNEB qualified and we have recently recruited an Apprentice studying for their CCLD Level 2 They are all encouraged to attend current training supplied by EAS and supported with any other training they wish to attend.
- Staff strengths are identified and deployed as appropriate
- Parents are invited to share their knowledge about their child when they start at the setting so that their child's needs and interests can be identified and appropriate plans to support them can be put in place. All About Me Profiles are completed.
- Monthly newsletters are sent out to all parents, a daily notice board is put out telling parents/carers what the children have been doing that morning and what they will be doing in the afternoon.
- Every term parents are invited to a Stay & Play session to get involved in some of the activities we do, see their child's work, and talk to staff about the progress they are making. We also offer a more formal meeting if there is a need.,
- We highlight our "Open Door" Policy to parents encouraging them to come in and talk if they ever have any concerns.
- At least twice a week we will post pictures with narrative on social media for parents to see some of the activities we have been doing.
- Group Learning Journey Scrapbooks out by Parent Notice board with pictures of what we have been doing during the term
- A Moving Up morning is offered to children starting especially the younger children where parents are invited to stay to help their child settle

- A parent app has been introduced “Class dojo” so parents can see pictures of their child’s day.
- Throughout the year we have several events where parents are invited to join us at the setting, within the community and at the school – these include our Nativity at Christmas, Sports Day (both at the school) Teddy Bears Picnic at Usk Castle and Sponsored Charity events at the setting.
- Strong links with the neighbouring school which ensure transition for the children runs smoothly with lots of activities throughout the year.

Leadership and management – our priorities for improvement

1. To make sure we continue to have our weekly meetings

Assessment: Good

Name of Responsible Individual/Registered Person: Mrs Jan Henstridge & Mrs Alison Janik

Signed: Mrs JM Henstridge Mrs A Janik

Date: 11th September 2023