

Where Every Child Matters

**Our Mission**

To provide outstanding quality care and education for all children primarily below statutory school age, helping them to learn, develop and thrive in a safe, secure, stimulating and FUN environment, teaching them to become independent and confident learners.

We work closely in partnership with parents, carers and professionals offering a setting which promotes equality, values and diversity. This adds to the life and well-being of our local and wider community both now and in the future.

We implement and follow the EYFS curriculum promoting all areas and styles of learning, ensuring we develop each child to their full potential and beyond!

Our goal is to provide a unique, adventurous start to every child’s life and learning journey, providing them with the essential skills they will need throughout their lives.

**Overall effectiveness**

We provide an exciting, interesting, and varied curriculum to suit all our children’s needs and enhance every child’s experiences and opportunities preparing them for future success. Our staff have extremely strong bonds with the children which in turn rapidly develops and secures their personal, social and emotional development enabling progression in other areas of learning.

We send out questionnaires twice a year to encourage parent and carers views, we invite them in every term for consultation meetings and will always move plans around to suit the parent/carers needs (offering phone or zoom consultations also). We communicate with parent/carers daily, discussing children’s needs, interests and development and what we are working towards We have both a website and 5-star feedback with reviews on our face book page.

We continuously, day to day, evaluate practice securing continuous development to improve the children’s education and the setting as the whole. Managers and leads carry out regular learning walks together always feeding back to the team either on the spot or during supervisions. We continuously and informally track our children, we use this information to develop area’s further for certain children or cohorts. We share our tracking together as a team, discuss in supervision and plan for this.

Requirements for safeguarding and welfare are fully met and we have a shared ethos and understanding of the responsibility for protecting children. Safeguarding is discussed daily and during every staff meeting at length, we remind staff in every meeting of the policies and routes to take should any concerns arise, we use quizzes, questionnaires and regularly seek on-line updates and training for the whole team to re-cap and refresh. We are vigilant at sharing information with joint settings that the children attend and the schools that they are transitioning to.

**Quality of education**

Across all parts of the provision, practitioners’ interactions with children are of high quality, children are encouraged to engage in outstanding communication to challenge and develop, consolidate and deepen their knowledge. This is implemented into the supervision cycle to continuously support staff development.

Starting points are recorded immediately the child joins us to enable us to work vigorously to close any gaps we observe and to start our journey progressing the children through their early years education to be ready for school and the world around them (see ILP’S below).

Our additional funding over the last few years has been invested into using our forest, to enable more heuristic play. We have expanded on natural resources, a slack line for balancing and cooking their own snack on the camp fire is a big hit with the children. We have a Friday morning forest group for both parent/ carers and children to attend together. This encourages parent partnership and the importance of the parent being present in the children’s learning environment. Working together, means the child’s learning is embedded and performance is at its highest.

We have regular visitors to enhance the children’s experiences and opportunities. Examples being midwives, authors, builders with their diggers, firemen, police, RNLI, farmers with their tractors, lollipop lady, ice cream van, pets, exotic animals, Tesco’s, vicar, hairdresser, Thai dancers and Spanish dancers to name a few. The children love these experiences and during group work for the following weeks we evaluate and discuss the impact of the learning from this with the children.

Early intervention is implemented with ILP’s immediately we see a gap, this enables us to close this gap in the quickest timeframe by continuously monitoring and sharing with the team the sessional progress (intent, implement, impact) e.g. T.C struggled to concentrate and stay focussed, an ILP was put into place immediately so T.C had time with a small group every morning and afternoon in a quiet space, this encouraged and closed the gap in listening and attention enabling T.C to progress in all the other areas and reach 40-60 emerging across the whole curriculum when starting school.

**Behaviour and attitudes**

Children and adults have a high level of respect for each other. The children are confident with the rules and boundaries. Respect and bonds are strong and apparent between children and the staff, this is encouraged by praise and excitement of achievements. Wow moments are shared between pre school and home and vice versa. If a child is struggling with something, staff act swiftly e.g. T.C was having nightmares about a monster and not sleeping, T.C and keyperson wrote a book at pre school about a friendly monster. T.C took the book home and parents fed back that this really helped her sleep at night. Social stories are also used if required.

This year and last, we have noticed that the children with EYPP benefitted from focussing on Personal, Social and emotional development. We soon realised these children thrived in our forestry area and were able to communicate, learn and understand our rules and boundaries quicker in this environment. We therefore have put more funds into the forest and increased our time spent there.

Our children are highly motivated due to the enthusiasm of the staff and them taking the time to learn about their individual interests. e.g. T.C needed support in rhyming skills, T.C comes from a musical family. Keyperson used her guitar to practise nonsense rhymes. T.C found this amusing and rhyming was instilled through her interests and enjoyment. This also encouraged other children to take part and has become a regular activity of enjoyment in the pre-school.

We use spot timers for all children and visuals for individual children that may benefit, this gives the children time to understand and implement the daily routines smoothly and calmly.

Behaviour and attitudes are instilled from the child’s starting point. Talking and listening is encouraged, adults respond in ways that aid the children to manage and control their own feelings and behaviour. Meetings are held with parents, and support and resources are offered to families on a number of topics e.g. potty training, dummies, healthy eating, internet safety, good attendance, and embedding their learning. When the child is ready to learn about letters and sounds we have produced a leaflet with examples of play ideas that the family can also encourage.

We have a ‘Home learning hub’ at our main entrance, this includes a variety of educational packs. The parent/carers and children choose packs to take home and borrow. This was particularly useful to a family that were temporarily living in a caravan and had minimal belongings, it gave the child a variety of resources to utilise on rotation. Our hub also includes a child library service.

**Personal development**

Developing personal, social and emotional skills is a strength at Delaware, our children are given rich experiences. We celebrate a variety of festivals and special days through all kinds of sensory exploration such as food, dance and visuals.

Emotions are part of staff’s everyday language throughout the whole setting. Feelings boards are used daily in both rooms and we express our feelings using words, pictures, type, dance, yoga and an ‘emotionary’ book.

We embrace our differences promoting respect and values throughout everyday practise. We offer resources by books, posters, people to encourage understanding and positivity in all aspects of life.

Our team attend Senco and baby hub network meetings to share and update on good practise. They cascade information to ensure the team uses best practise.

**Leadership and management**

Leaders focus on continuously improving the practitioner’s knowledge and their own, in everyday practise by daily discussion and as much extra continuous development as possible. The team shares strong values and input them into policies and daily practise. We discuss daily how we can evolve and improve upon the room and the children’s experiences and outcomes. A day does not pass where an idea is not put forward to improve our setting as a whole or the experience we give to individual children. We are all passionate about building, developing and improving to be the best we can for our children and our community. The quality of care, education and safeguarding is outstanding. We have high expectations as a team for our children’s outcomes and our performance is developed and built upon daily, through talking, meetings, staff communication book, supervisions, appreciation board, hug in a mug, informal and formal learning walks. We also encourage visits from the early year’s improvement team in Cornwall. Our last report quoted ‘The Manager is ambitious for the setting to thrive and be successful, as a result she welcomes advice and guidance and is positive about working in partnership to identify and carry out improvements’. This ambition is shared throughout all of our team.

Staff wellbeing is a priority, we work closely together and support each other. We will always take the time to personally support and accommodate one another. We have a culture of openness and honesty and never feel afraid to share our problems within the team. This year we have developed a new team space, a room away from the children that we can visit for an uninterrupted break. We share appreciation of each other at breaktimes by displaying photos of social occasions and a wow moment board for each other.

Professional development has been a focus this year, we have ample resource’s so decided to invest in a consultant to develop communication strategies and the quality of education and care we give. This was fantastic training for the whole team that has provided greater depth of understanding. We have 4 team members with current level 3 multi agency safeguarding training and 3 with up to date and relevant Senco qualifications.

**Actions September 2020 developed by the team, the committee and the parents.**

**Due to our current climate ‘black lives matter’ we feel now it is appropriate to further increase our focus on diversity and inclusion.**

Ideas; Celebrate our differences more. Contact book-start to loan more books surrounding inclusion. Increase displays and items of interest. The team to increase personal knowledge. T.C grandparents to provide Diwali video from Malaysia. Staff to learn simple words in Spanish, Malay and Polish at snack time for our bilingual children. World maps to be displayed in both rooms. Celebrate ‘Black history’ month. Idea’s ongoing.

**Teach the children how to contribute to helping the environment. Practitioners and the local community to also contribute.**

Ideas; Co-op free food donations to continue using the food share scheme. Recycling scheme bags 4 school twice a year. Become a collection point for ‘count the kick’s’. Plant more trees, bulbs etc, children to grow small trees to take home and plant, increase growth of fruit, veg and herbs for the setting. Use the local conservation site to recycle old toys and access free recycled goods. Idea’s ongoing.

**Outstanding outcomes for all our children.**

Ideas; Team to work together and discuss the evaluation schedule. Why are we good? Why are we outstanding? What do we need to do to be outstanding in all areas? The whole team to actively take part in completing monitoring sheets and learning walks. Increase outside continuous development. Access free educare training.