

Your setting

In this section describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.

Paddocks Pre-school opened in 1965. We are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Paddocks Pre-school has charity status and is run and overseen by a voluntary parent committee. The Managers report to the Committee on a regular basis and meetings are held as and when necessary. Committee meetings are held every 6-8 weeks. Staff meetings are held termly.

We operate from a purpose-built premises, situated in a residential area close to one of our local primary schools. We have a spacious, bright main room, a sensory/quiet room, an office, a kitchen, a cloakroom, four toilets, two of which are "accessible toilets" and a staff toilet. All the rooms used are on the ground floor and there are no steps on the site. The children have access to a secure enclosed outdoor play area. The children have free independent play in the inside and in the enclosed outdoor areas. We also have our own access to the neighbouring local primary school field, which we use for Forest School.

Paddocks Pre-school is open during term time from Monday to Friday 8.45am to 3:15pm. Extended afternoon after-school sessions run on Tuesday to Thursday until 5.15pm. A maximum of 32 children may attend a session. Children may attend for the full day, morning or afternoon sessions. Children staying for the lunch session are required to bring a packed lunch. We also run holiday play-schemes from 8.45am to 5.15pm during the school holidays.

We have 59 children on our books aged from two to four years of age. 34 children receive 3/4-year-old funding, of which 5 receive additional Pupil Premium funding, and 7 children receive 2-year-old funding. All children are in the Early Years Foundation Stage age range.

The children come from either the immediate, local catchment area or from within Wallingford Borough. The majority of the children are of white British heritage. We support children with learning difficulties and/or disabilities and children who speak English as an additional language. There are currently 3 children with English as an additional language. We have 2 children currently receiving SEND support.

The preschool employs a total of 10 staff. We have 8 members of staff who work directly with the children: 7 at Level 3. And we have one part time administrator in the office, and one part time bookkeeper.

All our staff are Safeguarding trained, 3 of which are Designated Lead. 4 Staff members are safer recruitment trained. Our chairperson also holds Designated Lead. 6 Staff hold a current paediatric First Aid certificate. 2 Staff are SEND trained. All staff have Level 2 Food Hygiene Certificates. 1 Staff member is a Forest School leader and is Forest School First Aid trained, and 1 staff member is currently in training for level 3 Forest school. Our manager has also recently been trained in Mental Health First Aid. In addition, the setting accommodates a number of students on work placements and work experience. All staff are Fire awareness trained.

Staff are nurturing, knowledgeable, committed and passionate about their work. Strong relationships with each child's family, long staff retention and high-level commitment to children are strengths of the setting.

The Ofsted Inspection in May 2019 rated the provision as outstanding.

Since September 2020, under guidelines for Public Health England, we opened fully and have been fortunate to be able to operate as a single bubble, enabling flexibility in session requirements. We have carried out a detailed and thorough risk assessment and have control measures in place to minimise risk of the spread of Covid-19 as much as possible.

Views of those who use your setting and those who work with you

This section should record:

- *the views of the children who attend your setting and those of their parents or carers*
- *the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals*
- *details of any quality assurance scheme you participate in.*

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

The children's opinions are valued and are promoted through the daily activities planned for them "I like making things for my mummy", "I love the teachers because they love us", "they make me smile". Their feedback during the day's activities is built on providing opportunities to extend their learning. The children are encouraged to ask for resources or activities of their choice. Their reactions to activities are recorded in their learning journeys on Tapestry.

Parents/carers are encouraged to join the parent committee and become involved with the preschool as much as they would like. The committee meet every 6-8 weeks, to which parents/carers are invited when appropriate.

When a child starts, parents/carers are asked to complete a registration form which details information about their child's personal and medical requirements. They are given our terms and conditions, privacy policy and a welcome information letter, containing all the information they need for a smooth transition into the setting. Parents/carers and children are offered a 'stay and play' opportunity on set days before the start of term, where parents/carers can meet staff and other parents. "Thank you for the stay and play sessions, I think they have been really beneficial for us". Under normal circumstances a child's assigned key person and buddy will do a home-visit prior to their start date. Settling in sessions will vary in number and length depending on a child's needs. Staggered starts at the start of term help staff and parents facilitate a smooth transition.

Settling in sessions in September were held outside for no longer than 1 hour.

We look forward to reinstating home visits and regular settling in sessions as soon as viable, as they help facilitate a smooth transition.

"(When) my daughter started it was the first time that she had been away from me. Meeting her key person at home was a great help, her key person and buddy came to ours, got down on her level and played with her, asking questions and listened to what she had to say. My daughter was very excited to start after this. Saying this, she was still upset when I was leaving, they phoned within 5 minutes to let me know she had settled well which put my mind at ease as they could see I was upset. She looks forward to going and has learnt so much all ready and made new friends. Paddocks has a joyful and friendly atmosphere, and she enjoys going in to see what she can play with that day. All staff are very friendly and approachable. She is aware of boundaries and what is expected of her whilst she is there,

getting me to line up at the door when we are leaving the house and ringing bells when there is a 'fire'. I enjoy seeing what she is doing via the tapestry programme."

"(We) would like to feedback on what a great place Paddocks is, for both my children- my son (3) attends the setting for 2 long days per week and my daughter (5) attends the after-school sessions on the same days as her brother. Paddocks is a very welcoming place, where my son always looks forward to going to, thanks to the close connections with the staff and particularly his key person. The children are happy and I'm always content leaving my children in the secure environment of Paddocks pre-school. In terms of learning, I'm really pleased with how my son is getting on at Paddocks, and how he's learning some letters already (he pointed out 'J' the other day and is starting to recognise his name in the zillions of cards that my daughter makes for him!). When my daughter was a similar age, she learnt how to recognise phonics at the start of words through the teaching at Paddocks (I'd tried to teach her at home to no avail). As well as learning academically (phonics & numbers being favourite at the moment), my children have learnt, in particular, the social skills of kindness and taking responsibility for their actions. Communication with me as a parent is fantastic- we are always able to chat or mention any problems at drop-off and pick-up. Email communication on the admin side is great, and Paddocks' use of the 'Tapestry' app to see what my son has been learning/playing is brilliant. My son has another year with you at Paddocks (full days) & we know he'll enjoy every minute :-). Also lovely to know that it's not 'goodbye' at that stage- both children will both be back for the much-appreciated after school provision."

"Our daughter went to Paddocks before she started school in September 2016 and my two-year-old son goes there at the moment. They both also attend the holiday clubs. We have always loved Paddocks. The staff are incredibly caring and their warmth towards the children is clear to see. Both of ours settled very quickly when they started attending, even though our son only goes once a week and was the youngest there when he started. I really do think this is down to the way the staff are with him. It has become a 'home from home'. There is always something different going on, with a creative and broad spectrum of activities to support their development and ignite their imagination. Our son thoroughly enjoys the forest school sessions and the variety of lovely outdoor play equipment. The change of management in recent years hasn't impacted the care that the children receive. From a parents' perspective, the running of the preschool has continued to be very professional, with good communication, strong links for the community/parent body, lots of events and, most importantly, a continuity of education and care. I cannot speak highly enough of Paddocks."

Parent's views are sought throughout the settling in process and through the children's learning journeys on Tapestry. In November 2020 we sent out Tapestry questionnaires to all our parents to help us gain a better understanding of what parents would like to see more of through Tapestry. Below are some quotes from our recent Tapestry Survey: -

"Love Tapestry, can't wait to see more of (child's name)"

"Keep up the good work!"

"I love seeing what (child's name) is up to."

"It's a gateway into what she is doing at school as she never tells me anything!"

"I love Tapestry to see my child having fun and learning."

"Useful tool!"

"(Child's name) loves looking at the pictures herself."

"Lovely idea, fantastic record as we can't be there."

"I am really grateful for the time spent taking pics and vids and uploading them."

Unfortunately, face to face conversations and our usual open-door policy where parents/carers are always welcome to pop in to discuss any issues have been limited owing to the measures in place to reduce risk of Covid-19 spread. Parents/carers have been encouraged to speak to their keyperson on the phone or email if there are any concerns or issues. Any issues requiring urgent attention are dealt with as soon as possible.

Parent's evenings are held twice a year. These meetings are held outside of normal preschool hours to enable parents to review their child's learning with their key person without distraction. The 2-year progress checks for all relevant children are carried out and shared with the parents/carers. Written reports are also provided for parents/carers for children leaving the setting, parents/carers are encouraged to make written comments on these.

We provide a daily update of activities on a white board outside for parents/carers. We use Tapestry for sharing information with parents/carers about their child's learning journey. We email a weekly blog to all our parents/carers informing them of the week's events, achievements and general information. The committee also share notices and posts covering general notices and fundraising information. We are in contact with all our parents/carers via email. We have a private Facebook group for which access is only given to current parents and carers. The private group is an easily accessible platform for parents/carers to make comments, ask questions and provide feedback. "*Lovely ladies at Paddocks you know how to make and keep children happy that is for sure*", "*I would like to say a big thank you to you all for supporting us and helping (child) to settle so well*". Reminders, notices and the weekly blog are also posted here. We also have a website with basic information and an events board near our main entrance which informs parents/carers about any upcoming events and fundraising initiatives. If any parents/carers were to stipulate they do not have internet access, we would provide them with paper copies of all notices, documentation, weekly blogs and their child's learning profile.

All staff are encouraged to express ideas freely and all ideas are valued and considered. Staff views are offered through daily informal conversations and more formally during staff meetings. Staff supervisions are held every 6-8 weeks.

The role of the key person as well as the system of planning using observations means that any children with additional needs can be successfully identified. Our setting SENCO works with staff, parents and other professionals to source the best support for the children in order to achieve their full potential. This may include applying for funding for one-to-one support, specific equipment, training as well as carrying out further observations/assessments.

We liaise with our other local settings and attend Advisory Group Meetings on a regular basis ensuring that local news/information is sort and shared. We are part of a local network group for settings and meet termly to share best practice and support each other; both staff and committee members are included. We have also shared various training sessions like phonics, safeguarding and moderation techniques within these networks.

Effectiveness of leadership and management

This section is about the effectiveness of your leadership and management.

It covers:

- *meeting the requirements of the Early Years Foundation Stage and other government requirements*
 - *self-evaluation and improvement planning*
 - *performance management and professional development*
 - *safeguarding*
 - *the curriculum*
 - *your vision for the setting*
 - *working partnerships*
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Our managers are responsible for the day to day running of the setting and liaising with the committee. Attendance at OCC networking early year's meetings supports sharing good practice and keeping abreast of latest developments. Networking in the last 18 months (March 2020 – July 2021) has been limited to online interaction. They have been involved in numerous online OCC Early Years networking meetings. These meetings discussed OCC EY expectations, current PHE regulations and strategies for ensuring everybody's safety.

High standards from staff are expected, and reflected and maintained through staff meetings, planning evaluations, observations, training, supervisions and daily informal conversations. A training record ensures statutory requirements are met. 6-8 weekly supervision meetings are planned in line with EYFS Statutory requirements. Staff members are encouraged to visit other settings to share/see good practice. We liaise and write reports and observations where necessary for external agencies, including EYSENIT and MDA. The committee, managers and staff are involved in reviewing the SEF, policies and action plans.

Our ratios are 8:1 for 3-4 year olds and 4:1 for 2 year olds. Staff members who are 1:1 with children are not counted in the ratio.

Where a child attends more than one setting, we will endeavour to make contact with them and give them details of the child's key person to enable information to be shared with parent's permission.

It is our aim to continue to promote Equality and Diversity by working with parents to share their cultures and festivals. All families complete a heritage questionnaire within their admission paperwork. We have a named Equal Opportunities Co-ordinator. Resources have been used to help with EAL and cultural activities. Our co-ordinator has attended training on 'Creating an enabling environment for EAL'.

If a child has an accident or an incident occurs at preschool, it will be recorded; noting the date, time, the staff member who helped the child, what action was taken and whether first aid was

administered. The parent/carer will be asked to countersign the book. If the child has received a head injury, the parent/carer will receive a phone call notifying them of this. An accident audit is carried out daily.

If a child comes to Paddocks with a pre-existing injury, we ask their parents/carers to complete a pre-existing injuries form before leaving their child with us. Having this form is beneficial for ensuring that any concerns about a child are recorded, therefore reducing the risk of a vulnerable child being unidentified.

Staff members carry out comprehensive visual safety checks of the setting and resources on a daily basis ensuring children play in a safe and secure environment; effectively promoting their safety and independence. Staff members know the importance of getting to know their key children and their families in order to safeguard them and promote their welfare. Staff members carefully monitor the arrival and departure of children. Registers are completed for every session and an attendance audit is carried out daily. Children are only collected by authorised people and a password system is in place. Only expected visitors are let in. Visitors need to sign in and are never left alone with the children. All visitors are expected to adhere to Covid-19 control measures in place. Visitors are given a visitor's badge to wear while on the premises.

Since the start of the new academic year in September 2020, parents have been able to drop and collect their children from the garden. Strict adherence to social distancing guidelines has been expected. Staggered drop off and pick-up times have helped reduce the numbers in the garden at any one time.

Staff members are aware of their responsibilities to keep children safe and the potential risks to children's safety through our Safeguarding Policies, Health and Safety Policies and Risk Assessments. All setting policies are reviewed at least annually. A comprehensive risk assessment is in place and which all staff have signed. An additional policies addendum has been written and was most recently reviewed in June 2021 which incorporated additional procedures and policy amendments relating to the PHE regulations.

Our challenge is to engage new parents and encourage them to become involved in Paddocks as a community, especially as our fundraising has been limited to online and session activities like our bikeathon, since March 2020. We have relied on Christmas decoration and tea towel design sales, Easy Fundraising, AmazonSmile, recycling pouches and a PayPal Giving page.

We have reflected on our Ofsted inspection in May 2019 and actioned the suggestions made around continuing to expand opportunities in staff development to focus even more sharply on sustaining the excellent quality of teaching, as well as to further develop our planning and enhance our children's independence and life experiences.

Our priorities for improvement

- To continue developing peer to peer observations carried out by a range of staff and to use the findings to improve the quality of the setting.
- To continue to support all staff development and training
- We are in the process of developing/updating our webpage.
- Further develop planning to incorporate individual outcomes for children more often

Quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing characteristics of effective learning.

At Paddocks we cherish and value every child who attends. We acknowledge that every child has specific learning requirements whether or not they have an identified special educational need: because of this we regularly look at each child and tailor our activities to ensure that their needs are being met. For example, we have a child who enjoys being outside but struggles with the sensation of sand. He has a passion for tractors and large vehicles, so his key person provides activities using the large vehicles to transport sand. This enables him to participate in an experience he finds difficult. Through having an excellent knowledge of our children, we are able to plan specifically and effectively for each individual child's needs and to develop a better understanding of each child's level of development. Our planning is based on our observations and individual targets which are evaluated on a regular basis.

We aim to offer a balance of adult-led and child-initiated activities. We use low units of labelled transparent boxes. The learning environment has been zoned and workshop areas created. These give opportunity for children to make decisions and be independent in their choice of play. Whilst the areas are specific, the children are able to migrate across zones to use resources in whichever area they decide. E.g., blocks from construction can be used on a tabletop with the dinosaurs.

The outdoor area has been developed to give children the freedom to continue their learning outside. Our garden area is made up of some grass and some Astroturf and an area is under a canopy allowing the children to be outside in all weathers. We have a large trampoline with safety net which the children enjoy, and this enables all children and specifically the children with additional needs to strengthen their leg muscles and to help every child take turns. We have an outside den which is used to allow role play to continue outside. There are always books, pens and paper available here for children to develop their learning.

Unfortunately, continuing on into September 2020, we are still unable to use soft furnishings or toys that were not easily cleaned. The mud kitchen and sandpit are still not available and are likely not to be available when we reopen in September.

Each week a different key person plans the sessions with their specific key children in mind. All staff contribute to the evaluation of each week's planning. These observations are then used by the key person to record and plan for the children's next stage of learning. Photographs are taken regularly through each session and uploaded to Tapestry to help build a learning profile of each child. This ensures every child's individual needs are met and gives parents the opportunity to be involved in the learning process. Each week key persons are allocated time to observe all their children during the session. This ensures that assessments are kept up to date.

Three times a year every child's learning profile is examined and strengths and areas for improvement are identified for each child. These are then compiled onto a spreadsheet and used to inform weekly planning. This ensures that we have covered all areas of the Early Learning Goals for all children.

We use the Oxfordshire County Council Early Years Tracking Tool to monitor every child's progress and use this to ensure each child is achieving their potential. The information that comes from analysing the figures is used to build up an accurate picture of where we are and what we need to work on.

Home School links:

A weekly blog is emailed out to all parents with an update of the week's events as well as any notices and reminders. This blog is also posted on our closed Facebook group. All our parents/carers are kept up to date via email. However, if parents/carers do not have access to the internet we would provide paper copies of all correspondence including their child's learning journey. If parents haven't accessed their child's Tapestry profile, they are encouraged to do so throughout the year. They are also encouraged to comment on their child's progress as well as sharing their at-home experiences. All policies are available for parents on request; there is a note on the notice board telling them this.

We encourage parents to come into the setting and share their cultures and languages with the children e.g., celebrating Diwali, Indian Festival of Light etc.

Travelling Ted was introduced in 2013 and is still visiting the children's homes throughout terms 5 and 6 and he is very well received. The older children seem to really love having him at their houses and are encouraged to input into his travelling diaries. Unfortunately, Travelling Ted had a staycation this year, but will definitely be up for some more adventures in Summer 2021.

All staff are encouraged to share the knowledge that they have learnt through training by giving feedback to their colleagues on what they have gained from their training. Training helps staff support the children in acquiring the skills they need to develop and learn effectively and preparing them for the next stage.

Staff encourage children to develop self-care skills and children "help" to put equipment together, learning the importance of following instructions and encouraging teamwork. They are also encouraged to tidy up at the end of each session. There are many new procedures that the children have had to incorporate into their daily routines for example washing hands on arrival and departure. We found the children very resilient and accepting of the changes around them.

We offer opportunities for children to go out into the community to experience everyday things like borrowing books from the Wallingford Library, visiting Wallingford Hospital to sing carols to the patients, visiting Castle Gardens, doing river walks. We have also been invited to watch local school nativities and done trips into the community like visiting Busy Brush café to do

some pottery and watching the annual pancake races in the town centre. All the community visits planned for the Autumn term of 2020 were cancelled. However, these will be reintroduced as soon as it is safe to do so.

We encourage all children to participate in our Forest School sessions on the St Johns Primary School outdoor playing field. We run Forest School on Tuesdays.

We feed into several different local primary schools and work with them in various ways to support individual children's transition to foundation stage. Foundation stage teachers/assistants are invited in to spend time getting to know the children before they start school. Staff attend network meetings with local primary schools to share best practice and resources.

Our priorities for improvement:

- Continue to develop the outdoor area over the next year to enrich the children's learning experiences e.g., back garden and resources
- To liaise with other early years professionals to help key persons continue to develop their tracking and assessment skills.
- To continue to encourage parents to contribute to their child's online learning journey.
- Through our assessments, staff feel that more children need to be encouraged to develop their gross and subsequent fine motor skills, in particular pencil control.

Personal development, behaviour and welfare

This section is about helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are prepared for learning, they attend regularly, and become self-aware, confident learners.

The children are given healthy food choices at snack time such as toast, bread sticks, apples, bananas and grapes. The children take it in turns to help prepare snack (washing fruit, chopping fruit where appropriate, pouring drinks, handing out plates, buttering toast) and in doing this talk about healthy eating habits. They wash their hands before food and after going to the toilet. An adult is on hand to encourage independence when washing hands. Visual signs are on display of how to wash hands correctly.

The children bring in water from home in a labelled bottle which is placed on a trolley at the beginning of each session. This is then accessible to them throughout the session without them having to ask an adult. If parents forget to bring their water bottles in, a spare water bottle is provided, or a jug and cups are available on the side. Under the Covid-19 control measures in place, water bottles were kept with lunch boxes, and water was provided in cups, to ensure no sharing of bottles occurred.

We also have a lunch box trolley, which is supporting the children's independence in that they are able to be responsible for their own lunch box.

We encourage the children to blow their own noses. Boxes of tissues are provided; low level mirrors are around the room and children are encouraged to dispose of their tissues in the correct bin. Staff and other adults' model this healthy behaviour to teach the children about being clean and good hygiene.

Children are encouraged to take part in outdoor/active play while at Paddocks. This could be by individual prompt or planned activities such as Forest School, Olympic Games, scavenger/bug hunts, listening walks etc. All children are encouraged to take part in special events e.g., sponsored bike ride.

Children are encouraged to join in and take part in all activities provided by us. Children's enthusiasm shows as they are keen to join in with adult initiated activities and have a positive attitude towards learning. Throughout their time at Paddocks children are given the tools to develop the skills which enable them to co-operate and share with each other during their play. For children who find this difficult, especially the younger children, adults support and model appropriate strategies for sharing and joining in.

Children are encouraged to make friends, to be tolerant and to develop an awareness of and gain empathy for each other's differences. Adults enable them to do this by careful use of explanation and modelling.

We have a selection of books put aside covering a range of topics from being scared to having a new baby brother or sister to help the children understand their emotions. These are to be used when necessary/appropriate by all staff.

Children are consulted when writing the rules of our preschool and encouraged to add to them. These are reviewed annually. This gives them some ownership.

A system has been devised by staff to ensure the safeguarding of the children. On arrival, children self-register with their name card and a staff member completes the register. Head counts are done first thing in the morning and after any outdoor sessions. We talk about the importance of keeping safe at circle time. An attendance audit is also completed daily.

We have a key person and buddy system in place at the preschool. There is a display in the entrance hall, so all children and adults can see who their key person is. Children are encouraged to feel comfortable to talk to all the adults in the setting "My teachers are lovely."

Our normal settling-in programme offers parents/carers and their children a 'stay and play' opportunity before the start of term where parents/carers can meet staff and other parents. A child's assigned key person and buddy will also do a home visit prior to their start date. Settling in sessions will vary in number and length depending on a child's needs. Staggered starts at the start of term help staff and parents facilitate a smooth transition for the children. We hope to reintroduce these settling in measures as soon as we are permitted to do so.

Our Safeguarding and Health and Safety Policies are reviewed annually. The setting has three named safeguarding leads, one from the committee and two from the staff. All staff have attended generalist safeguarding training. There are central records at the setting providing detailed information of all staff and committee members. All DBS checks are enhanced and are renewed as appropriate. The committee review all safeguarding policies on an annual basis. All the staff sign a suitability declaration at every supervision to confirm that there are no changes to their DBS status or their living arrangements. We carry out regular fire drills and evacuation procedures. We have a locked gate and an intercom system which is secured during session times.

Our priorities for improvement

- To continue to seek out relevant training to enable staff to be as up to date with current practice as possible
- To continue to promote independence around snack time.

Outcomes for children

This section is about the progress of different groups of children from their starting points.

We provide an early baseline assessment of the children's development levels when they first start with us. As their time increases, we regularly monitor progress across the seven areas of development. We provide age and stage appropriate resources to help provide a stimulating place for the children to learn. We feel children are able to achieve more by learning through play. From observations carried out, the Managers collate the data, and we use staff meetings and supervision meetings to formally discuss the children and their individual needs. For any children who have been identified as having speech delays, referrals have been made and additional support acquired.

We monitor children with already identified difficulties and liaise with outside agencies to enhance individual development.

As the academic year progresses, to help prepare the children leaving for school, we provide more challenging circle times. We liaise with the Foundation Stage teachers of the local schools, so that we ensure that the move to school goes as smoothly as possible for the children.

These strategies have enabled children who attend our setting to leave with a good range of skills to help them at school and throughout their lives.

Our priorities for improvement

- Continue to build links with local primary schools
 - Continue to maintain stimulating to increase the learning opportunities for the children.
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Overall Effectiveness

This section brings together the evaluation of all aspects of your practice, including teaching and safeguarding

- Children's profiles are updated 3 times per year and 4 times for those children leaving for school.
 - We ensure all children are progressing and staff continue to analyse areas for development
 - We ensure all children have an Individual Target sheet.
 - Setting policies are reviewed annually.
-