Self-Evaluation Form – October 2025

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 Nature Ninjas.

Paddocks Pre-school is open during term time from Monday to Friday 8.45am to 3:15pm. 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 3.15pm during the school holidays.

We have 30 children on our books aged from two to four years of age. 17 children receive 3/4year-old funding, of which 5 receive additional Pupil Premium funding, 3 children receive 2year-old disadvantaged funding, and 6 children receive 2year-old working parent 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 4 children with English as an additional language. We have 3 children currently receiving SEND support.

The preschool employs a total of 9 staff. We have 8 members of staff who work directly with the children: 5 at Level 3. We have one part time administrator who works 2 days a week.

All our staff are Safeguarding trained, three of which are Designated Lead. One staff member is Safer Recruitment trained. Our chairperson also holds Designated Lead. Eight staff hold a current Paediatric First Aid certificate. Two staff are SEND trained. Eight staff have Level 2 Food Hygiene. Our manager has also 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 Jan 2025 rated the provision as requires improvement.

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. 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 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 and the children can explore their new surroundings.

At the start of term, settling in sessions will vary in number and length depending on a child's needs.

We look forward to reinstating home visits as soon as viable, as they help facilitate a smooth transition. A child's assigned key person and buddy will do a home-visit prior to their start date.

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.

"I love how my child gets weekly posts on Tapestry; he never complains about anything and will always tell me about his day."

The committee also share notices and posts covering general notices and fundraising information, as well as a newsletter.

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. Reminders, notices, and the weekly blog are also posted here.

We also have a website with basic information and an events board 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.

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.

"My child has a really close bond with the staff."

"My child is always happy to go to pre-school; she has become so much more independent."

"Since starting pre-school I have seen so much improvement in my childs speech and communication, she always bounces through the door in the morning."

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.

"I love the safety, kindness and friendliness of the staff, they show a great willingness to help my child and their approach to her special needs."

We liaise with our other local settings and Managers meetings on a regular basis ensuring that local news/Information is sort and shared.

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*

The manager is responsible for the day to day running of the setting and liaising with the committee. Online monthly managers meetings with OCC early years and other managers helps networking and supports sharing good practice and keeping abreast of latest developments. These meetings discussed OCC EY expectations, current PHE regulations and strategies for ensuring everybody's safety.

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.

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. 6-8weekly 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 3-4year olds and 5:1 for 2year 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 contact 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 Coordinator. 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. Visitors are given a visitor's badge to wear while on the premises.

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.

Our challenge is to engage new parents and encourage them to become involved in Paddocks as a community. We have relied on Coronation tea towels, Coronation tea party, and the Platinum Jubilee as a way to get parents/carers involved.

We have reflected on our Ofsted inspection in Jan 2025 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, leadership and management

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 enhance the indoor learning environment.
- To ensure planning includes available resources and the outcomes are achievable
- To undergo regular supervisions.
- To continue to support all staff development and training.

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. 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 knowledge of each child.

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 trampoline with a 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 library which is used to allow children to further develop their language and literacy skills. There is a large whiteboard available for children to develop their learning. We also have ' Bugingham Palace where children can explore nature and minibeasts, plus we have the sensory garden.

Each week all key people plan 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. This ensures that we have covered all areas of learning for all children.

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.

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.

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 Mondays and 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:

- To liaise with other early years professionals to help key persons continue to develop their knowledge of individual children.
- To continue to encourage parents to contribute to their child's online learning journey.

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, 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.

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 scavenger/bug hunts, listening walks etc. All children are encouraged to take part in special events e.g., sponsored bike ride and sports day.

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.

Our normal settling-in programme offers parents/carers and their children a settling in session 'stay and play' opportunity before they start where parents/carers can meet the staff. Settling in sessions will vary in number and length depending on a child's needs.

Our Safeguarding and Health and Safety Policies are reviewed annually. The setting has four named safeguarding leads, one from the committee and three 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. Lockdown procedures are carried out with all children termly.

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 can achieve more by learning through play. 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 also use the Wellcomm speech and language toolkit for screening and intervention in the Early Years.

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 at 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

Overall Effectiveness

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

- Children's journals 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.
- Setting policies are reviewed annually.