

## Date Submitted: 09 November 2013

### 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.

Zone4Kids at Coquet Park First School is privately owned by Tynemouth Nursery Group who run other settings throughout North Tyneside. The setting offers breakfast care, wraparound nursery provision and afterschool care. Zone4Kids operate from two purpose built rooms and the sports hall within Coquet Park First School. The children who attend the setting have some degree of free flow access to the outdoors due to a cordoned off section and a canopy. The outdoor environment also consists of a large playground, timber trail, outdoor sand pit, a large grassed area, allotments and a pond area.

Zone4Kids at Coquet Park's ethos is to 'Provide outstanding childcare in a warm, friendly and homely setting.' The Directors and Area Manager are continuously working with the staff at Zone4Kids to develop 'Outstanding Files' for each member of staff in order to reflect and evaluate their current practice, in order to meet the outstanding criteria as set by the Directors and OFSTED.

A maximum of 48 children aged under eight years can attend the setting at any one time. Operating hours are from 07:45 to 09:00 and from 11:45 to 18:00 each weekday during term time only.

Zone4Kids employ two permanent members of staff including the manager. A third member of staff is used for breakfast club due to the high demand of this facility. The Manager holds a Foundation degree in Education and Care and is enrolled on an Early Years Teacher Status course. (started Sept 2013) The Manager also attends as many courses, that are provided by the Local Council, as she can. The Deputy Manager holds an NVQ Level 4 in Childcare, Learning and Development and is also committed to enhancing her professional development. The Deputy Manager is currently studying for her level 5 qualification.

The security of the setting is of paramount importance and is only accessible via an intercom system, which is manned by either the school receptionist, the caretaker or the Manager of Zone4Kids.

Zone4Kids implements the Early Years Foundation Stage. The setting cares for children with differing faiths, customs and ethnicity and as such believes that the promotion of positive attitudes to diversity and difference within all children is a must.

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

This section should record

- the views of the children and their parents or carers who attend your setting
- 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 their views.

At Zone4Kids the views and opinions of the parents and children who attend the setting are the catalyst for the ongoing evaluation and introduction of new activities and events, therefore the ability to listen to these opinions is an essential part of the settings ability to improve and evolve.

The setting works in partnership with the Local Authority. The advice and guidance that the setting receives from the Local Authority (Quality Improvement Officer) is invaluable and the setting acts upon any recommendations that are made, this is evident in follow up visit records which the setting keeps on file. The current RAG rating for Zone4Kids is Green.

The setting has also conducted a Focused Improvement Plan (FIP) during an Annual Conversation with the Local Authority. This is available within the setting.

The first input from the parents regarding their children is via a baseline questionnaire regarding their child's interests, habits, abilities, family life etc. The staff at Zone4Kids understand and rely upon the valuable information that a parent

holds about their child.

Prior to the child's first settling in session the setting requires the parent/carer to fill out a personal record form with important information regarding address, emergency contact numbers, parental responsibility, medical needs, dietary requirements etc. The parent/carer will receive a copy of the Parents Handbook and the settings policies and procedures at this stage. September 2012 saw the introduction of the revised EYFS and as a result the setting thought it would be a good idea to introduce a booklet explaining what the document was i.e. explanation of characteristics of effective learning, information regarding areas of learning and what to expect from the prime and specific areas.

At the entrance to the setting there is a Parent's Notice Board which displays information such as Ofsted contact details, daily menu's, complaints procedure, and latest Ofsted inspection report, SEF etc. Newsletters are created for the parents. They include events, upcoming events, photographs of activities, book of the month etc.

A suggestion box is located next to the signing in and out sheets and is for the use of both parents and children alike. The children who use the wraparound provision have a daily handover sheet which includes details of activities, food consumed and other important information.

Zone4Kids are currently introducing a Parent Representative Group and a Children's Club Council. This will enable the setting to take on board the views and opinions of all. The first meeting of the groups was held in March 2012. It is the intention of the setting to hold the parents group meetings termly. On reflection (July 2012) with regards to holding the parent meetings termly the staff and representatives feel that it is best to hold them twice per year and when necessary due to the many commitments that our representatives have in their family lives.

Zone4Kids will be holding Developmental meetings twice yearly which will give staff and parents the chance to liaise and exchange views. The setting also sends out progress reports at the same time of the developmental meetings for the parents/carers to view at their leisure. The reports cover the seven areas of learning within the EYFS.

The Manager and the other member of staff work cohesively together in order to create the best possible environment for all the children within their care, therefore they have built up a good rapport and are able to talk freely with one another. As Zone 4 Kids is part of other settings, staff meetings are held on a regular basis and it is felt by those concerned that they are a good way of offering ideas and opinions and learning the ideas and opinions of others.

Zone 4 kids send out confidential questionnaires to the parents/carers every year in order to gain feedback on their satisfaction of the provision. Opinions are then acted upon if necessary. Children's views are taken into consideration via discussion time, children's club council, evaluation of experiences and children's questionnaires.

## **Quality of Provision**

### **How well the early years provision meets the needs of the range of children who attend**

This section is about the impact of your provision on children's learning and development.

At Zone4Kids we believe that play underpins all development and learning for young children whether it be spontaneous or supported by a member of staff. It is through play that children develop emotionally, socially, intellectually, physically and creatively. With this in mind the setting believes that the key is to provide well-planned experiences which are based on observations from the children's spontaneous play, both indoors and outdoors that will ultimately support and extend young children to learn and develop with enjoyment and challenge.

Children each have a Learning Journey file. This contains their baseline questionnaire which is completed by the parents of the children upon starting the setting. Assessment information (tracking documents) which are based upon the development matters section of the seven areas of learning. Tracking documents are then recorded by the child's keyworker who inputs any necessary data from the baseline questionnaire. All tracking sheets are evidenced via Observations, Key worker knowledge or information from home/other settings etc. The Learning Journey file also contains photographs, special artwork and a section for parents to record vital information i.e. upcoming events, interests at home, or WOW observations. Children's observations are also kept within the file and parents are encouraged to read and add to these. The setting also shares observations with the school nursery in order to compliment the planning. The File is available for parents at all times and is easily accessible. The Learning Journey File shows the child's keyworker if they are progressing towards the early learning goals through the use of the Early Years Foundation Stage Development Matters. It also helps identify quickly any children who are at risk of delay or any children who are displaying signs of being gifted and talented, quick identification helps us put plans in place to cater for the child's additional needs. Keyworkers also complete a tracking sheet specific to their group of children which enables them to identify if they have some children working towards certain goals on target and some children who aren't. Group activities can then be devised to meet these needs.

The staff at Zone4Kids plan for individual children on a weekly basis. However the planning is extremely flexible to allow for children's particular threads of thinking that occur spontaneously. The planning is informed through the individual observations and assessments that are gathered by the child's Keyworker and through the WOW sheets. The

staff also consult the school nursery in order to extend and develop activities rather than repetition of activities. Differing abilities are always taken into account through the use of differentiation within the experiences that we offer. The staff feel that as the experiences provided are based upon the individual children's interests and needs at that given time then they are progressing them forward as natural learners who will achieve if the interest is there.

Keyworkers try to observe at least once per week. Observation sheets reflect the children's characteristics of effective learning and also include links to the three prime areas and four specific areas.

Zone4Kids involve parents/carers, other providers (if applicable) and other agencies in the child's learning and development on a continuous basis. This ensures that the setting is able to identify learning needs and respond quickly to any difficulties or on the other hand to put in place challenges for gifted and talented children. The recent introduction of communication between home, school and Zone4Kids allows us all to work cohesively in the learning and development of the children involved.

The setting works closely with the parents and as such has developed lots of ways to incorporate home life with the setting. For example we have introduced a family art bag for the children and their families to participate in together over the weekend. The artwork is then displayed within a scrapbook for everyone to see and gain inspiration. The weekend scrapbook is a great way for the parents and children to show the setting what happens during their weekend. All of these initiatives allows the children to make a positive contribution as well as giving the children a sense of pride in their achievements during discussion time.

At Zone4Kids we believe in giving the children a sense of ownership through consulting them on decision making and devising and implementing club rules. (Club rules are clearly shown in both picture and written form on the wall of Zone4Kids) Keeping the children safe and making the children feel safe is of absolute importance. In order to achieve this the setting ensures that all staff have current knowledge and training on safeguarding issues so that quick identification of any maltreatment, neglect or violence occurs. We are committed to ensuring the children within our care have a voice so during sessions staff will ask questions, give scenarios, read stories such as 'Keeping safe' and carrying out role play situations i.e. 'stranger danger' and 'road safety awareness'. Zone4Kids receive visits from Road Safety Officers, Fire Fighters and Northumbrian police. These visits have an extremely positive reaction from the children who answered questions and listened attentively throughout the experience.

When carrying out risk assessments outdoors the children also have their own clipboards in order to assist the staff. This is a great way to highlight what safety is, what risks are and to discuss any other safety aspects children may want to talk about. It also gives the children independence and shows that the adults value their opinions.

At Zone4Kids we adopt healthy lifestyles through a variety of ways. Promoting physical health is achieved through exercise i.e. gym apparatus in the sports hall and outdoor activities for fresh air and sunlight.

The food provided for the children is nutritionally balanced and fresh water is available at all times via the water machine. The preparation of snacks is done in front of the children with their assistance, this provides the opportunity to discuss what the fruit is like before it is cut and what happens when it is cut etc. When the children help with the cutting they are developing awareness of safety and promoting the development of fine manipulative skills. Cooking experiences also promotes healthy eating.

After advice from Dental Health Zone4Kids no longer brush childrens teeth after mealtimes, instead we offer the children a piece of apple 20 minutes after eating in order to refresh the palate. So that we are still instilling the importance of good oral health we incorporate activities into the planning to reflect this.

Children are encouraged and praised throughout the day for their contributions and achievements. The setting always praises the process as well as the end product. All the resources are stored in clear boxes and are clearly labelled with both a photograph and the name in print. The resource boxes also include the name in braille to assist a child who has a visual impairment.

Developmental meetings which are held every 6 months (or sooner if a parent or additional professional requires it) are a great way to discuss children's stages of development and learning. The progress reports allows the parents to see where there child is in terms of the development matters in the EYFS.

The extent to which children achieve and enjoy their learning at Zone4Kids is continuously evaluated.

The baseline assessment form which was filled in by the parents allows the keyworker to see what the parents feel about their child's development. From this form we are able to see their starting points and their capabilities. We build upon these through observing the children during child initiated play. Our findings are then used to inform our planning i.e. experiences that are of interest to them which will in turn extend their development. The keyworker will then complete a tracking sheet which has been created with the EYFS in mind to see what stage the children are at.

It is evident through watching the children play during a provided experience as to whether they are enjoying their learning. As practitioners we constantly evaluate our practise taking into consideration the views of the children and their comments in order to evolve and expand the experiences that we offer.

At Zone4Kids we encourage the children to be independent in line with their age and stage of development. For example children are actively encouraged to choose their own toys, wash their own hands after the toilet and before mealtimes, put on own coats etc and to attempt the fastenings. Children are also encouraged to take responsibility for the tidying up of the toys that they have been playing with i.e. if a toy has fell on the floor, practitioners remind the children of the safety hazards and risks if they trip over etc.

The Children within the setting work effectively alone and within small groups thus developing an awareness of their own capabilities. Planning supports this further.

Within the setting the children demonstrate excellent communication skills both verbally and non verbally, this is evident in the way the children develop and rein act role play scenarios. In order to develop firm foundations with regards to literacy and numeracy, practitioners use letters and sounds, jolly phonics, songs, stories, displays, number lines and alphabet lines. The setting also has excellent resources to promote this.

Practitioners discuss any issues relating to challenging behaviour through the use of Tillie and Tom our 'puppet friends', this teaches children how to resolve issues through the use of scenarios. This is shared with parents and carers to continue at home if necessary.

Children are encouraged to explore their surroundings and are very much allowed to mix resources to extend and develop their learning opportunities. For example children were using rice and pasta to measure with the balancing skills when they decided to use the construction cars to transport the rice to the home corner shop.

Within the setting there are good resources depicting differing cultures and diversity. Practitioners also familiarise the children with regards to celebrations from different cultures i.e., Chinese New Year, Festival of Id etc.

A past priority for further improvement was more areas to display children's work. The setting feels that this has now been achieved through purchasing some more wall mounted boards. Another area was how best to store equipment and resources with consideration on how accessible the equipment is for all children. After careful thoughts and room evaluation this has now been reached. All children within the setting are now able to independently select their own resources to use.

The parents of the setting felt that it was important for children to have their own drawer to store items from school nursery/home etc. (This resulted from a parent questionnaire) The setting have acted upon this and has now purchased a storage drawer. In order to aid transition and continuity between other settings we have used the same picture label.

### **Your priorities for improvement.**

As a result of staff evaluation and Observation, Support and Challenge visits from the Quality Improvement Officer Zone 4 Kids feel that although every effort is made to aid the children in developing their independence more could be done to enhance this further. For instance now encouraging all children to attempt to cut their own food at mealtimes and through pouring their own drinks on a more consistent level.

My practice is: **Outstanding**

## **Contribution for children's wellbeing**

### **The contribution of the early years provision to children's wellbeing**

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy.

Zone4Kids at Coquet Park promotes the good health of all children. The setting takes necessary steps to prevent the spread of infection and takes appropriate action when children are ill. Full details of communicable diseases/infections can be found in the parents' handbook for them to refer to.

Food provided by the setting is healthy, balanced and nutritious. Those responsible for the preparation are competent to do so and training is updated when necessary. Fresh drinking water is available at all times via a water machine situated in the play room.

Upon starting the setting practitioners obtain, record and act on information from parents about a child's dietary needs. These needs are then listed in the kitchen under the child's photograph. Food served at lunchtime has been pre-ordered via the child's parent.

Food hygiene matters are included in induction and on the job training is available to all staff involved in the preparation and handling of food.

The setting operates a no smoking policy which ensures that no one smokes in a room or outside play area, under any

circumstances. There are reminder signs located around the setting.

All children at Zone4Kids are encouraged to participate in adopting healthy lifestyles. During snack time, a mixture of fresh fruit is placed on the table and the children are encouraged to discuss the appearance, texture and smell. Discussions are then centred towards where the fruit might come from, what weather it needs to grow, where it grows etc. Practitioners then encourage children to help cut the fruit where appropriate with regards to age and stage of development.

Menus are provided for all parents/carers to take home and a copy is available on the parent's notice board. Lunch time meals are prepared by the school. Zone4Kids eat in the dining hall with other children, thus creating a sense of belonging and inclusion. It also helps as the older children act as role models and encourage the younger children to eat well. Although the previous statement is correct after careful evaluation and consideration it has been decided that it is of more benefit in all aspects of learning for the children to eat within the rooms of Zone4Kids. This creates a more relaxed setting and enables the children and keyworkers to engage in conversation. After discussion between the Manager of Zone4Kids and the reception class teacher it is felt that in order to aid transition from wraparound to reception it is beneficial to have lunch within the dining room for the last 4 weeks of the term.

Parents/carers are asked to provide toothbrushes for their children so that a teeth cleaning routine can be carried out by the practitioners on a daily basis. During this routine staff also brush their teeth to encourage and promote good dental hygiene. After consultations with the Dental Health team at North Tyneside it has been decided that the setting will no longer brush teeth after lunch due to the risk of cross-contamination and the risk assessments that are involved. Instead the setting is now offering a piece of apple 20 minutes after lunch in order to cleanse the palate. Activities will be organised and included in the planning in order to promote effective oral health.

Children wash their hands at mealtimes and after the toilet with very little need to be reminded. The children are aware of the reasons for doing this i.e., making sure that we get rid of germs/why we need to wash germs away etc.

All children at the setting have regular access to the various outdoor areas. Timber Trail is a great way to encourage risk taking and the development of large motor skills. Gym apparatus within the school hall is also an ideal way for the children to enhance their physical development. Practitioners plan for outdoor experiences such as parachute play, windy day box, listening trails etc.

Zone4Kids now have an allotment area (June 2012) The children have enjoyed growing their own flowers/herbs etc. The use of the water butt is a great way to discuss aspects of environmental sustainability.

The children within the settings enjoyment of, and attitude towards learning is generally very good. All children participate in the experiences on offer most of the time and if a child does not wish to do so then that is fine. However a practitioner will ask the child why this is, what they could do to make them want to join in etc.

Practitioners encourage the children to make choices with regards to their own learning, i.e. they will be asked what they would like to play with and if they would go and set it up. Practitioners listen to the children and adapt planning to reflect the children's individual choices on a daily basis. When children bring in ideas and things from home then these are incorporated into the day's activities where possible.

Children have formed good relationships/friendships and play alongside each other nicely, sharing activities and resolving differences at times aided by a practitioner.

Practitioners work with the children to develop skills such as decision making, independence and problem solving to assist them in day to day experience and tasks.

All contributions given by the children are valued by the practitioners and praise and reassurance is given to develop self esteem.

Zone4Kids is set within the grounds of Coquet Park First School. The perimeter around the setting is totally enclosed and the only access is via an intercom system for both vehicles and pedestrians.

Prior to starting the setting parents/carers are to complete personal record forms which state parental responsibility, authorised people who can collect etc. When a new carer has to pick up for whatever reason the parents must contact the setting and give a password to the manager. The password must change every time.

Staff sign in and out of the setting in order to safeguard all parties involved. Any visitors to the setting are also recorded in the guest book along with their contact details and reason for visit.

The setting has a risk assessment file in place which details all equipment and resources. The file is reviewed and updated accordingly i.e. if a toy has been broken and the action taken. Room checklists are completed every morning to ensure there are no potential hazards. Garden checklists are carried out with the help of the children every garden time.

Outing risk assessments are completed by the manager before every outing and recorded in the outings file. This highlights any dangers that may pose a risk to the children and the level of that risk.

Fire alarm checks are carried out weekly by the school care takers to ensure working order. The setting carries out an evacuation procedure with all children every 2 months. All staff are aware of this process and the children are aware of what the sound/alarm means. A fire evacuation procedure plan is displayed on the wall. A log book is kept in the Manager's cupboard.

The settings recruitment policy is very strict. All staff have an enhanced CRB. Full employment history is also obtained prior to a position being given.

Children are encouraged to be active participants in relation to the safety of themselves and their peers. Setting rules have been introduced with consultation from the children i.e., no running indoors, no climbing on furniture etc. If children need to be reminded of these safety aspects, practitioners do so in a way to reinforce the reasons why we do these things i.e., we may fall, slip, trip etc.

The setting implements a behaviour management policy which is available for the staff in their handbook and for the parents in the parents' handbook. Sticker charts are implemented if necessary. All staff are positive role models and actively encourage the children through praise. In situations where behaviour has not been acceptable, practitioners use the settings special friends (two puppets named Tillie and Tom) who are always watching the days activities from their home to discuss what has happened and why we should not behave that way. The children respond really well to this type of reinforcement.

Children are aware of how to use the resources and equipment safely and appropriately. They also show a responsible attitude to the care of this equipment. The setting uses a monitor system to encourage independence as well as giving the children a sense of pride in all that they do.

The children within the setting display a strong sense of belonging and value themselves as well as their peers. They contribute effectively to the experiences and routines and communicate their feelings and emotions well.

Practitioners regularly discuss 'stranger danger' and 'road safety awareness' in discussion time and role play scenarios. The setting encourages children to not go off with strangers and to stop look and listen. Visits from a Road Safety Officer and Northumbria Police have reinforced this.

All the children within the setting are familiar with the staff and no outside agencies are ever used to cover sickness/absence. Staff from the companies other settings are used. Staff/Children ratios are maintained at all times.

### **Your priorities for improvement.**

The setting could further improve children's well being through the introduction of transition visits i.e. keyworkers going to other settings, home environment etc. Although this was thought to be a good way to aid transition the logistics of staffing has proved it to be harder to complete than first thought. Bearing this in mind and the settings hopes to improve transition we have thought about devising a booklet that incorporates children's characteristics of learning, a copy of tracking, copy of relevant observations, likes/dislikes etc.

As discussed previous we are also having lunch in the dining hall again for the last 4 weeks of term.

My practice is: **Outstanding**

## **Leadership & Management**

### **The effectiveness of leadership and management of the early years provision**

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- partnership working.

Within the setting the Manager discusses informally on a daily basis how systems work and how areas can be developed. There is a high emphasis based on driving the setting forward and continuously looking at improvement within the Early Years Foundation Stage. The setting has recently contributed (summer 2012) to the new mission statement and implemented files to support evaluating individual practice.

All staff are valued and contribute towards the introduction and development of planning and observation systems which now work effectively. All staff, older children, parents and students are familiar with the mission statement and contribute positively to maintaining this.

The manager has trained the staff to carry out risk assessments to ensure the safety of the premises and resources for all who use them. There are robust policies and procedures in place to support this. A risk assessment file is also in place to document action taken with regards to maintenance and cleaning of equipment and the level of risk identified.

The Manager holds a Foundation Degree in Education and Care and the Deputy Manager holds an NVQ Level 4 in Childcare, Learning and Development. Both are committed to continuing their professional development and attend regular training sessions held by the Local Authority.

Staff engage, contribute and promote the company ethos throughout their work and the parents and visitors comment on the lovely atmosphere within the setting and how friendly everyone is.

At the moment the setting is updating and adding to its ICT resources which will have great benefits to all the children. The setting has also just bought a variety of new resources which will enhance the children's learning in all areas.

Within the setting all resources are kept in clear boxes with labels showing photographs and print. Children can independently access the majority of resources however due to the layout of the room it is not possible for all the resources to be accessed independently. This is something that the setting is trying to improve.

Furniture and equipment is to a good standard and risk assessments are in place to ensure the upkeep of them.

Children within the setting are able to access areas and most resources independently, this gives them opportunities to explore and experiment. A good mark making area which is clearly labelled with the resources on offer is readily available and the imaginary area gives children wide scope to extend their role play. At the moment practitioners are extending the role play area so that children can themselves change it on a daily basis to give them even more ownership over their learning.

Practitioners interact well with the children at their level, expressing positive body language and good eye contact.

Practitioners also use themselves as a learning resource and encourage children to ask questions. They know their key children well and their stages of development. Practitioners have a good understanding of when adult interaction is needed to enhance children's learning potential.

The setting has policies and procedures in place to promote equality and diversity, there are positive images displayed around the setting and resources to depict this. Staff have a good knowledge of the children for whom they care and have developed good rapport in order to maintain this.

Through settling in sessions and continued discussions practitioners build up sound knowledge of the children who use the setting and support their needs accordingly.

Children participate in learning about festivals and cultures and have enjoyed food tasting for Chinese New Year, making cards for Diwali and often to varied cultural music; pan pipes etc. Resources are available to promote diversity and are available to all children.

The setting is accessible to all children as it is on one level. Parent's information boards inform parents of policies and procedures and the process for complaints, this is also available in the parents' handbook.

All relevant policies and procedures are in place with regards to safeguarding. These are reviewed and updated on a regular basis and are in line with Local and National Safeguarding documents. All practitioners have a sound knowledge of these and are confident in raising safeguarding issues and the correct protocol for doing so. There is a designated safeguarding officer within the setting and we are accessing future training for staff to continuously update their knowledge within this role. All staff have awareness of the documents 'Working together to Safeguard Children' and 'What to do if you're worried a child is being abused.' These documents are easily accessible for staff to refer to.

Robust recruitment procedures are in place with all staff holding a current CRB form, ratios are maintained at all times and staff hold a current first aid certificate.

Bumps/bruises which have occurred away from the setting are recorded with parents/carers asked to give an explanation for how it has happened. Where appropriate older children are asked how it has happened etc. All required records for accidents/incidents/medication/outings/registers/risk assessments are all in place and are kept in a locked cabinet.

Children within the setting are encouraged to keep themselves safe when using resources/equipment and to also be aware of others, promoting spacial awareness. Dependent upon their age and level of understanding staff begin to

promote road safety, stranger danger etc. There are books available in the book corner for children to read/look at.

Practitioners within the setting support each other and the families of the children they care for and there is an open door policy.

The Manager and Deputy Manager evaluate their practice on a regular basis, a new mission statement and individual outstanding practice files have been given to everyone, a great way to contribute to the continuous improvement of the setting. SEF forms are completed regularly with in house SEF sheets readily available for everyone to complete.

Meetings are held often within the company and on an individual setting basis to discuss further development and support changes within the Early Years Foundation Stage.

Meetings and feedback from parents through questionnaires give valuable insight to what parents/carers expect from us and what they would like to see introduced or developed, this supported through parents group meetings. Children are asked what they would like to see in the setting and where possible this is implemented.

Practitioners have good relationships with other professionals and work in partnership when needed with the area SENCO, Speech Therapist, Behaviour Therapist etc. The setting also has excellent communication with the Development Officer within the LEA who offers invaluable support and guidance.

Partnerships have recently been formed with the school to which Zone4Kids is attached. The setting has achieved this through writing a comment with photographs about what the child has participated in at Zone4Kids this week in the schools home/school diary. This also enables the staff at Zone4Kids to see what the children have been up to at school.

Partnerships have also been formed with other managers within the company and staff work and support each other in providing good practice. It is also helpful to demonstrate the sharing of ideas effectively.

The setting works with parents/carers to provide outstanding care and opportunities for children, encouraging links from home to the setting. In addition to verbal communication day sheets are useful to share information in writing. Learning journeys are shared with the parents/carers and staff encourage and welcome input from both themselves and any other carers the child may have.

The setting has developed a family art bag where art and craft children have done at home with friends and family can come back to the setting and be shared with their peers. A holiday bear to share stories and weekend scrap book form further links between home and the setting.

The introduction of the parent representative group and the parent's handbook are further links to forming partnerships.

We value parents/carers as the child's main educator and form strong relationships with them to ascertain stages of development and to further enhance learning. Parents/carers are welcomed into the setting and form an important part in the day to day development of their children. Meetings are held 6 weeks after starting at the setting to discuss how the child has settled and to show the initial learning journey file. From this point developmental meetings are held every 6 months.

Parents/carers are encouraged to share ideas and information with key persons and to contribute towards their child's learning journey.

With an updated mission statement known and understood by all members of staff, parents, carers, students and older children we all work together to maintain the high level of care provided. Through self evaluation, appraisals, supervisions and general feedback the manager is able to lead the setting forward in continuous improvement.

The Directors, Area Manager, Manager and Deputy Manager work together to ensure staff morale is high and training needs are met to provide outstanding opportunities for the children within our care. This is developed and progressed throughout the whole staff team who contribute towards evaluating and developing the provision.

Development Plans are in place within the setting, they remain realistic and achievable in developing the areas of learning within the EYFS.

Robust systems are in place for recruiting staff to maintain the high level of care that we strive for. Continuous Professional Development for staff progressing to higher qualifications is encouraged.

The Manager and Deputy Manager of the setting share positive visions for the setting taking into account the needs of all.

We have continuously developed systems for observations and planning in relation to meeting the children's needs and have a strong system in place to ensure all children's needs are being met. Areas to develop have been identified through reflective practice, questionnaires and appraisals and we work with our other settings, managers, area manager and directors to enhance and address areas noted.

The setting has been developing its ICT resources recently which will have a great benefit to all children. New resources have been purchased which will further develop children's learning in all areas.

Staff engage, contribute and promote the company ethos throughout their work and the parents and visitors often comment on the lovely atmosphere within the setting and how friendly everyone is.

### **Your priorities for improvement.**

Extend role play area to give children greater scope to initiate their imaginative play independently.

Although an adequate and robust consultation and appraisal system is in place the team would like to expand and develop this to include the ethos of the setting.

We continually strive to create a cohesive partnership with all settings involved in the care of the children we feel that we could expand through asking questions such as Are the school/nursery teacher happy with how we are supporting the children's 'readiness' to school life? What programme does the school use for phonics i.e. letters and Sounds, jolly phonics and who is the lead for delivering this?

My practice is: **Outstanding**

## **Overall quality**

### **The overall quality and standards of the early years provision**

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement and the grades you have awarded yourself.

### **Any further comments you wish to include**

At Zone4Kids we strongly feel that we have achieved a safe and stimulating environment where children can be themselves and thrive.

Through effective observations, planning and tracking the setting is able to monitor and further develop children's development in all seven areas. Thus standing them in good stead for their readiness for the next stage of education. By taking account of the Characteristics of Effective Learning staff are able to see the ways in which children learn and progress.

We provide a homely, caring and stimulating setting for all who attend and strive to be the best in what we do. We as a setting have a positive and enthusiastic outlook which generates a good atmosphere within the environment. Children arrive at the setting eager to be with friends and peers and often at the end of the day want to stay longer to play.

To continuously keep updated with any new information or legislation and requirements that comes into force will help staff evaluate and improve their practice which in turn will improve the outcomes for the children within our care.

Our mission statement is to provide outstanding childcare in a warm, friendly and homely setting. Through continuous improvement and using reflective practice we are proud to say we achieve this.

My practice is: **Outstanding**