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| Setting Name | Alison Denby | |
| Setting Unique Reference No. | EY417102 | |
| Setting Address | 101 Chilburn Road | |
| Clacton on Sea | |
| Essex | |
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| Post Code | CO15 4PF |
| Completed by (name and role) | Mrs Donnella Benbow (Independent Support) | |
| Date Completed | 5 June 2016 | |

**Part A – Section 1 - Setting details and views of those who use the setting**

The setting for my childcare provision is in my own home, a three bedroomed bungalow, situated in a quiet residential area on the outskirts of Clacton on Sea.

I have dedicated areas within my home which separate my home from the work areas. The area I use for the children has been carefully designed and is open plan. This allows the children to play uninterrupted when required, for example, if I want to assess them interacting and playing with others. It also allows for me to see and hear what is happening with the children overall. I also have a separate room which I use for the children to sleep, away from the main play area. The size of the inside play area is 18’ by 18’.

Complimenting, the inside play area, we also have the outside ‘free flow’ play area, which measures 40’x30’. This area is predominately laid to lawn, which allows the children space to run and create their own games. We do also provide a range of toys to enhance outside play, including an ‘old’ Oak Tree, which is around two hundred years old and we have made into a tyre swing. The size of my property is compliant with, Premises 3.57 of the EYFS. I have a smoke free home, compliant with Smoking, 3.56 of the EYFS.

In addition to this there is a bathroom, suitable for all ages and including baby changing area. There are bath and shower facilities, all brightly decorated to encourage the younger children to use the toilet facilities. Finally, there is the kitchen area, which is fully equipped to cater for the needs of the children.

The property is fully secured by fencing and the front of the property is pebbled driveway with a gated entrance.

Access to the bungalow is via two small steps. To the side of the bungalow is a concrete pathway, leading to the rear access of the property. This entrance has a mobile disabled ramp, if required. When not in use it is stored safely away in the garage.

I am responsible for the organisation and planning of my provision. I am the key worker for the children cared for in my business, as per the Statutory Framework for Early Years Foundation Stage, Staff Training, Support and Skills, Key Worker 3.27. I link to five local schools and four nurseries. I provide a structure to my weekly activities using local facilities. My planned activities are flexible which means we are not restricted. Often what we offer can be dependent on weather conditions, for example; if we have a week of rain, I will rely more on my planned activities for inside play. All my structure and planned activities link to the children’s next steps and EYFS themes.

Our operational hours are listed below and there are a maximum twelve places available for under eights, for three days of the week when my assistant is present, only two of these places would be offered to children under twelve months of age. The days being offered, will vary and is dependent upon childcare requirements ‘v’ availability, of my assistant. On days that I work alone, there would be a maximum of six places available, with one under twelve months. These arrangements are in line with 3.41 of the EYFS.

I would consider it appropriate to care for a maximum of fourteen children in total. An addition of eight places for over eights, with my assistant present. Or ten, an addition of four over eights, if I was alone.

* 6 am until 7 pm on Monday to Wednesday;
* 6 am until 4 pm Thursday;
* 6 am until 7 pm Friday.

Individual needs are discussed with parents or guardians, we are flexible in our approach and work to accommodate the individual needs of the children we care for, whilst also balancing the needs of the business and its staff. I have approval, by Ofsted, to care for a child on an overnight basis if required.

I have a total number of seventeen boys and twelve girls registered for care provision. Eighteen of the children attend full time education. The other eleven children are below school age.

Eight of the children are from ethnic minority backgrounds and two speak English as an additional language. Five of the children are funded 3-4 year-old.

Along with myself, I have one part-time member of staff, who works as my assistant. Two temporary assistants, who only work when required, these staff are voluntary.

My qualifications include:

* Cache Level 2 – Diploma for Children and Young People’s Workforce;
* Safeguarding children foundation, ESEB, Level 2;
* Paediatric Infant and Child First Aid, Level 3;
* Health and Safety in the Workplace, Level 1;

My Part Time Assistant currently has the qualifications listed below:

* Multi Agency Safeguarding Children Foundation Training, ESCB, Level 2;
* Paediatric First Aid, Level 2, Essex County Council;
* Food Allergy Online;
* Food Safety in Retailing, Level 2, Food Hygiene; and

Volunteer Assistant 1:

* Cache Level 3 - Diploma for Children and Young People’s Workforce;
* Paediatric Infant and Child First Aid, Level 3.

Volunteer Assistant 2:

* Paediatric Infant and Child First Aid, Level 3.

In addition to this, we are all continuing to build on our experience and education and the qualifications we are all working towards is outlined within my training plan. I also support my staff with a range of Policies, which are reviewed annually.

**Other Training Courses**

I have also attended further training provided by Essex County Council, which has included:

* Best Practice for 2 year olds for childminders;
* Excited, Enthusiastic and Ready To Go;
* What does self-evaluation mean to you?
* The incredible years, school readiness programme;
* Confident Children;
* Assessment in the EYFS for childminders’;
* An Introduction to Equality and Diversity; and
* The prevent duty and anti-radicalisation workshop/British Values.

One issue that I have once I employ a member of staff is the time which it takes to get a DBS check completed. However, I do respect the importance of this process. My current staff have worked for me for some time and the qualifications they are taking complement their current roles. I do not expect this to change in the foreseeable future.

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| **Areas for Improvement (Business Plan)**  Create a business plan, with the focus for improvement on areas identified as weak, following completion of my SEF.  My property, I plan to concrete the area to the side of my property – add benefits.  Implement quarterly 1-2-1 meetings with staff.  Create a learning plan for staff to use during 1-2-1 meetings, along-side my business plan.  Ensure that actions in my business plan, link directly to my staff actions, so that staff understand how we can all work to improve the business.  Incorporate any actions as a result of my Ofsted Inspection into my Business Plan. |

**Part A – Section 2 – Views of those who use your setting.**

I believe it is important to constantly consider and review what parents/carers are saying about the service I provide. My business is important to me and it is their views, that I rely on, to promote my business to their friends and family locally.

I have different ways in which I use effective communication;

* Text or email;
* Individual notes, observations;
* Annual survey for established users (children and adults);
* Settling in survey for new users;
* Individual written records;
* Verbal ‘open door’ discussion; and also
* Exit surveys.

I have updated my annual surveys to reflect the “Principles into Practise” advice from Professional Childminder. This now asks questions within set categories and asks the user to grade them from 1-5, 1 being completely dissatisfied and 5 being excellent. All my replies to the questionnaire have been very positive.

If a child is removed from my care before the annual survey is due, I ask the parents to complete the annual survey and treat it as an exist survey. My most recent survey has been returned with comments listed below:

What was your first impression when you looked in your child’s journal?

Response: Wow – the best word to describe the feeling.

What did you find most useful about the journal?

Response: Keeps track of our child’s growing up journey.

Was the journal clearly sign posted?

Response: Yes.

What would you say was lacking in the journal?

Nothing, for me it was brilliant.

Was your child’s development made clear to you in the journal?

Response: Yes.

Any improvements you might want to suggest?

Response: No. Keep up with the wonderful work you are doing now. Thank you.

Further comments:

Don’t change anything, really good as it is at the moment, can’t ask for more. Thank you.

Most communication with my staff is done on a day to day basis. We discuss issues as they arise and decide on an outcome to resolve the situation. I work to support my staff, by ensuring that they are aware of my policies and understand, agree and use the guidance provided within them. This is backed up by continuous staff training and review.

The children are encouraged to complete questionnaires, this has been informative and I take the information provided by the children on-board when considering future activities and how these activities can benefit them so they become useful to that child. We do also talk and listen to the children with regard to what activities they would like to undertake on a day to day basis.

I work closely with the local Primary schools and nurseries, I am aware of their needs and protocols, making sure that children get to school on time and are collected as required. Sickness is reported as required by myself or parents.

We keep individual notes, in a book personal to the child, to pass clear communication between schools, nurseries and parents. I am also required to be listed by the schools as a person who is able to collect the children I care for. This is in line with the school protocol on Child Safety.

I keep up to date with schools Policy by viewing their website. This is a very accessible way of keeping up-to-date easily, without having to hold lots of paperwork on each school.

I work closely with other registered child minders and attend networking meetings for childminders organised by the Council, I try to learn from others and the Development Officer who provide me with their views.

I did have a recent investigation by Ofsted, after a safe guarding incident was reported. I worked with Ofsted Inspectors to resolve the initial problem. I quickly implemented actions required as a result of this incident. I felt upset that this incident occurred but feel confident that I have learned some valuable lessons and improved my process’s, so that this situation will not reoccur.

There has been one further incident, which involved safeguarding, which was dealt with and reported very quickly, to parents, Essex County Council and Ofsted. The parents and Essex County Council are satisfied no further action should be taken. We are awaiting a reply from Ofsted.

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| **Areas for Improvement (Business Plan)**  I will complete 1-2-1 meetings with my staff, quarterly (as per Part A, Section 1). I will respond to their suggestions for improvement and share it with the member of staff and others, as required.  I will list comments and show how I have responded to the views given as a result of my annual survey, due in August 2016. Taking on board positive and negative comments and providing feedback. To staff, parents and other child care provides, if appropriate.  Build stronger children’s surveys, with a focus on how I can get younger children to express how they feel while in my care.  Incorporate views of the local Council Development Officer. |

**Part B – Section 3 – Effectiveness of leadership and management.**

I work to create a culture of excellence where children can excel by;

* Having a clear vision for my business;
* Working in partnership with other childcare providers, parents, children and other professionals;
* Using a training plan, to support my staff and their learning, with regular quarterly 1-2-1 sessions. Identifying their needs and how we can help them improve;
* Using my overall business improvement plan to help inform staff on planned improvements, and to ensure we are all working towards the same goals;
* Using the children’s “learning journeys,” to ensure the children are progressing at the required stage, in line with the EYFS learning goals, designated for their individual age;
* Promoting equality and diversity using up to date policies and reviewing them annually. Also providing staff with relevant training on British Values;
* Understanding and applying the statutory requirements of the EYFS in all areas of my work. This includes planned activities;
* Ensuring safeguarding processes are followed and the parents understand how I am working, to ensure the safety of the children I care for. Including signed permissions and consent from parents for leaving children with my work colleagues; and
* Undertake exit surveys, when a child leaves my setting before they transfer to school or nursery.

My vision for my business setting is to provide safe, inclusive, secure and a fun environment. Where children can learn, grow and feel valued. Where they can have fun and socialise with other children. So that they feel secure in who they are and know they are supported and able to reach their full potential.

I work in partnership with staff, parents, other childcare providers, local council and the children to aim to reach this vision. This work is consistent and ongoing.

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| **Areas for Improvement (Business Plan)**  Ensuring my Business Plan is actioned with SMART targets in place.  My training plan is up-to-date, understood and agreed by staff.  Comments for improvement are given consideration and feedback provided on outcomes. |

**Part B – Section 4 – Quality of Teaching Learning and Assessment.**

My overall approach to learning, for the children that I care for, is to provide both adult and child led activities. Using my knowledge of the children and what they “like” to do and “need” to do to develop to their next step. Motivating them through encouragement and praise, when they achieve their own goals and supporting them to travel along their own journeys. Identifying strengths and weakness and initiating help and support if required, looking for outside professional support, with the families’ consent.

New children are assessed by myself and the parents provide information on “Starting Points”. This information is cross referenced against the learning goals for the child’s age group and their likes and dislikes. This allows us to start the child’s very individual “It’s all about me” learning journey.

I use the following tools and documentation to support myself and parents to understand the learning journeys;

* Starting point assessment; (my own and parents – focussing on the child and his/her’s own, needs)
* EYFS Developments Matters;
* Tendring District Council “All about Me” template;
* Everyday discussion with parents, schools, nurseries, staff;
* Our own observation;
* We provide a structure throughout the week, offering various activities both indoors and out of doors. This includes music makers, shopping trips, visits to the library (little angels- story and rhyme time), gymkins (soft play at local leisure centre) and little rascals (local play centre). Also Council run themed meetings for child care providers. These activities provide the children with interesting things to do, away from the childcare setting, it encourages them to mix and socialise and I can see that they enjoy this time. It also helps me to ‘bring the best out in them’ and to choose my next steps for the children by witnessing their strengths and weakness.
* I am looking after a child who speaks English as a second language, I have been using dual books from the library to support her. However, her parents have specifically requested that they prefer that I interact with her using English only. I have trained to teach English as a foreign language, TEFL qualification and am drawing from this experience to help her learn. I have supplied the family with an information leaflet “The importance of home language” to help support them with their decisions.
* Every Child a Talker;
* I have a schedule of “calendar events programmes”, which focus on events throughout the year and link to the EYFS learning goals of all age groups, this helps me to plan activities which are inclusive to all the children and incorporate their individual ages and learning goals.

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| **Areas for Improvement (Business Plan)**  To further explore “teaching methods” and see if there is one which would suit the needs of my business, which may benefit the children that I care for.  To review and update the children’s toys to ensure I am providing the right tools for learning.  Identify cultural and global programmes to add to my planned activities. |

**Part B – Section 5 – Personal Development, behaviour and welfare**

My first steps for making sure a child settles in well with me is to meet and complete the initial assessment form with the parent/guardians of the child, as well as completing my own assessment.

I work with the parents and discuss any separation issues, in order to ensure both they and the children are happy. I will spend time building a good relationship and bond with the child, so that he/she feels secure and supported and encourage them to build relationships with the other children in my care.

I will then work on the first part of the learning journey, identifying any likes or dislikes – identify what the child enjoys doing and how they like to learn. Then draw up the plan for progression. I also identify individual needs and make sure other staff are aware, so that we can supply consistency in our care.

Learning goals are identified and we actively encourage the child to progress at their own pace. Working in co-operation with the other children in a respectful manner. Teaching them methods of sharing. We are quick to calm disagreements and talk them through steps, encouraging the children to agree an outcome. We also help the children to build an understanding of each-others points of view and feelings.

To create self-awareness, we engage with the children, asking them their opinions on the activities they are doing. We treat the information received respectfully and encourage further thoughts and ideas. We use the children’s ideas in play and watch the children enjoy the process, seeing their ideas complete, leading to a feeling of self-satisfaction. We enjoy a ‘can do’ approach to play and activities.

To encourage self-awareness, we both create play and allow the children to create their own play – what is more important is how we interact and stimulate the play, we have various methods of stimulating play by talking and explaining things, showing the children pictures or demonstrations, asking open ended questions about the activities they are doing, also challenging them.

In my planned structure there are opportunities for physical activities and when possible outside play time.

In order to supply a healthy diet, I ask the parents to complete and sign an allergy information sheet. This allows me to ensure the child is not given any food which may cause them harm or distress. Medication is also planned into meal times. Complies with Food and drink, 3.47, EYFS.

I make sure that as well as a healthy diet of fresh food and water is provided. I also take the children to the shops and allow them to make food choices. The children can also make their own food and enjoy buttering bread and mixing cheese with a little salad cream to make a sandwich. All of which is supervised by myself.

We encourage children to join in and enjoy new foods, but this is done in their own space and never forced. Eating times are often child lead, in a relaxed atmosphere. We like the children to explore food experiences in their own time and space.

I am registered with Tendring District Council, as a food business establishment childminder.

We talk to children about safety, making sure that if we are out and about, they know to stay together, we keep them within sight and hearing at all times. We ask parents to provide sun cream and sun hats when taking the children out in summer.

I complete risk assessments for the structured activities when we start to do them, this is ongoing while we are out and about. If we are going somewhere new I will complete a risk assessment for each activitiy.

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| **Areas for Improvement (Business Plan)**  Create a space in the garden area so that the children can grow and care for vegetables, to build their interest and knowledge of health eating choices.  Create learning activities for healthy eating and safety in the sun, specifically targeted at younger children. |

**Part B – Section 6 – Outcomes for children**

I am confident that the systems I have in place to monitor the progression of the children in my care are robust and work well. Each learning journey is updated monthly.

The EYFS learning goals are embedded into my planned activities and are reflected in play. This ensures that the children are progressing to the stage, that they need to be, to ensure they grow and learn, reaching their full potential and are ready for school.

In order to track progress against age and to make sure we get the right balance with high and low achievers inclusively. We track progress against developmental age band, in the learning journey. The next steps for high achievers, would reflect the higher age point and vice versa for low achievers, with added support. This means each child progresses at the right stage for them on an individual basis.

I understand and complete a progress check for any child in my care aged between two or three years, as required by the EYFS 2.3.

I am able to identify when a child is not able to meet the goals set for them and know where to go to seek help and support. This enables the child and family to receive the help that they require. It also allows us to work together to build confidence and independence.

I also ensure that any child who is about to go to school has a Tendring Transition Passport completed within the allocated deadline. This enables professionals to assess the child and ensure a smooth transition into the school environment.

In addition to this we play “schools” with the children, taking it in turns to pretend to be teachers and pupils, we talk about school and what the children will be doing. We take the children to look around the school so that they know where they will be going and what it is like. This allows the children to build an experience of what is ahead. We answer all their questions and encourage them to tell us of any concerns, which could be passed to parents and schools to help support the child.

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| **Areas for Improvement (Business Plan)**  To continue to work with others to review and develop my services so that I am able to offer the children in my care the best opportunity to develop to their full potential. |

**Part B – Section 7 – The overall effectiveness of the early year’s provision**

Our individual learning journeys, track a child’s development and inform parents and schools of any gaps in learning. The learning journey is shared with parents as required by Information for parents and carers, 3.73, EYFS.

We work inclusively with all the children in our care, to ensure that their needs are met, regardless of culture, back ground, sex, age or ability. To ensure emotional stability.

We have robust policy’s to ensure children’s safety and security. These Policies are shared, agreed and reviewed. Training is also provided to our staff, to ensure our children feel safe and secure.

We interact with children to promote emotional care and give them a ‘voice’, in order for them to express their wants and needs. We have a quiet corner, which children are removed to, if they are not treating others with respect and care, so that they can think about what has happened. I know the children enjoy being here, because of the survey results and the children arrive and leave with a smile.

To prepare a child for transition to school we take part in the “passport” scheme, in co-operation with local schools. The school comes to our setting and together we complete the child’s passport, exchanging information to support the child into school.

We have a safeguarding policy, which we follow and we make sure that any incidents are recorded and shared and agreed with parents.

I keep up-to-date with legislation by referring to Ofsted documentation, working closely with the local Council, networking groups for childminders on face book and cluster meetings with other childminders. I do this because it is important for the children in my care, that I am able to identify good practise and deliver the best service possible, whilst learning from others and also sharing my own experiences in order to help other childminders.

My business plan and training plan ensures that my staff and I are working towards further improvement which is SMART Targeted. Specific, measureable, agreed, realistic and timed.

My SEF has been a brilliant tool for looking at what gaps there are in my business and to identify improvements, it has been a very worthwhile exercise.

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| **Areas for Improvement (Business Plan)**  To continue to review and update my SEF, sharing it with inspectors.  Add recommendations for improvement from the families, children, other childcare providers and Development Officer to my Business Plan, where applicable. |