

# Early years self-evaluation form

For provision on the Early Years Register

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**Age group:** Birth to 31 August following a child's fifth birthday

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<b>Setting name</b>	BROAD TOWN PRE-SCHOOL	
<b>Setting unique reference number</b>	199449	
<b>Setting address</b>	Broad Town School	
	Broad Town	
	Wiltshire	
	Postcode	SN4 7RE
<b>Completed by (name and role)</b>	Jennie White	
	Zoe Dyer	
	Supervisor	
	Chair	
<b>Date completed</b>	13/11/2017	

## Introduction

This optional self-evaluation form is for providers on the Early Years Register. You may prefer to record your self-evaluation on a different form, for example:

- a children's centre self-evaluation form which covers the registered part of your provision
- a local authority form
- a quality assurance scheme system.

If you submit this form online or send it to Ofsted as part of your planning cycle, the inspector will use it when planning your inspection. If you choose not to send it to Ofsted, or you complete a different form of self-evaluation, please make this available to the inspector at the start of your inspection.

Whatever way you choose to record an evaluation of your provision, the inspector will expect this to include:

- the views of children, parents and any staff or assistants you employ
- the views of other professionals who may work with you, such as local authority advisers/development workers; health professionals; children's centre staff and any other early years provision
- your strengths, any areas for improvement and the actions you propose to tackle them.

You may find it helpful to use the following to evaluate your provision:

- *Early years self-evaluation form guidance*<sup>1</sup>
- *Evaluation schedule for inspections of registered early years provision*<sup>2</sup>
- *The Statutory Framework for the Early Years Foundations Stage*<sup>3</sup>
- *Early Years Outcomes*.<sup>4</sup>

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<sup>1</sup> *Early years self-evaluation form guidance* (120342), Ofsted, 2013; [www.ofsted.gov.uk/resources/120342](http://www.ofsted.gov.uk/resources/120342).

<sup>2</sup> *Evaluation schedule for inspections of registered early years provision* (120086), Ofsted, 2013; [www.ofsted.gov.uk/resources/120086](http://www.ofsted.gov.uk/resources/120086).

<sup>3</sup> *The Statutory Framework for the Early Years Foundations Stage*, Department for Education, 2012; [www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs](http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs).

<sup>4</sup> *Early years outcomes*, DfE, 2013: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years <https://www.gov.uk/government/publications/early-years-outcomes>.

## Completing this form

Please make sure you have completed the setting details at the beginning of the form, including the name of the person who completed it. Please make sure any additional sheets you might use have the name of the setting and unique reference number (URN) at the top.

The form is in two parts. Part A tells us what those who use the setting think of the quality of the provision you offer. Part B gives you an opportunity to evaluate your provision using the same judgements as inspectors.

## Part A. Setting details and views of those who use the setting

### Section 1. 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.

Refer to the *Early years self-evaluation form guidance*, page 5.

We are a rural pre-school that has its roots firmly embedded in the importance of learning through nature and outdoor play. We use the resources that our Forest School allows, to set the foundations for children understanding clear and defined boundaries and limits. As a result, all our children are friendly and polite and feel safe to explore their environment whilst developing an understanding of nature and the world around them. As far as possible we like the children to experience real life in and around the community. We incubate and hatch chicks/ducks/pheasants and nurture them for the first part of their lives before they are rehomed. We have visits from farmers bringing tractors and animals, we visit our church to experience weddings and christenings and our local Chinese restaurant to have an understanding of other cultures.

We have a purpose built building on the school site but with our own separate gated entrance for parents, carers and other visitors. Although we have strong links with the school and enjoy the benefits of sharing resources and activities, we have our own separate identity. Children come from local villages as well as the surrounding areas to attend the unique environment of our preschool. We welcome families and the local community to join in our events and celebrations, advertising these in local magazines, libraries and children's centres and of course all on our website.

We benefit from utilising the skills of a dedicated committee of volunteers, (mostly parents), who work with the staff to ensure that the preschool runs smoothly.

We welcome all children, regardless of special needs or ability and to ensure that all children achieve and thrive we are dedicated to providing a higher staff to child ratio than the legal requirement. In our setting, children of 2, 3 and 4 years old, work together, utilising their different abilities to celebrate all cultures through the children's interests, outings and visitors. Most of our children, at present are white British but we welcome all nationalities and cultures. Although at present we do not have any EAL children, we are set up to cater for their requirements and have previously done so.

At most we have 20 children in each session and as part of our holistic approach to education we operate an open-door policy and have special weeks where parents, grandparents and carers are welcome. We support children with learning/behavioural difficulties with the help of an inclusion officer and funding, allowing us to provide extra support in small groups and 1 to 1, so that all our children can thrive.

Our staff are trained in Makaton and have up to date training in other specific areas such as BLAST a regular speech and language program so that we can cater for children with special educational needs, working together to use our facilities to ensure inclusion. We have low level tables and ramps to cater for the physical needs of all the children currently on roll and can make other adaptations should this be necessary in future. Every staff member is first aid trained and holds a level 3 qualification in Early Years. As well as this each member of staff has ownership of a different area within preschool:

Jennifer White- Manager, SENCO, Forest school leader, safeguarding lead.

Louise Coward- Deputy Manager, behaviour management leader, BLAST coordinator, deputy safeguarding lead.

Lindsey Robinson- Assistant, Forest school leader.

Louise Reay- Assistant, 2 year old coordinator.

Victoria Bowen- Assistant, IT coordinator, Admin assistant.

All staff are involved in the Bristol Standards Self Evaluation Tool.

As well as this each member of staff runs a regular session in order for them to experience a leadership role and enhance their

professional development. This keeps our sessions exciting, fun and fresh.

We provide an open and welcoming environment at preschool and a low turnover of staff means that children, parents and carers benefit from consistency. As a result, staff develop strong relationships with children as individuals and collectively and are able to provide them with a smooth and informed transition to school.

Opening hours: Term time only: 9am– 3pm Monday to Friday.

## **Section 2. Views of those who use your setting and 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.

Refer to the *Early years self-evaluation form guidance*, page 6.

### **How we obtain and use the views of others**

We have an open-door policy; which allows parents to speak to any member of staff at the beginning and end of each session or at any mutually agreed time. We use our termly questionnaires as an evaluative tool to gain the views of parents and to assess where our strengths lie and where further improvements can be made. The outcomes of this



questionnaire are shared with our parents once the results have been analysed.

Parents feel able to communicate with staff freely by verbal communication with the keyworker, committee member or administrator. We also use a range of online communications such as email, facebook and our website. There is also a suggestion box in reception for parents to leave comments in.

We hold a parent's information evening at the start of every academic year, where parents are invited to join the staff and committee and understand about how the preschool and committee works, to examine their children's learning journeys and have an opportunity to ask any questions they may have.

We also hold a more personal parents evening where parents are invited to come and talk on a one to one basis with their child's key worker. This is a great opportunity to discuss their child's progress and raise any questions, concerns or ideas.

From the feedback of our recent parent questionnaire it was stated that parents would like more information on what the child has done during the session. As a result of this we have a blackboard A frame giving information on what the children have done that day. Also there is a cork noticeboard with pictures of recent events (which can also be found on our website) and there is also a locked noticeboard at the entrance for any news/notices.

### **How we obtain and use children's views and ideas**

We actively involve children in our planning processes by listening to their views and ideas. We use these ideas for medium and long-term planning. An example of this is that one of our children had recently been christened and in order for the children to understand this we held a mock christening in church which was led by the Vicar and staff and children were the congregation. We have also asked the children for their input in choosing some of our themes such as frozen, wheels, paw patrol and superheroes.

Children are encouraged to bring items from home to put on our interest table which they would like to show and talk about. This gives children a better insight into our theme and also share what's important to them with us.

When children first begin attending pre-school we ask parents to complete an 'all about me' form with their child to give us information about their likes and dislikes. The key worker uses this information to give them an insight into the child's world.

We use visual aids to help children express how they are feeling. For example a child can pick up a smiley face to show that they are happy or a sad one to

express that they are upset. This allows us to open up communication with the child about their emotions and how they are feeling. We have also recently introduced a traffic light system for some children to help them to express their feelings.

### **How we work with other organisations:**

We work with local children's centres, health visitors, inclusion officers, a child development officer, early years advisors, speech and language therapists and early years education advisor. We have other links with external agencies such as the traveller team who have provided support with transport for our travelling children. Recently the preschool learning alliance provided a bespoke training on how to meet the needs of two year olds.

We work closely with our local early years advisor teacher when we need external guidance. She has supported us with training opportunities such as the characteristics of effective learning and advice on maintaining our premises. We also been provided with much advice from our contact for the completion of our Bristol Standards evaluation. We have completed the first three years full submissions and are about to start on our second.

We work with the school that shares the same site as us on a regular basis. We have meetings with the head teacher and also the reception teacher to establish strong bonds so that we can serve as an evaluative tool for each other and make it as easy as possible for the children leaving us to have a smooth transition. The manager attends regular cluster group meetings with schools and other preschools in the area.

### **Methods used to assess**

We have completed the first full round of Bristol Standards and are on target for a second full round.

Staff undergo regular appraisals, supervision/one to ones and monitoring to highlight areas for development and any training needs. In addition to this we complete annual written appraisals for each member of staff along with regular peer on peer observations with feedback which ensures a high quality of teaching and consistency amongst staff.

The pre-school manager meets formally at least once a term with the committee to assess current activities, to plan for the future and to evaluate how we are meeting the aims we have set to ensure all our children are happy, healthy and thriving.

## Part B: The quality and standards of the early years provision

This part of the form covers the judgements the inspector will make when evaluating your provision. It is important to have your own judgement about how well you are doing in these areas.

### Section 3. 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. You should refer to:

- *Early years self-evaluation form guidance, page 7*
- *Evaluation schedule for inspections of registered early years provision, pages 6–11.*

#### **Evaluation**

The 7 areas of learning are organically tied into the planning of activities over a fortnightly theme. Staff are aware of the objectives of each activity to achieve a desired outcome. Most activities are child initiated others are staff led. Both are adaptable to meet the different age levels of children and their ability.

Our staff have high expectations of themselves which is demonstrated by their qualifications and ongoing training. All permanent staff are all NVQ Level 3 trained. Our bank staff our first aid trained and attend staff meetings where information is cascaded down to all staff. They all have training in SENCO, Health and Safety, Safeguarding, first aid, food hygiene to mention but a few. The preschool is always looking out for further relevant training opportunities to further enhance the setting. Two members of staff have a Forest School Level 3 qualification which helps to make our preschool unique. We attend all current and relevant training such as The Prevent Duty, British Values and have access to on going online training.

Practitioners effectively engage and motivate children by having high expectations of them. We challenge their views and encourage them to solve problems. We believe that by having high standards children can achieve their goals.

We firmly believe in the importance of parental/carer involvement in the child's learning and development and understand that parents are the prime educators. We actively involve parents/carers in their child's learning journey to maximise their potential development. Parents are regularly informed of the child's next steps and are given clear ideas of

how they can help their children achieve them. Their learning experiences are regularly updated in their learning journeys by their key worker which parents and children are free to share at any time. The nature of the Early Years Foundation curriculum is communicated to parents at information evenings to give a better understanding of how they can aid their child's development. To help parents understand the importance of play we hold parents/grandparent's weeks.

The progress of all children is regularly discussed at staff meetings. Strategies for individual children are monitored and altered accordingly. Tracking is recorded on assessment sheets to make it clear whether children are secure or emerging with respect to the seven areas of learning. This was outlined as an area for improvement at our last Ofsted inspection. The above systems were implemented straight away. As well as this we now use the Wiltshire tracker as an excellent assessment and evaluation tool. Once we had analysed last year's statistics we created our own action plan to strengthen children's understanding of maths by having marvellous maths weeks. We also wanted to reduce the gender gap between boys and girls and to help us with this a member of staff will be attending a course 'getting boys off to a good start'. This will help to ensure that the children have reached the required level with regards to their personal development for entering school.

At Broad Town Forest School we aim to build on the children's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves whilst having fun. The forest school environment provides opportunities for children to develop self-esteem, self-confidence which in turn encourages speech and language to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to cooperate and work with their peers and adults and to develop strategies in order to take risks within the boundaries of safety. This is all achieved by climbing trees, lighting fires, building structures/dens, pond dipping/stream activities and care and understanding of woodland animals and the environment.

To build children's confidence we give them responsibilities such as snack monitor, ringing the tidy up bell. Praise the positives using WOW moments, stickers and a daily session star.

**Your priorities for improvements**

- New training opportunities are constantly discussed and our aim would be to have more practitioners with a forest school qualification. Completed April 2017. We always continue to update any relevant training needs.
- Time during teacher training days will be given over to sharing training experiences in order to get the full potential for all staff out of courses undertaken. During training days we have completed 2 year old training, Prevent, characteristics of effective learning and maintaining good or above in Ofsted.
- Encouraging parents to be more proactive in sharing positives from their children’s lives at home using WOW moments for outside curriculum activities such as swimming, dancing, martial arts etc.
- Exploring ways of involving parents in practical ways in order to help children meet their targets eg workshops, children centres and during parent and grandparents weeks.

My practice (is):

Outstanding: my practice is exemplary	x
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## Section 4. The contribution of the early years provision to children's well-being

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. You should refer to:

- *Early years self-evaluation form guidance, page 8*
- *Evaluation schedule for inspections of registered early years provision, 11–14.*

### **Evaluation**

We strongly believe that in order for a child to flourish, their first experience of Pre-school needs to be a wonderful one. We have a bright, warm and welcoming environment surrounded by nature and friendly key workers who appreciate each child's uniqueness.

We start the process of forming positive relationships with the family and the child before they formally start preschool. We do this by using our 'all about me' form in the welcome pack, which tells us important information about the child's likes and dislikes and what makes them individual. This is particularly helpful with our youngest children who may need extra support, as they may be unable to articulate their needs clearly to staff. We allow the parents and child to lead the induction process and are flexible to their needs. We are empathetic to both the needs of the child and the parents to ensure a smooth transition into our pre-school. For new parents, there are pictures of staff with a short introduction about them and their experience. This helps parents to build a relationship with their child's key worker. We use a consistent routine in each session with a visual timetable that includes registration on the mat, use of the home corner, group storytime, handwashing and snacktime amongst other activities. These familiar activities make them feel secure in their environment.

Each child is allocated a key worker that stays with them throughout their time in pre-school. This promotes continuity and familiarity and the opportunity to document the child's progress through the early years foundation stage and their next steps effectively. Their development is recorded through the Wiltshire tracker and learning journals which include pictures of their daily activities. We encourage parents to contribute information towards this. One of the ways they can do this is by filling in a 'Wow' moment for their child. This boosts the child's self esteem and confidence. We believe that parents are the main educators of their children and that children flourish through a shared circle of

learning.

Children are encouraged to try new things and learn new skills, for example woodwork, baking and gardening. They are regularly put into smaller groupings to encourage more communication and develop their skills further, for example, Blast. We have a dedicated session each week for 'Rising Fours' where children work in smaller groups in more structured ways, to prepare them emotionally, mentally and physically for the transition to school.

Children are encouraged to be more independent and have an understanding of healthy eating during snack time. Children are able to choose and serve their own snack and pour their own drink. We promote an understanding of the social element to eating by having a social snack time with a member of staff at each table. Children take part in growing, preparing and making their own food, such as soups from the vegetables they have grown. Children are supported through the process of toilet training and gain an understanding of personal hygiene through our handwashing song, role modelling and routine. We encourage them to be aware of their own bodies. This gives them the confidence to be independent in school.

We have a huge outside area, a two acre playing field plus tarmac area including use of a Timber Trail, our garden and our forest school. The opportunity for Physical development is everywhere and all the time. At certain times of year we emphasise the importance of physical activity by holding PE weeks leading up to sports day or our annual sponsored event which is geared around a physical theme. These include a dancethon, trikathon and a large scale obstacle course.

By providing the children with regular access to free flow play and forest school, we constantly meet the three areas of well being. We visit the Forest School at least twice a week and in all weathers and free flow is available every session. Due to the popularity of forest school sessions we now deliver forest school on different morning in different terms to allow all children access to our special forest.

**Your priorities for improvement**

Consolidating and extending present good communications by having a Parents/Grandparents week to allow the opportunity for these important people in a child’s life to see how important play is to their child’s learning. We hope this gives parents a better insight into the 7 areas of learning. This proved popular and have received excellent feedback from parents and will continue this as an annual event.

To further help children to understand our routine at pre-school, to enable them to settle, we are creating a visual timetable. This should enable the children to see their pre-school session is small chunks, rather than one long session. For example; registration now and next play. We have found this useful and have updated the visual timetable by using photos of our children and preschool.

Information gained on ‘getting boys off to a good start’ will support us with tightening the gap between boys and girls and hopefully then at the end of the year we will be able to analyse this on the Wiltshire tracker.

My practice (is):

Outstanding: my practice is exemplary	x
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

**Section 5. The 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.

You should refer to:



- *Early years self-evaluation form guidance, page 9.*
- *Evaluation schedule for inspections of registered early years provision, pages 14–18.*

## **Evaluation**

We continually and periodically self evaluate how we are meeting the needs of our children and the requirements of the Early Years Foundation Stage. We use Bristol Standards self assessment to carefully examine how we utilise the environment for the children’s learning. We use this to support the children’s learning and are constantly observing the children’s progress and tailoring the environment to their specific needs. We also ask parents to evaluate our setting through regular questionnaires, a feedback box and parent’s evenings. Students in our setting are also asked to evaluate their experience at our setting. Our self evaluation procedures help us to develop short term and long-term improvement plans. We have made use of the feedback from previous Ofsted inspections in the same way.

The staff are confident to deliver the Early Years Foundation Stage because they understand the learning objectives of the activities on offer and how to deliver this effectively. Staff and children are involved in the planning and the setting up of the activities on offer, so that they are confident to facilitate the learning goals and build positive relationships with the children. The educational programmes that the staff put together are specifically designed to meet the needs and the diversity of the children we have at the setting and meet the seven areas of learning. The timetable for each day is discussed with the leader and the team to ensure a smooth and clear running of the session. Staff can review planning and evaluate the activities on offer to make space, time and room for child initiated learning and children’s interests.

Students we have had at our setting have said that the management has given them a clear induction to the day to day running of the preschool. We worked with them to create a ‘student pack’ which would outline what is expected of them during their time with us.

We conduct official annual written staff appraisals with the supervisor to focus on areas for professional development and improvement but this work is also done on a continual basis and need for change highlighted as and where required. At staff meetings and on teacher training days we look at specific training needs and how we can achieve this. For the year 2016/17 our training days have consisted of the following training:

- Safeguarding training 4/4/17
- Characteristics of effective learning 26/6/17
- 2 year old training 20/6/2016
- Prevent Duty training 19/10/2017.

Regular peer on peer observations and learning walks are conducted.

The supervisor regularly attends cluster group meetings, where last year the focus was on smooth transitions from pre-school to school. This was achieved by discussion with teachers, early years advisors and pre-school practitioners. The results were clear that had been achieved, we then analyse statistics and compare locally to nationally. As part of our partnership with other pre-schools within our cluster group, we also visit one another's settings and share good practice, building on already good relationships.

The supervisor is able to share any concerns they have with the chair of the committee and make changes as necessary. The positive working relationship between the staff and the committee is essential in the smooth running of the pre-school.

We encourage staff to seek professional development through NVQ's and diplomas eg forest school. We record all our staff's achievements in a folder in reception, which is regularly updated. Some recent training includes British Values, the Wiltshire Tracker, DART, safeguarding, and SALT. Some upcoming training includes 'getting boys off to a good start' and recognising and preventing FGM.

Staff are deployed effectively at all times and there is always a clear leader for each session. This is not always the supervisor but other members of staff have the knowledge and necessary skills to manage the team on the day. We have specific members of staff who have extra skills and qualifications eg BLAST and Forest School. These members of staff lead their particular area of expertise but also have a responsibility to train up the rest of the team. Both our supervisor and staff have attended courses on Forest School, SENCO, Safeguarding, Blast, Makaton, to name but a few. Committee members have also continued their professional development by attending courses in for example Safeguarding, safer recruitment and Health and Safety, so that they may be able to fulfil the requirements of their position to the best of their ability.

The monitoring of children in our setting is extremely effective with each key worker tracking their children's progress and setting new targets on a

regular basis. Evidence of this can be seen in the children's learning journals, through tracker forms and on the Wiltshire tracker.

Our Child Protection Liaison Person has completed courses in: safe guarding and both our supervisor and other practitioners have recently been trained in Safer recruiting. It is a prerequisite that all our members of staff have a detailed knowledge of all our policies and procedures which refer to child protection and are obliged to refresh these skills on courses or using online tools. We utilise all the skills attained on these courses to ensure that our children are kept safe.

Policies and procedures are readily available for staff, the committee and parents to view in our reception area. The staff and committee regularly review them which means that everyone is aware of them and actively involved in updating and implementing them.

We work in partnership with both the head and the reception and class 1 teacher at Broad Town School to ensure that the children benefit from shared resources, such as use of the Timber Trail, gym equipment and playground facilities. We also use this link to share information about children which is relevant to their transition to school. We also work with other schools to make the children's transition to their schools as smooth and successful as possible. We also create links and work in partnership with health visitors and other local education advisors to give our children extra support.

### **Your priorities for improvement**

To keep our robust operations reference file up to date for the committee to use as a source of essential information to pass on to subsequent committees to ensure a smooth transition to a new committee which will be beneficial to everyone. This is always ongoing.

Starting a community news update in conjunction with a local magazine to keep local people informed of the activities the children take part in and the events we are planning. This will further cement our partnership with the locality and will help with things such as recruiting new committee members and gaining fundraising opportunities. This is ongoing.

The chair of our committee liaises with the chair of the parish council in order to form good relationships within the local community.

We are involving our older members of the community by inviting them to

be involved in the preschool by watching our children perform their nativity and visiting the preschool to read and play.

My practice (is):

Outstanding: my practice is exemplary	X
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## Section 6. 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.

You should refer to:

- *Early years self-evaluation form guidance*, page 9
- *Evaluation schedule for inspections of registered early years provision*, pages 18–19.

The overall quality and standards of my early years provision (is):

Outstanding: my practice is exemplary	X
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

### Any further comments you wish to include

We are proud of our setting and our staff and believe that the impact we have on our children's development is outstanding. On evaluating the criteria that Ofsted requires us to meet to reach outstanding we identified clear areas that we can further improve. We are in the process of implementing strategies that will reinforce our excellent practice.

Since our last inspection we have improved all our priorities for improvement by staff embedded teaching and increasing the independence of the children. Through Bristol standards our targets for next year are:

- Creating a quiet area outside for reading/writing and quiet times.
- Improving communications with parents for example a mobile phone so we can communicate via text.
- A long term goal is to put an outside canopy for all weathers.

