

Alec Hunter preschool takes place 38 weeks of the year running concurrently with local school terms. It was established in 1974 and became a member of the preschool learning alliance in 1984. The Preschool is a registered charity and is committee run with a manager in place within the setting 5 days a week. Since February 2011 we have been based in a converted church and access is through bright blue double doors at the front of the building. The Preschool provides a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources, and the opportunity for children to develop their social skills as they play alongside other children. The preschool is situated in a residential area within a designated deprived area. The building is set back from the road with a pebbled area in front and a path with a ramp leading up to the door. The entry system is through double doors into a small lobby and then through another set of double doors. Both sets of doors are secured during session and there is a security entry system with a camera on the front door. A password system is in operation. The building comprises of a large playroom with several tables, a book corner, a home corner, a computer and a matted area for stories and singing etc. Behind this there is a smaller room which is used for messy play and allows access to the specially adapted toilet area, the newly refurbished sensory room, the newly refurbished kitchen and the office. Through this room is the access to a secure fully equipped garden area. In most weather the garden is accessible all session and there are a minimum of 2 staff present in all areas of the preschool. We have a wide range of resources that support children's understanding of diversity and encourages them to respect and value others and encourage the children to accept British values. The morning sessions cater for 26 to 30 children all whom are just setting out on their preschool education, there is a minimum of 4 or 5 qualified staff in each session and frequently students and parent helpers. The preschool accepts all children with government funding including the 2 year old entitlement. For this to occur we have strong links with our local children centres and they frequently recommend us to their children. The afternoon sessions cater for up to 30 children who are due to go to school the next school year. We have strong transitional links with all the primary schools that our children will be attending, and staff have attended meetings on the EYFS project and other pedagogue meetings. The preschool operates during the school term from Monday to Friday in accordance with the government funding recommendations. Preschool is sessional and the sessions run from 9.00 am to 12.00 am and from 12.30 pm to 3.30 pm. There is a total of 6 staff, 5 are qualified to level 3 and 1 is qualified to level 2. We also have 3 bank staff, 1 is qualified to level 3 and 2 are qualified to level 2. There are yearly staff appraisals and reviews with all staff, the manager and chairperson of the committee. Staff also have regular supervisory meetings with the Manager. There are regular monthly staff meetings. All staff are encouraged to attend courses to keep them appraised and updated of recent educational developments. Staff have attended training courses in Safeguarding for the Designated person who led a cascade session at preschool and emailed information to all staff to keep them updated in all areas including Valuing Britishness, How to recognise the signs that FGM may have or may be going to take place, new procedures for reporting any safeguarding issues and how to complete and submit the forms used to instigate further investigation into any concerns. The new SET procedures are downloaded and available for all to view as necessary and the safeguarding folders have been updated. All staff are attending Safeguarding Training in December 2019 to update their qualification. 5 members of staff are currently First Aid trained and 1 member of staff is booked on training in February 2020. All staff are now trained to deliver the Early Talk Boost programme and we have been running these sessions with small groups of children. ELearning courses have been accessed by all staff to help develop their knowledge including the Learning Alliance Educare courses. We are involved in the EYFS project to help develop the preschool/school transition. Staff are still attending the local cluster meetings and information is cascaded back to all. Staff have

also completed online courses in FGM, Channel General Awareness Module, Person Centred Approach in EYFS. Courses have also been attended on Equality monitoring, Diversity and equality, Domestic Violence. Early Years SEND Code of Practice, Food Hygiene and the EYFS updated Framework.

There are staff assigned to certain roles within the pre-school: There are 2 Deputy's, 2 SENCO Officers, 2 ENCO Officers, 2 Safeguarding Lead Officers and 1 Behaviour Support Officer to name a few. First Aiders are present in every session and their training is kept updated. There are also Staff qualified in Food Hygiene in every session. We have recently been awarded a 5 star rating for our kitchen by the Public Health. The children come from a diverse social background and there are several different cultures within the preschool. We have a few children who have English as a second language and work with the parents to help them develop their communication skills. There are also some children with disabilities such as speech and autism. In the past we have had children with disabilities such as partial sight, ADHD, Downs Syndrome and many others. As well as the SENCO being involved with the parents and local support agencies all staff are kept informed by each child's One Plan and staff training to enable everyone to work together as a team to ensure the children reach their maximum potential. All children are allocated a Key Person and parents are able to speak to their child's key person at any time. The Pre School operates an open door policy. The morning sessions are mainly learning through play and there is a healthy mid-morning snack provided. Children with specialist diets or allergies are catered for. They butter their own bread and wash up their own plates and cups. Only milk and water are provided. In the afternoon the children provide their own packed lunches and are provided with a healthy snack before they leave for home. Twice a week on varying days the children in the afternoon change into their P.E. kits and do physical exercise. The afternoon sessions provide a structured stimulating environment for providing the children with the background education necessary for them to have the best start possible in school. Many of the staff have been working at the preschool for a number of years, some for over 20 years and others for up to 10 and over. All staff have completed the Staff Suitability Declaration.

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

At Alec Hunter Preschool we regularly issue all parents with questionnaires which ask them various questions to find out how happy they are with the setting and the service we provide. That parents are happy can be evidenced by the number of children who wish to enter preschool because we have been recommended to them by parents of existing children on the roll. There is also a section enabling parent/carers to write anything that may be causing them concern or any additional comments they would like to make. The questionnaires are then analysed by the committee and manager and information is cascaded back to the staff through staff meetings. Any concerns are addressed and any issues resolved and ways are investigated to improve the setting to help meet the parent's needs. Any praise from parents is also cascaded to all the staff. There are regular meetings between parents and staff when the parents come into preschool, generally in an evening, to share their child's progress with their key person, to look through their learning journeys and discuss any concerns they may have regarding the setting in general or their child in particular. The information gleaned from these meetings is cascaded back through staff meetings and if necessary action will be taken to redress any concerns. Any information a member of staff receives from a parent is treated as confidential by the key person and only cascaded on a need to know basis and with the parents signed permission. Parents are kept constantly updated and appraised of events occurring in preschool, any changes which may affect their child and other general information through newsletters and information letters. Lists are kept to ensure every parent receives their copy and feedback from parents is always welcomed. Staff meetings are held monthly or more frequently if deemed necessary. Staff meetings are used to disseminate general

information to the staff about upcoming events, changes to policies and anything to do with the everyday running of the preschool. Staff meetings are also used to allow staff to cascade information to the other members of staff about courses and training they have been on. Our SENCOs can use the staff meeting to share One Plans and to discuss the ways the staff can help follow these through and support the children. Alec Hunter Preschool has regular half day staff training sessions and these can involve outside agencies coming in to offer training, information other staff members have gained on courses being cascaded to others, the development of new policies, an overhaul of the key person system and discussions on the planning and how it is succeeding and areas that are felt it may be necessary to change. Planning is completed daily and children led activities or extensions of planned activities are noted and introduced into the planning program to help us provide activities that the children find interesting and stretch their capabilities leading to a sense of achievement and progress. Staff also attend on various days during holidays to have meetings to develop the planning strategies for the next term and discuss general preschool business. The committee meet monthly and meetings are attended by the manager and another member of staff. The information gained at these is cascaded to staff at their regular staff meetings. Parents are involved in the Preschool by encouraging them to come in and help for a session on our parent helper rota, all are welcome as this helps the parents gain an insight into how preschool is operated and what their child is doing whilst they are in attendance. Parents are invited to join the committee and help support and have input into how the preschool is run. If they choose they can take on a specific role or they may join the committee and just be a general helper. Those parents that are not keen to commit to being on a committee can also be involved by supporting our fund raising events and generally helping out on a day to day basis. The committee have organised many fundraising events including pamper nights, Christmas and Summer fairs. Pebble painting, Snail and Firework Coin trails, presents for Christmas, Mother's Day and Father's Day, Smarties tube money collections and Bags for Schools etc. They help the Preschool manager plan outings and events for the children such as the Christmas Party, The leavers trip. Parents also have an input into preschool by our complaints and suggestion book. Anything written in here is always acted on promptly and suggestions are taken on board. Preschool has an open-door policy and parents are welcomed in at any time whether to discuss a particular concern or just to see what is going on. We listen, watch and observe our children carefully. We monitor anything that may be causing them distress or may be leading to negative behaviour. Through observation and talking to the children we are able to change and adapt our provision to make sure it is suited to them. A lot of activities are adapted to meet the needs of the children at that particular time. If it is observed that children are not keen on a particular area ways will be looked into and discussed as to how to make the area more appealing to them. We gain information from their All About Me Booklets that the parents complete on their child's entry to preschool and use this to ensure activities that are going to appeal to them and help them to settle into preschool are available to them when they first attend. From our observations on each individual child we can assess their specific needs and use this in planning how further to help them and support their individual needs and development within the preschool setting. Preschool has a strong connection with the local children's centre who visit preschool regularly. We have contact with specialist teachers and a strong transitional link with our local primary schools. We have regular contact with many other outside agencies particularly when supporting a child who may be within the setting with additional needs or who is being assessed and the feedback from these professionals concerning our setting is always positive and they frequently refer new children in their care to us. Visitors are always welcomed from Stapleford House, Social Services, Area SENCO, Health Visitors, Family Solutions workers, SALT, Teachers from surrounding schools and any other agency that feel a need to visit to support our children. We follow the EYFS (Early Years Foundation Stage) including the Development Matters/Early Years Outcomes.

Our Manager completes termly Progress Analysis of the EYFS Progress Tracking Records and analyses each child's attendance record so that each child's progress and attendance can be compared. Graphs and Charts are produced to compare cohorts. Key persons collect information, examples of their children's work, observations and evidence photographs to complete their child's learning journey folders. These are kept up to date and assessed regularly and next steps are drawn up which are shared with the child's parents/carers. There are meetings with parents to gather their input and share the information gained. We receive regular feedback and reports from all outside agencies regarding any children that are receiving their services. Relevant staff members attend meetings and assist with observations and feedback as is required. There is frequent communication between Preschool and these agencies regarding the progress of any children involved and support plans are discussed and implemented to follow through any recommendations to support these children further. The outside agencies value our input and all feedback is very positive both from the agencies concerned and the parent/carers of the children concerned. Infrequently we have children on the safe guarding register and once again meetings are attended and information gathered to help support these children. Our input has once again been valued and feedback has been positive. We are constantly updating our provision to reflect the views of others if we feel this is appropriate. Recently we have changed our entry/exit system to further ensure the safety of our children and fenced off the access path and pebbled area outside the front doors to increase safety. We also have rearranged the layout of the play room and are constantly evaluating this and making changes.

Effectiveness of leadership and management

Preschool is dedicated to meeting in full the learning and development and safeguarding and welfare requirements of the EYFS. Through rigorous observation and assessment it can be assured that this is happening. The manager has access to all the children's Learning Journey Books and can check the stage of each child's progress within all areas. Staff are aware due to their observations and records and key folders of any areas a child is not confident in and can work with the child and, if necessary, the parent/carers to develop strategies to help the child become more confident in these areas. It is important that every child leaving Preschool to go to their next educational establishment is confident, happy and secure within all developmental areas and has achieved as high a level as is possible for them thus reaching their maximum potential. The manager is always available to offer advice and assist in any areas where this is needed. The staff feel comfortable in approaching her with any concerns they have about any child and discussing it with her. The manager is always on hand to offer assistance, advice and help. The manager and all staff are involved in drawing up the planning, there are meetings and a great deal of debate and support. The children's needs are considered, and all staff and the manager work together to develop the most effective and appropriate planning possible. In drawing up these plans the manager and staff draw from the data analysis and their individual children's learning journeys to make the plans as relevant to each child as possible. All children and their parents are treated as equals, diversity is valued and all religious celebrations from all faiths are celebrated. British values are followed affording respect and acceptance of all. The parents of children are asked if they would like to come in and share with the children how they celebrate these festivals and any decorations or special foods they may eat or make. We celebrated Eid with some special cakes made by one child's parent and the children all made Eid cards. Food tastings are held using foods from different countries. Parents of children from different countries are asked if they would like to come in and talk about what their country is like and what it is like to live there. Children who come from different cultures and countries have any special needs and considerations taken into account sympathetically and they are acted upon. Those children who have additional needs are treated as equals and their input into preschool is

equally valuable. Persona Dolls, books etc are used to help the other children understand. There are always ways in which improvements can be made and we are constantly evaluating and reassessing how we approach this area. New ways of supporting children are constantly being explored and, if felt appropriate, being implemented. Equipment is constantly being resourced and updated. Access to the Preschool has been made to introduce a ramp and there are raised flower beds in the garden and a raised sandpit and mud kitchen so all children can access them. Our sensory room is well equipped and funding is set aside to help upkeep and provide new equipment. We have a wide range of ethnic and specialist equipment. If assessment shows that there is equipment that would help the children's achievement in any area it is sourced and, funds allowing, purchased. We organise fund raising activities to help keep all our equipment updated. Any staff training that is needed to support any area is sourced and attended and then cascaded back to everyone. Staff appraisals are held yearly. At these meetings the preschool manager and the committee chair person are present. The staff member fills in an appraisal form beforehand and the manager conducts observations of the staff member at work. All this information is discussed at the appraisal. Regular Supervisory Meetings are also carried out. Relevant training can be discussed and arranged, and any short comings can be discussed and ways to improve them suggested and implemented and subsequently observed to see if they have worked. The member of staff also has a right to raise any concerns and worries they have that may need to be addressed. The manager also has appraisals run similarly but conducted by the chair person and vice chair. All staff have completed the Staff Suitability Declaration. We support our local colleges and schools and often have students helping within the setting. They are observed and supported and their course tutors are welcomed into the setting to observe them. Each student signs a Volunteer and Student Statement of Confidentiality. The students are carefully monitored and supported. There are disciplinary procedures set in place in our policies and any staff member deemed to be in breach of any misconduct will be subject to this pending an investigation conducted by manager and committee. Any member of staff that is under performing will be invited to a meeting and a discussion will take place to see why under performance is occurring and to suggest ways to sort the issues out. This could be in the form of additional training or support. The staff member will then be observed to check if improvement is occurring and may be supported using a mentoring system. This has happened recently to support a new member of staff who, whilst fully qualified, had little experience of putting this in practice. They were monitored and supported for a few months by another member of staff. Staff are constantly appraised of any training courses and encouraged to take part in them and then cascade the information gained back to others. Parents and outside agencies are an important part of Preschool their input and information is much welcome and valued. We are constantly approaching parents for information and they are welcome in the setting at any time. Parents share in their child's development and progress by receiving and completing a section on the next step forms. They come into meetings to discuss their children's progress and view their folders and they are welcome into preschool any time to help. Right from the first visit with their children their information is valued. parents are also encouraged to be involved in the fundraising activities and in any outings and activities we may arrange. Any child brought into or picked up from preschool by a child minder, grandparent or other friend of the family has a home/school book so the parents can read what their child has done during the session and helps them to share in their child's day and achievements. Key people arrange meetings with child minders so next step targets can be co-ordinated. This takes place only with the parent's consent. We also value the input and advice from outside agencies all are welcome in to view the preschool and make comments as to any way they think we can improve. We are constantly striving to develop good links with the community, outside agencies, primary schools, parents etc as all ideas are welcome and lead to an improvement in the service that we can offer to the children. The safety of the

children is paramount. The security surrounding preschool is good. The double entry door system with an entry bell and camera means all comings and goings are closely monitored. The password system ensures that a child can be picked up by no one other than an assigned person. Preferably we ask to be told and introduced to this person beforehand. The whole premises are secure, there are bolted gates and no access to the garden play area from outside. Children registered with social services are observed and reports written. Meetings are attended and instructions received there are implemented. Any child causing us concern in this area is observed anything they say is recorded and no leading questions are asked. All staff have received training via recent cascade meetings and information sent via email. If it is felt necessary the safe guarding officer is informed and the correct procedures are followed. Staff have all been sent literature regarding promoting British values and radicalisation and we promote these values fully by respecting diversity and encouraging the children to follow the general rules of society. We celebrate festivals that are British in origin as well as those of the ethnic minorities. Risk assessments are regularly carried out in the preschool to ensure the children's continued safety. The children's safety and wellbeing is paramount. We have tackled the weaknesses pointed out at our last inspection. Children's emergency medical information is kept in a folder in an accessible place during session and all the forms are signed by the parent to give their permission should the need arise. Contact numbers are kept in the front of the register so that if any emergency occurs and we have to evacuate the premises parents can be contacted to collect their children. Fire drills are held regularly and the children know what is expected of them and do not get frightened. In the event of any accidents forms are completed and explained and handed to the parents to sign. Copies are kept in preschool and studied to see if there is any way these accidents could be prevented. Staff accidents are recorded similarly. There is also a Near Miss Form which when completed can help prevent an accident occurring in the future. We access the Pupil Premium and use this money to help support the children by buying new resources to help us develop their learning potential to the full.

Quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children It can be seen through the children's learning journeys and on the termly Progress Analysis of the EYFS Progress Tracking Records that all children make marked progress within the setting. The feedback we receive back from our parents and the local primary schools regarding our children who go there is very positive. We receive exceedingly good feedback about the progress of children who are on our special needs register and are recommended by them and the outside agencies involved to other parents as a good supportive place to send their children. Our waiting list is always healthy most of our applicants come to us having been recommended by other parents who were so pleased with the progress their children made whilst they were here. The primary schools have commented on the development of the children and the way they are able to slot so well into primary education and how ready and motivated they are to start their education. Through this assessment tool we draw up our Next Steps for each individual child and these are aimed to extend their learning and shared with the parents who can input what they are going to do to support their child in attaining this next goal at home. Schools also comment on how independent our children are being able to eat packed lunches properly, change themselves for P.E. and attend to their own personal needs. Our termly Progress analysis of the EYFS Progress Tracking Records also helps us to recognise those children that need a little extra support to attain their full potential and we can identify ways to help them and support them. We are very sensitive to all our children's and parents needs and are very supportive of those who are disadvantaged in anyway offering them sensitive and additional support. These parents are very appreciative of this and have been very thankful. We have adapted our setting to enable children with severe

special needs to be able to attend and are always willing to do this. In the past toys have been especially adapted to help children who have attended with partial sight. The feedback from these parents has always been exceedingly positive. We have frequently, at the suggestion of outside agencies, changed our routines to help those children suffering from needs such as autism to settle more easily. The activities are selected with a view to helping the children play and explore and to be active in their learning, making them think. Activities are aimed at a level to be suitable for the age group attending but adaptable so that those who need help can still complete the task and feel they have achieved and those who need stretching can work on a higher level. All children within the setting, once they have initially settled, are happy and feel safe and secure. Most parents tell us their children are excited to be coming to preschool and can sometimes get upset on days when they are not coming! The parents tell us their children talk about preschool at home, what they have done, their friends and about the staff. They are relaxed and know they are safe and are always confident and happy to ask for help. The level of personal and educational development amongst our children is generally high and parents and schools comment on this to us and about how much they have changed since attending preschool. The level of safeguarding and welfare is high. All staff are trained and aware and our policies are followed through and if necessary acted upon. Our practices are constantly being evaluated and updated. Staff are constantly being updated in their training and cascading information received back to others. Continuous improvements are made. We are never satisfied and constantly evaluating the need to maintain and change the way things are done to ensure a smoother running and more efficient preschool which offers even more to support our children and their families. Our parental links have always been very important to the running of preschool. When we moved to the hall in 2011 parents had been involved in modernising and making the building suitable to house a preschool. Major building works and renovations were needed and from our parents we were able to draw upon people with skills who were able to donate their services to us free. Fundraising organised by our committee and parents have always been important and they are constantly organising and supporting these events. When going on school trips parents are always willing to help. The funds they raise enable us to upkeep the building and provide many new resources for the children to use to further their development. Our planning and methods of assessment enable us to incorporate equal opportunities and diversity within our teaching, encouraging children to promote these values and to encourage staff. All activities are fun but stimulating and encourage the children to learn and use their own reasoning to arrive at their next learning goal with a feeling of pride and increased self-esteem. are showing characteristics of effective learning.

Personal development, behaviour and welfare

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

Every child reacts different when they first come into preschool and we try to be as flexible as possible to assist each child in settling as quickly as possible and separate from parents/carers as happily as possible. From each child's About Me Booklet and the visits made by the parent and child before starting it is possible to have an idea of things that they enjoy that help them settle and any comfort items they may have that helps them to feel more secure in strange surroundings. Parents are encouraged to approach their child's transition into preschool in a way that is appropriate to them as at this stage their knowledge is paramount and by observation and talking to parents key persons can develop strategies to help the child settle into preschool quickly and happily. The child's key person is the most important person and records all information and supports their children in every way possible to support their wellbeing and encourage their settling and further development to their full potential within the setting. The key persons Learning

Journey for each child should be kept as updated with observations and examples of work as possible. This can be shared with the parent and reassure them of their child's progress within the setting. Once within the setting children are encouraged to form bonds with each other and to play alongside and with each other in a way that is to everyone's benefit and encourages and supports their physical wellbeing and development. The staff are supportive of the children and encourage them in their play both in individual and group activities. The children are encouraged to play together, to chat together and to be considerate of each other. If the children interact well with each other and are happy their achievement level increases along with their self-confidence, self-esteem and independence. Children are encouraged to try and do things for themselves and are issued with much praise and encouragement to help them succeed. Simple rules have been drawn up and are explained to the children who are encouraged to follow them so they can all play together happily and share the equipment. Promoting British Values has been added into our planning and engenders respect and equality amongst all. Staff form good bonds with the children and the children know they can turn to them for support and comfort whenever it is necessary. Children are encouraged to come to staff for assistance rather than trying to sort out any problems themselves especially in sharing. The children are supported and encouraged to develop their personal self-care. Parents are fully supported with such things as toilet training and behavioural issues such as biting etc. Nappy changing is done in a considerate way in an area out of the playroom if the child is very close to toilet training they may be encouraged to have a go on the potty before putting another nappy in this instance the children parents are spoken to and consent for this to happen is gained. At this point we may suggest the advisability of wearing a pull up rather than a nappy but this is left to each individual parent's discretion. Allergies are listed and catered for. Children have snack sometimes all together and sometimes on a rolling basis but all are encouraged to hand wash and sit at a table with other children. Conversation is encouraged and supported and a range of healthy foods are offered which, allergies providing, each child is encouraged to taste. Drinks are provided in beakers, but some children have straws or training cups provided from home. Children are encouraged to make a choice between bread, cracker etc and also supported in buttering the bread/cracker themselves. They are also offered a selection of healthy snack items and can choose which they would like to eat. This encourages independence, choice making and also interaction between the children. When the children have finished their snack they are encouraged to wash their own plate and cup up. The children are allowed to explore the playroom, messy area, sensory room and garden and encouraged to make their own decisions about what they would like to do. Children are given the chance to develop their own ideas about how they would like to use the equipment provided and activities are often extended to reflect this change in direction. The children are encouraged to access the garden and use the bikes and balancing and climbing equipment provided to help them develop a liking for physical activity. The older children are encouraged to participate in P.E. and the effects of exercise are explained and demonstrated to them by encouraging them to describe how their heart is beating and if they feel hot etc. There is frequent discussion at mat time and by activity of the difference between healthy and unhealthy food and the effects that too much unhealthy food can have on their bodies and teeth etc. The older children bring packed lunches and parents are encouraged to make these as healthy as possible. Transition of the children into their primary schools is an important part of our sessions for the older children. Forms are completed and sent to the schools and visits are made by staff to visit teachers at the school to explain further each child. Teachers visit the preschool and observe and talk to the children within the setting and staff take children to visit their new schools and see their new classrooms and teachers before they attend on their own. Any child who may have an anxiety about an activity or event within preschool or coming into preschool is supported by strategies and support put in place by their keyworker and the child's parent. This may take the form of sticker

charts or the removal of the need to expose the child to the stress e.g. nappy changing. Attendance is monitored and reasons for absences are noted. Children are encouraged to attend the setting regularly and in general the attendance is good.

Outcomes for children

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

The children are assessed by their key person when they first come into preschool and an initial child observation is completed. From this any information a baseline is completed on the EYFS Tracking Record and checked against the EYFS framework and learning goals, next steps can be drawn up. These are individual and relate to that child only. This information is shared with the parents and parental input is valued as a means for completing this initial observation. As the children progress through time, observations are regularly completed to monitor their progress and at the end of each term progress is plotted on the EYFS Progress Tracking Record. This enables the children's rate of progress to be assessed and next steps drawn up and support offered if necessary. If a child is deemed as needing extra help the SENCO is involved and the parent will be spoken to. With the parent's consent it may be necessary to refer the child to an outside agency for support and working with these, the parent, the child, the key person and the SENCO a plan to help support that child in their learning and development will be drawn up. With extra support it is envisaged that all children can be working at the typical levels of development for their age and activities will be planned and aimed at doing this. Assessment and observations will highlight those children that are working above their levels of development and these will also be supported by appropriate activities and learning goals. So that all the children will be challenged and work to increase their knowledge and achieve their individual learning goals. All the children are helped in developing skills that will help them in their next stage of learning. This is done in many ways. Maybe on a one to one basis with the key person, in small groups working alongside their key person or in large group play where all the children are interacting and learning together.

Children's learning and development and outcomes are promoted through our regularly updated planning. All areas of the of the EYFS is considered and all ages and levels of progress are considered. Staff meet together to identify a main theme and then activities are planned to extend this and adapt it to suit each and every child. Planning sheets are completed daily with areas where the children have extended the play or initiated their own activities highlighted in red. This means these activities can be incorporated into future planning as areas in which the children are interested and their play can be extended leading to achievement and progress in a way that appeals to the children as a group and individually. Targets are set to reflect that all the children are different and will achieve to a different level. Activities are designed to be extendable so children at all levels can be stimulated and encouraged to develop further. Children are supported to help them achieve the maximum they can from these activities. All activities are monitored and observed and any that are not proving successful are adapted or replaced. Key persons observe their children and through this can gain an insight into what to do to help their children reach their maximum potential using the resources. Children are encouraged to think for themselves to work out ways to solve problems and use equipment. Staff ask open ended questions requiring the children to voice their own views and make choices. Through observation it is possible to see if a child is gaining from an activity or if it is too difficult or too easy and needs to be adapted. Two-year checks are completed so that staff are aware of the level each child is working towards and can help and support them to achieve it. We have recently started doing the joint two-year-old Integrated Reviews with Family Solutions at our local Children's Centre Hub. Activities provided are stimulating and exciting causing the children to feel motivated and

enthusiastic about using and exploring them for themselves. Staff offer encouragement and praise and support to keep the children interested and motivated. Activities are developed that need the children to be creative and become involved in making and designing and exploring new materials. Equipment is provided to encourage the children's imaginations and encourage development in language and communication. Observations are constantly being made and assessed and entered in Key person folders and plotted on the EYFS Progress Tracking Record so each individual child's progress can be monitored, and individual next steps drawn up to help them progress and extend themselves further. Each child is encouraged to reach their maximum potential whilst attending preschool. Praise is paramount and reward is offered verbally and in the form of stickers and certificates. All observations are linked to the EYFS framework and recorded to ensure that each child is at a level or working towards a level appropriate for their age. The tracking of the children's progress from the starting point, observed when they first start attending preschool along with information gained from parents and the two year check or integrated review to their development through the terms they are with us is constantly recorded and monitored and always available for parents. Key persons draw up individual plans to support their key children to progress within the learning outcomes and support them in doing this. These next steps are shared with the parents who are encouraged to think of ways to help promote the progress of their child towards attaining the set goal and to keep the parents involved in their child's education. Those children that need extra support and have one plans, SALT or English as an additional language are supported by the staff in such a way as is appropriate to their needs. Parents concerns are taken into account and information received from them as well as the outside agencies is used to help us support, stimulate and encourage their development. Parents are kept updated through regular meetings with either just a key person and SENCO present but are often joined by any outside agencies that are involved. Activities are adapted to make them stimulating and exciting for them whilst also encouraging them to extend themselves and progress further. Praise is once again paramount. Children who are achieving above their level are also taken into account in the planning and activities are adapted to further extend their knowledge and key persons draw up extra activities that will stimulate and motivate them, often sharing these with the family at home. We have purchase some new early reading books and any child who shows an interest in reading is allowed to take them home to share with their parents. The older children receive homework folders setting them attainable tasks and stretching them and helping them progress. If any child does not want to do the homework this is fine, we want no child to feel pressured to do something they do not want to do.

Overall Effectiveness

It can be seen through the children's learning journeys and the termly Progress Analysis of the EYFS Progress Tracking Records and the Attendance Analysis that all children make marked progress within the setting. The feedback we receive back from our parents and the local primary schools regarding our children who go there is very positive. We receive exceedingly good feedback about the progress of children who are on our special needs register and are recommended by them and the outside agencies involved to other parents as a good supportive place to send their children. Our waiting list is always healthy most of our applicants come to us having been recommended by other parents who were so pleased with the progress their children made whilst they were here. The primary schools have commented on the development of the children and the way they are able to slot so well into primary education and how ready and motivated they are to start their education. Also how independent they are being able to eat packed lunches properly, change themselves for P.E. and attend to their own personal needs. We are very sensitive to all children's and parents needs and are very supportive of those who are disadvantaged in anyway offering them sensitive and additional support. These parents are very

appreciative of this and have been very thankful. We have adapted our setting to enable children with severe special needs to be able to attend and are always willing to do this. In the past toys have been especially adapted to help children who have attended with partial sight. The feedback from these parents has always been exceedingly positive. We have frequently, at the suggestion of outside agencies, changed our routines to help those children suffering from needs such as autism to settle more easily. All children within the setting, once they have initially settled, are happy and feel safe and secure. Most parents tell us their children are excited to be coming to preschool and can sometimes get upset on days when they are not coming! The parents tell us their children talk about preschool at home, what they have done, their friends and about the staff. They are relaxed and know they are safe and are always confident and happy to ask for help. The level of personal and educational development amongst our children is generally high and parents and schools comment on this to us and about how much they have changed since attending preschool. The level of safeguarding and welfare is high. All staff are trained and aware and our policies are followed through and if necessary acted upon. Our practices are constantly being evaluated and updated. Staff are constantly being updated in their training and cascading information received back to others. Continuous improvements are made. We are never satisfied and constantly evaluating the need to maintain and change the way things are done to ensure a smoother running and more efficient preschool which offers even more to support our children and their families. Our parental links have always been very important to the running of preschool. When we moved to the hall in 2011 parents had been involved in modernising and making the building suitable to house a preschool. Major building works and renovations were needed and from our parents we were able to draw upon people with skills who were able to donate their services to us free. Fundraising organised by our committee and parents have always been important and they are constantly organising and supporting these events. When going on school trips parents are always willing to help. The funds they raise enable us to upkeep the building and provide many new resources for the children to use to further their development. We have recently made a change to our afternoon sessions to include a 15 minute small group session. The children are not forced to participate but all love this time. Challenging activities mean the children are motivated to learn and many excellent observations have been made and learning goals achieved. The session also serves the purpose of calming the children down after the outside play.