

Early years self-evaluation form

For provision on the Early Years Register

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

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Setting name	Addlestone Preschool	
Setting unique reference number	160624	
Setting address	Milton Road	
	Addlestone	
	Surrey	
	Postcode	KT15 1NY
Completed by (name and role)	Rachel Flynn, Manager	
	Carol Harbridge, Deputy Manager	
Date completed	Ongoing from September 2015	

Meet the Staff

We are fortunate to have a wonderful team of Pre-School Practitioners who all offer varied Childcare and working experiences to widen the possibilities for the children.

Rachel Flynn, Manager: NVQ Level 3 Qualified, Pediatric First Aid Trained, SENCO, Child Protection Liaison Officer, IML Leadership and Management

Carol Harbridge, Deputy Manager: NVQ Level 3 Qualified, Pediatric First Aid Trained, Behaviour Management

Sarah O'Sullivan, Pre-School Practitioner: NVQ Level 3 Qualified, Pediatric First Aid Trained, Health & Safety Officer

Amy Keesing, Pre-School Practitioner: NVQ Level 3 Qualified, Paediatric First Aid Trained

Melanie Osborn, Pre-School Assistant

Chauntelle Dore, Apprentice

Addlestone Pre-school Committee

The committee is responsible for the Pre-School as an owner would be. They are in charge of everything from fundraising to maintenance and from recruitment through to yearly appraisals. The committee is re-elected every year at an AGM and everyone is welcome to attend the meetings and apply to be a committee member.

Committee Members are:

- Michelle Tucker, Chair
- Alexandra Schirn, Vice Chair
- Jo Rose, Treasurer
- Natalie Frow, Secretary
- Alexandra Schirn/Natalie Frow, Fundraising

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.

Addlestone Pre-school was established in 1986 in the current premises, but has been running for approximately 45 years. The Pre-school is one large room with kitchen and toilets attached. There is direct access to an enclosed outside area which includes a sheltered, canopied area and a large wooden summer house. The pre-school is located in the grounds of Ongar Place School which is situated within a residential area. Access to the building is via a ramp or steps.

There is a parent led committee which is re-elected at the AGM. This year we have a new chair (Michelle Tucker) who has a background in Early Years and management experience which has already had a positive impact on the decision making process at preschool. The new chair is supported by a new vice chair who has been on the committee for a couple of years and proved very successful during all committee activities, with her experience of event management and past child minding she also brings a good deal of knowledge to the committee.

The pre-school has good links with Ongar Place School including regular use of their playground and contact with the Early Years teacher there. Addlestone Pre-school operates from Monday to Friday, term time only. We are open from 9:00 – 12:00 Monday to Friday mornings, and from 12:30 – 15:00 Monday to Thursday when younger children can attend. There is no provision on a Friday afternoon as this time is set aside for weekly staff meetings and planning. The pre-school is operated on a session by session basis. Morning sessions can take up to 24 children and afternoon sessions take 12 children, this number increases as the children are able to take more sessions (the ratio of child to practitioner means we can increase numbers as the children turn three).

The pre-school employs six members of staff, four of these including the manager and deputy manager hold an appropriate Early Years Qualification. One member of staff is currently training and she is employed as an apprentice. The sixth member is a preschool assistant and has just started her NVQ Level 3 qualification. Staff are deployed daily on a rotational basis, this is logged on our daily planning. We have 39 children registered and 2 of these are FEET funded. 23 in our morning sessions and 16 in the afternoon. There are 3 children at preschool with an additional language (Russian, Swedish and Tamil).

Recent training attended:

- All staff completed 'first aid training' last September
- Other training is planned see staff training and development plan.

The staff reorganisation that took place in 2014/15 continues to work well and we are continuously improving our setting for all involved.

For children achieving more than what is expected of them, we extend their learning through a planned 1:1 learning experience or set ability based groups. We have close links with the Early Years teacher at Ongar Place School who is available for us to talk to and happy to give advice.

Our planning is carried through to our outdoor area, supporting all the seven areas of learning. For example, when learning to recognise our numbers and count, this followed through to our outdoor area where we played hopscotch to reinforce the children's number recognition.

Continuing with:

- Focus on 'Every child matters' and cover each individual area.
- Targeted areas have been identified for personal development through observations of staff practice
- 360 degree reviews where staff complete formally recorded peer assessments. Aim to send staff on more/new training courses to bring this extended knowledge back into the preschool
- Working towards making more individual planning for each child and grouping them on ability.

Improvements since last self-evaluation:

- A lunch club is now offered and has proved popular with both parents and children
- Full-day sessions have been offered to our morning children and several have taken places, this will allow us to assess progress and help us look at options for providing the 30 hours of free childcare that the government are to introduce from September next year
- Our outdoor area was much improved last year with the addition of new climbing equipment and a planting area, but at the end of the summer term a fire took hold of the outdoor classroom burning everything to the ground. We have been working throughout the summer alongside the insurance company to replace all that was lost and get the area up and running for the start of term
- Beginning to use Tapestry to track the progress our children make and aim to have this available with parents log in later this year.

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.

Letter from the reception teacher at Ongar Place school:

"Dear Rachel, I would just like to let you know that I have been completing my baseline assessments for the new Reception children and have found your transition sheets most helpful and accurate. They are extremely easy to read and give me all of the information that I need to build a picture of each individual child that has come from Addlestone Pre-School. I am now confident that I have a perfect starting point for each child to continue their learning journey. Many thanks to you and your staff for making the transition so smooth.

Kind regards, Mrs Kerry Brill (Reception Class Teacher), Ongar Place Primary School"

Testimonials from parents:

"Thank you all for the last one and half years. Oliver has loved his time with you all and has progressed so much with all of your help and support"

"Thank you for being so amazing. Henry has had the most wonderful year at preschool and he will miss you all so much!"

"Thank you so much for everything you have done for Mia. She has loved every minute of her time with you. It has meant the world to us to see her so settled"

"Thank you all so much for looking after and caring for our little boy, Matthew. He has loved his time at Addlestone Preschool and we are sure he will cherish his memories for years to come"

All children have a 'comments' and 'reading record book' in their bag which aims to be another opportunity for two-way communication. The book will now include updates on the learning that is taking place at preschool and encourage parents to extend the learning at home (for example by bringing in items linked to our

learning for the children to share at preschool).

Parental questionnaires are sent out yearly to ensure that we have feedback from all parents and can continuously improve. We are keen to ensure that the opportunities we offer for a two-way dialogue are as efficient as possible.

Questionnaire results for 2014/15 were very positive all respondents said that the children 'loved' the sessions and they were very happy with the care Addlestone Preschool provides. The majority of parents were 'happy' with the amount of feedback on how their child is progressing at preschool, but there were several comments asking for more 1-1 sessions. (*See action already in place below*)

50% of responses rated the comments box/book as useful, despite the fact that we have not received much feedback from parents via this method. This could be people preferring the more direct communication method as 88% were very happy to contact staff if they have any queries.

69% of those parents that returned a completed questionnaire used the Addlestone website and those that didn't commented that they would in future. Other comments included, *"lovely to see improvements to the outside space with the new pirate ship that the kids love"* and *"all staff are very welcoming and approachable"*.

In summary the responses were very positive and we have already put the following actions in place:

- Additional 1-1 parent meeting put in place
- Daily sheets started for PM sessions.

Our next questionnaire will be sent out to parents during the spring term 2016.

We have improved our links with our local Children's Centre at Sayes Court. Current leaflets are available from preschool, we have a link from our website and have signposted parents to the sessions/facilities that are on offer.

As a result of parent feedback we have now started a 'lunch club'. There are several parents that have siblings in both our morning and afternoon sessions and they have found it very helpful when managing the drop off/pick up times of their children.

We have a weekly blog on our website that ensures if parents/carers miss anything in our daily sheets, they can always read about our activities at the end of the week and see pictures in our photo gallery. Our website is an integral part of our communication with both current and prospective parents/carers.

We are continuing with:

- Boo Boo Bear, our preschool bear is given to each child throughout the year and they are encouraged to take him home and add pictures/words to the accompanying book. This helps parents and children bridge the

gap between preschool and home life. Encouraging parents to continue raising standards the learning journey and allowing us to have a deeper understanding of improving lives our children.

- Our 'special box' was introduced this January and has been proving a great success with the children. One child takes the box home each day and can bring in 3 items from home to share with their friends during registration. We are going to extend this link with home learning as we explore phonics. The children will be asked to bring in 3 items from home that begin with the letter sound we are exploring at preschool.
- Wow stars are used as another form of linking parents, children and staff. Parents are encouraged to let us know when their child/children have achieved or done something special outside of preschool. We then ask the children to comment on their achievement and during our circle time
- There is a daily notice board which highlights what we have been learning and parent meetings are held annually to review the children's progress
- Staff meetings are held each Friday afternoon to allow us all to meet and discuss planning, improvements and any other issues arising on a weekly basis.
- We plan around the children's interests and have a daily group time, where the children are free to talk about their wants and interests. Key workers support their children with 1:1 times.
- Supervision and staff appraisals now form part of our training plan

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: We provide an enabling environment and have strong partnerships with both children and their parents and this allows us to; know the children, understand their needs and form a close keyworker relationship. The children in turn are comfortable to express likes and dislikes.

We feel that we provide stimulating resources inside. We are currently fundraising to enable us to provide more physical resources for our outside area, so children can take more risks eg. climbing and balancing equipment. We understand each child's development and learning through daily observations. Through the observations we are able to evaluate children who need either extension or support in a particular area. The outcome from the observation would be noted and fed into planning for the following week. We also track the children's progress on a visual form. This enables us to easily see how children are progressing and shows any areas where a child needs extra support in order to become a more competent learner.

Each child is allocated a keyworker as we are a small setting this ensures that each keyworker has a good knowledge and understanding of each individual child's needs. This allows us to fulfil our aim of creating successful children who engage better in their learning and gain skills for future success in society.

We advocate children's sense of being through making sure children feel and are safe, and build wonderfully, playful, accepting and curious attachments with their key workers and other adults in the setting.

Children tend to settle quickly, are confident to express themselves freely and are comfortable in the pre-school environment. We welcome all children from different backgrounds and cultures. We understand that each child is unique and respect different cultures by celebrating a variety of festivals and welcoming family members to come into the pre-school and share their experiences. We provide multicultural resources in both genders

We recognise that parents are children's first and main educators and work together to ensure that parents know what their child is learning. This is achieved through our daily notice boards, regular newsletters and our new website.

We work with outside professionals to support children who may have a special need. We provide planning around the children's interests and are flexible with our daily routine to ensure the children enjoy their learning. We try to group the children to their ability so the learning is appropriate to their development.

Your priorities for improvement

- Working towards making more individual planning for each child and grouping them on ability. Action: We have now reviewed each child's abilities and are grouping our children based on their development. For example, when running a focused activity it is aimed at the different levels in order to maximise every child's learning.
- Aim to send staff on more and new training courses to bring this extended knowledge back into the preschool
- We have recently changed our knowledge and understanding area after looking at the usage. We have made it more exploratory to suit our cohort of children's favoured learning styles, linking it to 'our big learning' each week and providing new/exciting resources for the children to explore independently.
- We are looking at children's progression in writing and initiated a self-registration system. This consists of an individual sheet per child for the week and at the end of each week we are able to reflect on individual children's progress and in turn use this to inform their next steps.

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
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 strive to ensure children develop the characteristics of effective learning through playing and exploring. We encourage children to explore and show an interest in discovering new things. We encourage children to be independent learners by allowing children to do things for themselves and achieve their own outcome through trial and error, and feel a sense of achievement. We plan the environments around the children's interest and how they play. We provide things to enhance their learning and make sure we have lots of different textures for children to explore. We add learning resources to our continuous provisions to achieve our learning outcomes.

Extent to which they feel safe: Before the children start they are invited to come in to pre-school for a play session with their parent/carer, this enables both parent and child to get to know the staff and setting before they start. Addlestone Pre-school prides itself on the relaxed environment that helps the children to settle. Although we are relaxed we understand the importance of the children feeling happy and secure, which results in the children becoming positive learners. We value each child as an individual, if a child does not settle we will work with the parent/carer and put an individual care plan in place to suit the child.

Children forming strong attachments with their carer's, is at the heart of all we do. Key workers are allocated to individual children from the start, but they are able to change if they form a bond with a particular adult to ensure that they are getting the most out of their time at preschool and optimising their progress. This information is shared with parents on our daily sheets. We pride ourselves on knowing our key children inside out. Key workers meet with parents twice a year and there is an open door policy.

We are sensitive to parent's feelings in this process and are happy to support them. We use positive reward and praise so every child feels special and unique

in their own achievements. We promote positive behaviour management in the classroom and work closely with parents to provide strategies to link home and preschool. All of which are positive eg. sticker charts, wow stars. We understand that behaviour is age and stage related and can be affected by changes in their home life.

Working with parents is central to a child's behaviour and engagement. When a child starts at preschool parents are made aware of our relevant policies. Our settling and behaviour policies are set up to ensure children feel children safe in the preschool environment and allow all staff/parents and children to have an understanding of how we can create a safe, secure and positive learning environment for all children.

Extent to which children adopt healthy lifestyles: We promote healthy eating at snack time and include activities that help the children learn about a healthy lifestyle. We encourage children to be physically active by making available a wide variety of physical activities daily. Throughout the year children learn about visits to the dentist, doctors and the role of people that help us achieve a healthy lifestyle.

We promote good standards of personal hygiene, encouraging children to hand wash, go to the toilet independently. Through songs, activities and regular reinforcement of the importance of personal hygiene in a healthy lifestyle. At least twice a week we use the school playground and make use of their physical equipment, as well as encouraging children to join in a physical activity.

Extent to which make a positive contribution: Children are encouraged to help take part in the preschool day and see how they can make a positive contribution. They are given roles which include helping with the snack, feeding the fish, bell ringing and helping at registration. This builds their confidence and gives them a sense of responsibility for their environment. The children respond well. We run a reward chart system and have reward stickers.

Children are encouraged to respect the diversity and difference within their friends. As they begin to mature through our preschool they start to understand how everyone is different and everyone is special. Our celebration board lets us explore these differences and understand that children have different likes and dislikes to themselves and this is exciting as we can learn from each other's skills and interests.

Extent to which develop skills for the future: We provide an adult led activity each day, which covers all areas of learning through our half term. Through self-evaluation children are able to play and explore independently, which enables

them to think critically and become creative learners.

We promote good role models in both adults and children by setting boundaries and rewarding positive behaviour and actions. Within pre-school children are naturally competitive and enjoy challenges we set for them to achieve. Adults will lead, then step back and allow the children to take control and decide when the task is finished.

Children are encouraged to be aware of their surrounding and everyday activities. Trips are undertaken to the local library and visits to the local shops, where children are included in the preparation and process. Children are encouraged to prepare for the transition to school, and work on the skills required to help in the new environment. For example getting themselves dressed, writing their name, recognising letters, counting and drawing pictures of themselves/family. We have received excellent feedback from the reception teacher.

Priorities for improvement

Whilst working through our last SEF we identified the following priorities:

- Smiley Faces – children will be given smiley faces to place in the areas that they have enjoyed exploring so that we can gauge areas that are working well and therefore make more of them, and areas that are not being accessed. This continues in 2015/16.
- Based on Early Years advice we aim to set up a two way learning board to inform parents of the daily activities and learning taking place in preschool so that they can extend this learning at home. We have now introduced this for both our morning and afternoon children.
- Beginning use of Tapestry in 2015/16 as a way of recording observations and creating children's profiles. Parents will be able to access with a password later this year and monitor progress themselves at any point throughout a child's time at preschool.

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
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: The preschool manager and reception class teacher work hand-in-hand to ensure we met the new requirements of the EYFS. These policies are rigorously introduced to all staff. Staff have their own copies of the policies. Policies are collated in the preschool room and on our notice board.

The preschool manager and staff undertake weekly planning, preparation and assessment on a Friday afternoon where requirements are discussed. All staff are encouraged to take part and all views/input valued. We continually reflect and analyse our working practises to ensure the children reap the benefits of the very best outcomes.

The manager and deputy manager are working with staff to build on their knowledge of the characteristics of learning. Our aim is for all staff to be able to change and adapt to suit the children's individual learning.

Example of self-evaluation and improvement planning: We evaluate regularly to see which areas in our environment are working well, so we can change, adapt or add additional resources to enhance the children's learning experience. Recently our Early Years advisor supported the manager in an ECERS Audit for our new two year old facilities.

We feel that we are able to evaluate our provision and constantly look at the cohort of children to see how they learn. We take into account gender and age and we adapt the classroom and outside area to suit.

Staff are exceptionally skilled at meeting individual children's needs and have outstanding skills and expertise in different areas. The deputy manager has immense knowledge and experience of the EYFS.

Examples of performance management and professional development:

Each and every staff member has individual supervision where we review their effectiveness and any support we are able to offer them to meet the requirements of EYFS. The preschool manager has her supervision with the chair of the committee.

Rigorous safeguarding: Safeguarding is our first priority. IT underpins all we do. Records are stored and shared appropriately. We pride ourselves on our ability to communicate openly and in a trusting manner with parents as we believe that it is through these relationships with parents that we protect all children.

- To ensure the safety of children the manager makes sure that the child to adult ratio is at least the minimum statutory requirement, however most sessions will exceed this ratio. At arrival and departure time a member of staff is deployed and does not leave the door until all children have arrived or the last child has left. The manager then personally double checks the door to make sure that they are locked. Another member of staff is deployed to the main green gates (shared entrance into the preschool and Ongar school) this is then padlocked. The manager will only let children leave with another adult if a form has been previously filled out by the parent/carer or if we receive a telephone call from the parent/carer. The adult then needs to have the child's password before they are able to take the child.
- The manager holds regular fire drills and makes sure that they are done on different days of the week to incorporate all children.
- The manager makes sure that the health and safety officer is up to date with new requirements and that any daily checks are carried out by either the officer or deputy.
- Only visitors expected by previous arrangement are let in and sign in to the visitor book. Any unexpected visitors must have valid identification.

When staff start with the preschool the manager makes sure that they are aware

that mobile phones are not to be used when children are in the building. Staff are made aware that any urgent calls need to be made to the preschool landline. Our staff induction includes the importance of 'safeguarding'. We talk through child protection 'What to do if' and the referral procedure. This is followed by staff attending the workshop as soon

The deputy has been made responsible for overseeing the educational programme to ensure that all areas of learning are included as the manager felt that the deputy had more experience in this area. The manager and deputy manager both work together as a management team to ensure that we provide learning appropriate to the children's developmental abilities. Together they encourage staff to observe children by carrying out a focused child observation, which provides us with information on how the children learn socially and this helps all staff to get to know the characteristics of each child.

The manager is attending an ILM Leadership and Management course and this has supported her and given her the knowledge and confidence to put in place systems to make sure that we have effective performance management. The manager is using Improvement/Development Plan to set and log targets. Through regular supervision any training or support needed will be identified and individual goals put in place.

SENCO: we pride ourselves on being able to recognise if a child has any SEN needs from very early on. We are very aware that this can be hard for the parent/carer to accept and feel we are compassionate when working with them. We understand this can be an emotional time and are there to support the parents when they are ready to take the next step. We closely work with outside agencies to give us strategies to support each individual need.

Staff building good relationships with parents allows the keyworker to have a good understanding of any language or cultural barriers that could delay the child's learning. We are then able to put strategies in place to ensure that the child feels included. The manager strives to provide total inclusion throughout the preschool and ensure that all children have the freedom to express themselves as an individual. **Examples of partnership working:** Early years advisor, reception class teacher, forums and meetings. Other preschools, staff at courses bringing back best practice.

Your priorities for improvement

- Targeted areas for personal development through observations of staff practice in line with the characteristics of effective learning
- 360 degree reviews where staff complete formally recorded peer assessments

My practice (is):

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

Further comments

Progress all children make in their learning and development: We meet the needs of all children who attend our provision. Each child is unique and treated as an individual. This is very important to us and is reflected in our practice. Children are happy, feel part of a group, confident and comfortable within their self. When children start at preschool we encourage parents to complete an 'all about me' sheet. This enables us to find out important information about the children. We can put things in place so we are prepared for their start. Two year checks are completed and keyworkers fill out a summary and planning sheet which enables us to identify relevant next steps, support or extensions.

Developmental profiles are kept on all children. This allows keyworkers to observe and evaluate how children are developing in each area of learning. When a child is observed achieving a step in their development, keyworkers are responsible for planning their next steps to extend their development. Strong key worker relationships ensure staff are aware of any help and support a child may need when starting.

Addlestone preschool promotes total inclusion and respect for both children and their families. Staff respect all cultures and backgrounds and offer support to ensure everyone feels comfortable and welcome attending the preschool.

Children's personal and emotional development: Staff at Addlestone preschool are extremely good at making children feel comfortable within the settling in process. Staff work with parents by using a settling in plan. If children are unsettled or do not leave their parent/carer independently we offer a warm and comfortable environment which we feel encourages children to settle quicker and fast become more independent learners. The keyworker plays a big role in children's settling in, being responsible for creating a bond with both child and parent. Having a good relationship encourages parents to feel comfortable to be involved in their child's personal development at preschool and children have that key person if they have any worries or concerns. Keyworkers are matched to a child before they start, but if for any reason a child creates a stronger bond with another adult we feel it is important to be flexible and can change their keyworker. The phrase "unique child" is very important to us and we encourage children to be individual, voice their own opinions, likes and dislikes. Children are respected and encouraged to respect others, their beliefs and cultures, backgrounds and especially their feelings. We as a preschool feel that a positive attitude is extremely important, this includes behaviour, inappropriate behaviour is dealt with in a positive way. Depending on the behaviour we apply different strategies and feel it is important for children to understand that it is the behaviour that is unacceptable

The manager and deputy (DSL) have up to date knowledge of the requirements of safeguarding and "what to do if" with clear understanding of the process of referral. Each staff member understands the importance of the process and of informing the DSL of any concerns.

We have a no mobile phones policy and parents sign a consent form for photographs. It is of major importance that children stay safe and secure whilst at preschool.

Safeguarding and the welfare of children:

Security; we pride ourselves in providing a safe and secure environment. All members of staff adhere to the safety procedures, which include securing entrances and exits, staff ratios and children using the outdoor and toilet areas. Our environment has age and stage appropriate resources, which provide a stimulating place for children to learn. We provide varied activities which enable children to learn and follow their interests. We have a good understanding of the importance of children's play and believe children can learn through doing things they enjoy and naturally select. We especially believe in taking children's leaning to their play rather than rigid learning.

Health & exercise; Children are provided with healthy snacks and encouraged to be independent in their selection of foods and to do things independently like hand washing, pouring drinks and clearing tables. We provide many different activities and routines to ensure children are active. We encourage children to join in physical activities, to ensure they have a good balance, express their self and sometimes just use up energy. We believe that this has a positive effect on their learning.

FIP: We evaluate our daily planning to look at how an activity has worked, whether we achieved a desired outcome and linked it correctly to learning outcomes. We observe children prior to key learning activities and group to ability. We complete 'focus child observations' which enable us to observed children in the session. This allows us to look at how children learn, play and how they use the environment. This enables us to support areas if we have concerns and to understand their characteristics of learning.

To ensure we continue to provide a quality provision for all children within preschool we as a team assess, plan and review every Friday afternoon at an all staff meeting. During these meetings we evaluate all aspects of the past week and discuss where, if necessary, there are areas in need of improvement. We are constantly looking at ways of changing the provision to build on how our children learn and play. We pride ourselves on being flexible within our planning so that we can follow the children's interests as they are observed. This keeps things current and means children can learn in a way that they enjoy. Taking children's learning to what interests them has an extremely positive effect within preschool and moving on to their transition.