

**Self Evaluation  
Report**



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**Setting: Llanddulas Playgroup**

**Year: 2020-2021**

**Leader/Person in Charge: Julie Heap**

**Setting Staff: Kath Jones (Deputy Leader), Jade Wilkins, Tanya Parkes, Claire Davies 1 :1 support staff, Charlie Woodcock 1:1 support staff**

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	Theme	Key Area	Evidence
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CHILDREN	1. Wellbeing	<p><b>. 1:1 To what extent do children have a voice?</b></p> <p>Upon entry into the setting parents provide 'All about me' documentation which shares the child's 'likes' and 'dislikes'. Staff work with the children to complete one page profiles to establish what is important to the child and for the child., which allows us to tailor activities to suit individuals. All children are given opportunities to choose for themselves wherever possible. Having accessible areas around the classroom allows the children to choose independently. Resources in the areas allow children the opportunity to direct their learning. Children also have an opportunity to input into their topic for the term and ideas for activities for the weekly planning.</p> <p>Twice yearly the children complete questionnaires with their key workers- allowing them to <u>express their feelings and preferences.</u></p>	<p>All about me sheets</p> <p>Foundation Phase Pedagogy</p> <p>See-Saw</p> <p>Child-Led planning</p> <p>Pupil voice book</p> <p>Circle time</p> <p>Questionnaires</p>
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	<p><b>1:2 To what extent do children feel safe, happy and valued?</b></p> <p>Children form secure relationships with all staff members; they know they can approach staff for assistance or guidance if needed. We encourage children to build strong relationships with their key worker. As a result of this most children enter the setting happy and separate from their parents and carers with ease.</p> <p>Most children play confidently with the resources in a relaxed atmosphere where, children are not coerced into taking part in activities if they do not wish to and alternatives are offered. Often the setting encourages children to bring in their favourite toys or books to use as tools to develop their learning. (during covid restrictions items have been thoroughly cleaned before being used)</p> <p>The majority of children are verbally able to communicate if they are unhappy or worried about something. Weekly observations demonstrate that most of the children are beginning to form friendships and play cooperatively with their peers where there is an effective level of engagement.</p> <p>In January staff attended Seasons for Growth training which enables us to work with children who have suffered change, loss or grief (which covid may have caused.) and helps them to understand that what they are experiencing is normal.</p> <p>Children of non keyworkers were offered the opportunity to attend extra sessions during the summer break to give them continuity after long periods of closure.</p> <p>To allow sufficient space for children to eat lunch on the premises, as the school hall is unavailable due to class bubbles, only Nursery aged pupils will be permitted to stay for lunch. All playgroup children will be collected at the end of the session at 11.30am.</p> <p>Daily opportunities for outdoor play and activities have been organised into two groups, which rotate between indoor and outdoor to allow for less children inside at any one time. Although group trips and visits have been suspended, small groups do take frequent off site visits into the local community.</p>	<p>Parents views Parents Questionnaires</p> <p>Observe children on entry</p> <p>Staff observations (key workers)</p>
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		<p><b>1:3 How well do children interact?</b></p> <p>Many pupils are resilient and can cope with the daily routines of the setting and unexpected changes that have occurred due to covid. Many children are learning to understand their feelings and can be sensitive to the emotions of others. For example they will help their friends if they are hurt or offer to play with them if they are feeling sad. Most children share and take turns independently. Nearly all children will participate in activities alongside others with the majority interacting verbally with their peers.</p> <p>Majority of the children show self-discipline and will comply with the rules of the setting and requests from staff. There is outstanding interaction between nearly all of the children and the staff. Visitors to the setting have been minimised to avoid risk of cross infection of covid. Any essentials visitors to the setting have been risk assessed prior to entry and have followed all guidance for safety procedures</p>	<p>Observe children during session</p> <p>See-Saw</p> <p>Staff observations planning</p>
		<p><b>1:4 To what extent do children enjoy their play and learning?</b></p> <p>Many of the children are starting to become more engaged in their learning and are showing interest in the activities without needing adult direction. This is more apparent in the outdoor area therefore this is reflected in our planning, with more focussed activities taking place here. Upon dismissal from circle time most children are excited to explore the indoor areas with the majority needing adult support to remain engaged, however we are working on developing the concentration levels of these children to improve the engagement. A few pupils will concentrate on some activities for lengthy periods, especially in the construction, small world and sand areas. Nearly all children are excited and engaged during trips and visits into the local community, they are enthusiastic about the activities and staff observe increased concentration levels.</p> <p>Many children enjoy speaking about or showing their achievements throughout the session or during plenary which demonstrates their growing confidence, they are keen to share their experiences and around half of the older children are becoming more aware of their learning. Our In the moment planning allows the children to visit areas that encourages the children to initiate their own learning by independently choosing which resources they play with, allowing them an opportunity to be active and curious learners.</p>	<p>Observe children in the outdoor/indoor environment</p> <p>Children's questionnaires</p> <p>Parent's questionnaires</p>

	<p><b>1:5 How well do children develop and become independent?</b></p> <p>All children enter the setting with ease and are familiar with the day's routine. Many of them are able to make themselves understood verbally and a few who have communication difficulties are progressing to use gestures to make their intentions known. Many of the children have now formed bonds with their peers. Most children can now put on and take off their coat independently and a few are able to fasten zips. Many children are able to use the toilet independently and most children can wash and dry hands without support. The new hygiene routines of washing hands on entry to the setting, before and after eating, after any outdoor activities, messy play, toileting and sneezing have been adapted to with ease, and circle time activities and posters and stories are used to reinforce the message. Most children are starting to learn how to wash up their own utensils after snack. All children are confident when playing in the outdoor area and make their own choices about which resources they use when outdoors.</p>	<p>Observe children in the outdoor /indoor environment</p> <p>Progress reports</p> <p>Observations</p> <p>Focus Tasks</p>
	<p><b>Areas to be developed</b></p> <ul style="list-style-type: none"> <li>• Speech and language development.</li> </ul>	
6. Learning (only applies to funded children)	<p>6.1. How well do children acquire skills and make appropriate progress in their learning?</p> <ul style="list-style-type: none"> <li>• 4 children will be funded in Spring term but we will not be evaluating children's outcomes as parents of 2 children have decided not to send their child in to every session that is available to them due to fears of transmission of covid.</li> </ul>	
	<p><b>Areas to be developed</b></p>	

	7.	<p><b>3.2 How well do practitioners manage behaviour?</b></p> <p>Staff received behaviour support training from Conwy Portage, and made changes to the way we deal with challenging behaviour which has resulted in a calmer environment for most children. All unacceptable behaviour is ignored and the perpetrator is not named verbally or made to have time out but is removed from the incident and taken to another area where they are spoken to about what they have done, the victim of any behaviour is fully supported and praised for the way they deal with the issue. Following a recent CIW inspection, where we were complimented on our behaviour management, we have reviewed and amended our behaviour policy and removed the section on giving time out. Staff act as models for the children and manage behaviour in a way which is appropriate to each child's age and stage of development. Children who constantly show undesirable behaviour are given one to one adult support to understand their behaviour and how they should behave in the future. We work in partnership with the children's parents and they are kept up to date in respect of their children's behaviour. All staff, students and volunteers are made aware of our Behaviour Management and Bullying policies during their induction. Children are encouraged to have respect for property and objects. The settings leader has received Solihull training which she has cascaded to all other staff, and this has helped them to work with children when they are struggling with their behaviour issues that staff feel are caused by underlying issues.</p>	
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	<p><b>3:3 How well do practitioners promote children’s development and meet their individual needs?</b></p> <p>Within our playgroup we take every effort to offer a wide range of stimulating activities and ideas both indoors and outdoors that are planned according to the individuals likes and interests that are recorded on the child’s information form. These activities are designed to encourage development and will be age appropriate.</p> <p>During the Autumn term staff received training on one page profiles, which we trialled using with a small group of children., It gave us an insight into what is important to the child and for the child, and using these profiles we worked with parents to create manageable targets for the children.</p> <p>All staff give nurturing responsive care to the children and most children come into playgroup happy and settled, keen to spend time with us. They are encouraged to work together by taking turns, sharing and building friendships with each other. The children enjoy a variety of activities which help them to learn new skills and if they are able to speak, communicate their experiences however children explore confidently through hands on learning experiences that encourage their investigative skills. The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account planning for individuals and all children as a group. Children are encouraged to use the opportunities to ask questions and build on what they already know.</p> <p>Children are given the opportunity to experience other religions and cultural experiences and are encouraged to experience differences. Playgroup promotes diversity through displays, resources, attitudes and through their daily play. Practitioners encourage positive links with home and welcomes families from other religious or cultural backgrounds to the playgroup. The practitioners ensure that the individual needs of all the children in their care are met. All children are able to participate fully into the activities provided because they are tailored to the individual needs of the children, our equal opportunity and privacy policies supports this. Staff make thorough observations of the children during their play which allows staff to track and monitor their progress and make planned next steps for their learning. We ensure that IEP’s are followed accurately and that pupils who require one to one support are given this consistently by the same member of staff Staff have attended Elklan and Makaton training to benefit children with speech and language difficulties.</p>	
<b>Areas to be developed</b>	<ul style="list-style-type: none"><li>• Using one page profiles for all children.</li></ul>	



<p>9. Teaching and assessment (only applies to funded children)</p>	<p><b>4.1 How well do practitioners plan learning experiences that meet the needs of children?</b></p> <p>We have effective planning in place. Detailed topical plans for a week ensures that all areas of the foundation are facilitated with exciting age appropriate resources and activities that will help to develop the children's learning. Plans display the activity and the learning objective, along with vocabulary to use and ways to enhance the learning. Differentiated focus tasks are undertaken and staff record findings to assess the children's foundation phase outcomes.. These help to inform us of the next steps in the child's development plan, which will be then incorporated into the next set of planning.. We operate in the moment planning in many areas which allows us to be flexible and adapt our activities to follow lines of interest that the children may have.</p> <p>The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account planning for individuals and all children as a group. Whilst in the past the Pupil Voice system worked well, we now use the In the moment planning as staff feel this is more individual to the child involved and encourages them to be enthusiastic with activities that they have had an impact in choosing.</p> <p>Children are encouraged to use the opportunities to ask questions and build on what they already know.</p> <p>Celebrations of achievement, birthdays and other family event such as the arrival of new family members take place regularly. Children are encouraged to be kind and thoughtful towards each other through the encouragement of sharing and taking turns. The practitioners model positive displays, which are quite often copied by the children. Children are encouraged to be kind, considerate and thoughtful to each other.</p> <p><u>Language literacy and communication skills</u></p> <p>We provide good opportunities for children to develop their communication and language skills through activities such as show and tell, singing and performing, language games, puppets and story sacks. A variety of exciting hands on activities also supports children communication skills as staff talk and encourage children to interact. However a few of our children's oracy skills need developing this year and is an area we are targeting (see target 1).</p> <p>Mark making provision is good as resources are available in all areas, and practitioners encourage this by providing the children with a wide range of writing tools such as paint, crayons, chalk and pencils. We also use materials such as glitter, shaving foam and cocoa powder for the children to use their fingers to create marks.</p> <p>Due to covid restriction children are unable to access books in our reading area, but we have provided boxes of books on a rotation system, where they are quarantined daily after use. We have prioritised reading stories twice daily to compensate for the lack of reading material readily available.</p> <p>.</p>	<p>Planning</p> <p>Focus Tasks</p> <p>Observations</p> <p>General observations of the children</p> <p>Recent CIW report</p>
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### Personal and Social Development

We encourage children to build strong relationships with their key worker. We encourage children to share how they are feeling and any special events that make them feel valued. We display children's work and take photos of the children and place them in their learning journeys which helps to give them a sense of belonging. We talk regularly to the children about how they should behave towards each other and use books and films to support this.

Numeracy development is supported at every opportunity, counting out cups at snack time, number of pupils present at registration, toys in a box and steps taken to walk to a given area. Children are also encouraged to explore problem solving activities in role play areas, where they have access to a telephone, money and shapes. These resources offer children learning opportunities that will help them to develop their skills. Children sing number songs and rhymes to develop their counting skills and have many opportunities to become familiar with 3D shapes when playing in the construction area.

### ICT development

ICT awareness is supported in our setting with the use of the IWB, computer and I-pad with basic programmes such as counting, matching and shape games. Children are also encouraged to use ICT toys such as remote control cars, 'walkie talkies', microphones and digital cameras where they learn how switches, sliders, knobs and buttons operate and make things work, open or turn on. Following training on the DCF and we are working to gradually introduce the skills to the children. Staff have created E-books using the See-Saw app which allows the children to help to create a document which records their development progress, and allows the parents to view their daily activities

### Knowledge and understanding of the world

Practitioners help children by encouraging exploration skills and inquisitiveness by stimulating thinking, problem solving, predicting outcomes and helping children achieve their goals. We use resources such as magnets, torches, magnifying glasses and binoculars to help with these skills and children. The children regularly visit places of interest in the local area such as supermarkets, farms, theatres, post office and park to enhance their learning and all children benefit greatly from these visits.

### Physical development

Children's are provided with good opportunities to develop their physical skills. Daily opportunities for children to engage in play which challenges their fine and gross motor development is offered e.g active stories, outdoor activities

### Creative

Children access good provision to develop their creative skills. They are encouraged to explore all types of messy and creative play such as jelly, rice, cornflour mud and playdough which has been provided as an individual activity to each child to reduce risk of cross contamination due to covid. We plan a range of activities that encourage sensory exploration such as light and dark, sounds, tasting and smelling foods and creating junk models. We encourage children to express their feelings through different types of activities such as song and dance, movement, imaginative play.

		<p><u>Welsh Development</u></p> <p>We strive to provide a good standard of Welsh language development provision. Children's are made aware of the cultural and historical characteristics of Wales and the practitioners use simple Welsh words and phrases in each learning area. Welsh books and resources are readily available and the children are introduced to songs and rhymes on a daily basis, We celebrate festivals such as Santes Dwynwen and St David's day. Children are familiar with Welsh cartoon characters such as Sali Mali, and enjoy listening to simple Welsh audio stories featuring them.. Most displays in the settings are bi-lingual and should parents require information written in Welsh this can be provided upon request. However we feel Welsh vocabulary in the play areas need to be further developed and staff encouraged to use more Welsh daily to encourage children to use vocabulary in their play, <b>This is an area that is being developed Target 2</b></p>	
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		<p><b>4.2 How well do practitioners teach and assess children?</b></p> <p>All staff are suitably qualified and experienced. They regularly attend training courses arranged through the LEA, Early years Wales, CIW and 'Clebran' to ensure that they are familiar with all requirements of the Foundation Phase. Ideas from courses are used well by staff.</p> <p>Staff work closely with outside agencies to ensure that training is accessed to support pupils with ALN needs and we currently provide one to one support to a child with ASD and one to one support for a child with Down Syndrome All staff have attended ASD training and are aware of the child's IEP. Planning is differentiated for MAT and ALN children.</p> <p>The leader and deputy are currently attending ongoing ALNET training in preparation for Sept 21.</p> <p>Keyworkers use their knowledge of the children to make informed choices for planning.</p> <p>Staff are aware of the need to balance directed play and child led planning, and know when to intervene appropriately. They encourage children to be actively involved in creating a stimulating and exciting environment both indoors and outdoors assisting in creating resources, tidying up, preparing snacks, helping with jobs and recycling.</p> <p>Staff allow children to create their own work and do not attempt to take over to create items for the, thus promoting independence</p> <p>Staff fully support the foundation phase ethos of allowing children to learn through hands on experiences and we regularly plan trips, outings and visits from people in the community ensuring thorough covid risk assessments have been met. Staff have observed that there is a significant improvement in the children's behaviour when they are taken off site for visits, and parents report that children give positive feedback about their experiences. Staff demonstrate good listening skills and act as role models at all times. They ask open ended questions to encourage oracy skills and challenge children to broaden their knowledge.</p> <p>Staff are allocated time at the end of sessions to complete paperwork to record observations and complete developmental progress assessment which they do well and informs future planning.</p>	<p>Staff training certificates.</p> <p>Observations</p> <p>Focus tasks</p> <p>Link teacher feedback forms</p> <p>Recent CIW report</p> <p>Previous Estyn report</p>
	<p><b>Areas to be developed</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop In the Moment Planning</li> <li>• New Curriculum</li> <li>• Further develop our provision to support children's oracy skills</li> <li>• Further develop children's understanding and use of welsh by encouraging staff to use Welsh vocabulary in the play areas</li> </ul>	

LEADERS	11. Environment	<p><b>5.1 How well do leaders ensure the safety of the premises?</b></p> <p>After completing Risk assessment training, the setting's leader has carried out regular Covid risk assessments before reopening the setting after lockdown, and each time Welsh Government guidance is amended. All policies and procedures have been amended to support the risk assessment document. An adapted cleaning rota has been implemented to ensure that Welsh Government and Public Health Wales guidance is being followed by all staff and other parties who use the premises. We no longer allow parents on site and there are specified distancing markers on the path into the setting to support social distancing, along with posters displayed on the fence. All adults on site wear face masks when indoors and unable to distance away from others. There are ample supplies of PPE available to all staff and they are encouraged to take Lateral Flow Tests twice weekly, with all results electronically recorded. The leader ensures that she is up to date with all current information and guidance.</p> <p>We ensure that the premises are kept safe by having thorough policies and procedures in place. We carry out regular risk assessments, fire drills and alarm tests. All electrical equipment is PAT tested, the boiler and heating systems are serviced annually, as is the fire safety equipment. Termly tests are taken on the water to ensure no legionella is present and all cleaning materials used are verified by COSHH.</p> <p>All staff are suitably qualified and all staff, students and volunteers have been DBS checked. Any visitors to the site are asked to sign the visitors book and are never left unsupervised with a child. We work in accordance with our employment and staffing policy and always have more staff on site than is required by CIW regulations. This allows us to have a thorough cleaning regime and extra staff available to clean up throughout the session, and ensure that the working environment is clutter free. Staff encourage the children to assist in tasks such as sweeping up sand, tidying up resources and washing snack utensils to make them aware of the need to keep the premises clean and tidy.</p> <p>All staff have current paediatric first aid and food hygiene certificates and are made aware of Health and Safety, Hygiene, and Illness policies. Staff have attended Valve Mask training to adhere to guidance for completing CPR during covid. These policies are all reviewed annually or when deemed necessary. The setting has a score of 5 in Food and Hygiene ratings.</p> <p>The main gate to gain entry to the premises is always secured when children are on site and access can only be gained via a coded lock. The door into the building is always supervised by a member of staff during admission and departures times. The door is secured using a safety chain which is out of height to the children during playgroup opening hours. Children are only discharged to their parents or named persons on the child's information sheet. All parents are asked to sign their child into the setting electronically using their personalised Seesaw app.</p>	<p>Staff training certificates</p> <p>Policies and procedures</p> <p>Risk assessments</p> <p>Certificates safety</p> <p>Recent CIW report</p> <p>Parent questionnaires</p> <p>Policies</p>
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			Observation of resources and equipment
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## 5.2 How well do leaders ensure the suitability of the premises?

We have been operating from a purpose built setting on the grounds of Ysgol Llanddulas for over 15 years previous to this we ran from a classroom in the school. The settings is bright and airy having recently been redecorated throughout the classroom and hallway to give a welcoming child friendly environment. We currently share the setting with the school nursery class. We have sole use of the premises during the mornings. The setting consists of 1 main playroom, a library/quiet area, a craft room with separate secure kitchen and an entrance hallway and cloakroom area with children's toilets and a disabled/staff toilet. Playgroup have sole use of an outdoor classroom which was purchased using grant money and decorated with murals suggested by the children..

The layout of the rooms has recently been changed slightly to allow for more space between areas and for children to move independently between activities and play with the resources in designated spacious areas of learning. The entrance to the building is via a ramp making the setting fully accessible to wheelchair users. We have modern child friendly storage and furniture and numerous wall boards to display information and the children's craft work. Resources are stored and set out every day to suit the needs and requests of individual children. The room has been divided into areas to incorporate all areas of learning. There is a large child friendly outdoor area which has many different areas, an outdoor classroom, a wooden shelter and a forest school which foster the foundation phase and sustainability. A recent grant has allowed us to purchase more storage sheds within the learning areas in the garden to allow the children to become more independent in their selection of resources within the areas With the area taking up such a large space the upkeep and maintenance is quite time consuming and staff plan activities that encourage the children to assist with maintenance eg weeding, planting, brushing up etc. A sink and hand washing facility has been placed outdoors to encourage good hand hygiene, and hand sanitisers are available at the entrance to the building and inside the main hallway. Soap dispensers are now battery operated automatic devices that reduce risk of cross contamination. An automatic washing machine has been purchased to help in the cleaning of soft toys and furnishing and clothing. Social distancing and good hygiene measure signs are displayed prominently both inside and outside the setting.

The disabled washroom doubles as a cloakroom for staff's personal items. Whilst there is no specified area to have confidential conversations, arrangements can be made to use rooms within the main school site if necessary to have socially distanced meetings.. All records are stored in a locked filing cabinet in the classroom.

	<p><b>5.3 How well do leaders ensure the quality of resources and equipment?</b></p> <p>We have used information from the Cathy Delve training course to ensure that we have a sufficient supply of all resources listed in her continuous provisions lists for all of our areas of learning and regularly enhance the areas with both manmade and natural resources to further develop the children's learning and development. Due to Welsh Government guidance many resources such as books, soft toys and furnishings and playdough and sand now have risk assessments that are carried out before they are used, eg sand is only used in the outdoor area, playdough is individual to each child, books are quarantined after use and all soft toys, clothing and furniture is washed in a washing machine after each use. All resources are sprayed with Dettol antibacterial spray frequently throughout the session and all resources are soaked in Milton solution after use and allowed to air dry. An audit is carried out annually to assess which items need replacing. All equipment and resources are age appropriate and sourced from reputable suppliers. Broken or worn equipment is reported immediately and disposed of. Policies have been amended to ensure that toys and equipment are sanitised regularly to minimise the risk of cross infection and a record of cleaning is kept. There is a wide range of multi cultural equipment which depicts both genders and disabilities and is not stereotypical. This is supported by our equal opportunities policy. Mark making equipment is available in all areas of learning and both fiction and non fiction books in English and Welsh are displayed prominently throughout the setting. The setting has recently received a grant to purchase new resources that will develop communication and physical skills. Items purchased have been approved by the LEA.</p>	
	<p><b>Areas to be developed</b></p> <ul style="list-style-type: none"> <li>• Provide more natural and loose parts resources within the areas in the classroom.</li> <li>• Further develop links with the LA regarding the new build for the setting.</li> <li>• Look at ways to safely re introduce resources that have been removed due to covid.</li> </ul>	



15. Leadership and management	<p><b>6.1 How effective is leadership?</b></p> <p>Llanddulas Playgroup aims to provide high quality care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents/carers. In my role as leader and registered person my hopes and dreams for the setting are to work in close connection with the management committee to continue to provide the children in our care with an exciting, fun, challenging learning environment, where they can be contented independent learners.</p> <p>In 2008 I achieved an NVQ level 4 in Early years Child Care and Education and an ILM in Business Management that I feel has assisted me in developing the setting and continues to improve how I care and educate the children and manage the staff. I have a good understanding of my legal duties and am familiar with all CIW regulations which I ensure are complied with. I have up to date Safeguarding, Paediatric First Aid and Food Hygiene certificates and know about Food Regulations. I understand the Data Protection Laws and have registered with the ICO as well producing a new GDPR policy when this came into effect in April 2018. I understand the importance of safeguarding to all children and of the need to be vigilant to any radicalisation, extremism and on-line safety issues. I am confident in knowing the indicating factors of potential radicalisation, and the procedures to follow if I have a concern.</p> <p>I have a thorough working knowledge of the Foundation Phase curriculum requirements and keep myself and all other staff updated of changes through training with the LEA Early Years Team or Early Years Wales. When I recruit staff I ensure they continue to be suitable and happy in their role by carrying out regular supervisions, annual appraisals and encouraging them to access ongoing training. All training attended by myself is cascaded down to the staff during staff meetings and providing associated literature.</p> <p>I prioritise improvements that benefit the children and their parents, recently amending our operating hours so we can open earlier in the morning to meet parent's demands for more flexibility in dropping children off prior to their own work commitments. I have introduced a cash free payment system which has reduced pressure on staff, meaning they no longer have to spend time during the session doing financial paperwork and I have now incorporated more physical activity both indoors and outdoors into the planning to meet the needs of our current cohort of pupils.</p> <p>I have high expectations for all children including the most able and the most disadvantaged. I regularly risk assess the physical environment so children of all ages can take opportunities to make progress independently.</p> <p>During the last year I have implemented many changes to ensure that the setting has remained covid safe and secure and have acted on all guidance received from Welsh Government and Public Health Wales. I worked alongside the head teacher at the school where we are based to provide care for pupils who would normally attend wraparound services, by amending our operational hours to provide full day care so that the children of keyworkers who attend both school nursery and playgroup could continue to receive full day care within one setting. I adapted both the operational plan and statement of purpose to reflect changes due to covid, I applied for numerous grants and worked with the accountant to establish if staff were eligible to</p>	<p>Appraisals</p> <p>Committee meeting minutes</p> <p>Staff questionnaires</p> <p>Parent questionnaires</p> <p>Self- evaluation document</p> <p>Development plans</p> <p>Staff files</p> <p>Planning assessments</p> <p>Policies</p> <p>Financial report of the setting</p>
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## **6.2 How effective is self-evaluation and planning for improvement?**

The setting has made good progress since our previous Estyn inspection and has addressed all the recommendations effectively. Self-evaluation successfully identifies areas for improvement. Practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to make changes that ensure positive gains and successful improvements for the children.

All practitioners are engaged in professional development, however they not only actively share their expertise and knowledge to benefit each other but also practitioners in other groups and they contribute highly effectively to local authority training. There is a positive culture of self-reflection and practitioners are open to new ideas and try different ways of working. For example, the development of the outdoor area has enabled opportunities to improve learning outcomes and the wellbeing of the children. The children have more independence, choice and further skill development opportunities as well as extending the range of outdoor learning experiences. After parents expressed that they would like to know daily what their child was having for snack each day, we now post a daily menu on See-Saw.

All developments in the group have the children at the centre of the provision such as the introduction of more ICT equipment available for the children to use independently. All practitioners support each other highly effectively. They make successful changes to the activities, for example shortening the circle time and as a result this flexibility enables children to reach their full potential. The formation of a more actively involved committee has reinforced the staff's efforts to ensure that the setting is functioning to the best of its abilities, and is fully compliant with all legislation which in turn promotes the health and well-being of all children and staff. The Committee with the support of Early Years Wales has recently converted to a CIO, but due to covid restrictions has only been able to meet via zoom calls

#### **6.4 How effective are partnerships?**

We work well with parents and carers, we have regular newsletters, a noticeboard with useful information for parents, a website and Facebook account where parents can see activities the children have enjoyed. We use a social media account called 'See Saw' which is solely for each individual parent, this allows us to interact with parents in "real time" and can be a positive tool in allowing parents view how their child is settling in, etc. During lockdown periods, we used Seesaw frequently to send home schooling ideas to parents, and to provide them with all the latest guidance and information they needed about how the setting would be operating on re opening. During our 3 week closed period we kept in contact by telephone with all parents at least once a week.

Whilst new or prospective parents are encouraged to stay with their child during the settling in period if they wish to, during the restriction periods we have offered parents to attend the setting with their child outside of operating hours to familiarise themselves with the premises and staff. Staff are available socially distanced at both the start and end of the day to speak informally to parents about their child's activities that day, and parents can make appointments to telephone to discuss their child's development at a convenient time to themselves.

Parents have received electronic E books which show their child's development over the year and a written report which shows the child's outcome scores, along with the child's next steps in their development.

We have strong links with Ysgol Llanddulas foundation phase department. The premises is shared with the school nursery class, and during the lockdown period worked together to create a bubble and provide wraparound care for pupils attending both settings. We arranged an outdoor meeting with the nursery teacher for pupils to help with their transition into the nursery class during the summer term.

We have previously had strong bonds with our LEA advisory teachers who provide us with support and guidance on national initiatives and the curriculum, but due to covid restrictions visits have been suspended, and we have received frequent monitoring calls instead. The LEA have ensured that we have received all Welsh Government and Public Health Guidance by email and are always available by phone for any advice we need.

Early Years Wales supported us to convert to a CIO and have provided us with important information regarding employment laws and legislation during the lockdown periods.

We have worked in close conjunction with Conwy referral scheme who have provided us with support and guidance for supporting children with ASD, Downs Syndrome and EAL needs during the covid restrictions, and have visited the setting adhering to all covid guidelines. Parents have reported they are very happy with the support their children have received from their support workers who have been funded through the referral scheme or the Childcare offer for Wales.

We have received regular updates from CIW and received an Estyn monitoring call to check how the setting has operated during covid.

The committee have appointed an accountant who now deals with all PAYE issues and has provided invaluable advice to the setting regarding furloughing and grant applications over the last year.

	Areas to be Developed	<ul style="list-style-type: none"><li>• Time allocation for leader and deputy to meet for completion of paperwork.</li></ul>	

<b>DATE OF REPORT:</b>	5/31/2021
<b>NAME OF CHARITY</b>	Llanddulas Nursery Play Group
<b>INCOME/ EXPENDITURE FOR:</b>	6/4/2020 – 5/4/2021

Opening Cash Balance	£ 150.82
Opening reserve Balance	£ 505.61
Opening Bank Balance	###
<b>Total opening Balance</b>	<b>###</b>

<b>Income</b>	
Income from Fees	£ 40,286.76
Cash Fruit Money Income	£ -
HMRC JRS	£ 5,184.33
Interest received (normal account)	
Interest received (reserve account)	£ 0.14
Refunded Prior year purchase	£ 2,252.49
Grants	£ 27,091.96
	<b>###</b>

<b>Expenditure</b>	
Wages (including direct wage)	£ 48,437.80
Printing and Stationary	£ 144.96
IT Software expenses	£ 192.50
Postage	£ 41.60
Rent	£ 1,355.00
repairs and Maintenance	£ 26.93
Snacks/food purchased	£ 893.08
Training/Uniform	£ 266.60
Insurance	£ 576.45
Subscriptions/Memberships	£ 35.00
General purchases	£ 1,908.26
Refunds	£ 87.75
Audit and Accounting	£ 1,395.00
Capital Equipment	£ 16,002.84
	<b>###</b>

<b>Total Income and Outgoings</b>	
Total Cash/Bank Balances @ 6/4/21	£ 13,101.66
Total Income	£ 74,815.68
Total Expenditure	£ 71,363.77
Total Cash/Bank Balance @ 5/4/20	£ 16,553.57

Closing cash book Balance	£ 150.82
Closing reserve Balance	£ 505.75
Closing Bank book Balance	£ 15,897.00
<b>Closing Balance:</b>	<b>###</b>

<b>Actual Bank Balance</b>	<b>###</b>
<b>Actual reserve Balance</b>	<b>£ 505.77</b>
<b>Actual Cash Balance</b>	<b>£ 150.82</b>
<b>Unpresented Cheques</b>	<b>£ -</b>
<b>Total Actual Balance</b>	<b>£ 16,553.57</b>
<b>Difference (Should = 0)</b>	<b>£ -</b>

Calc bal diff to actual =	£ -
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48437.8	87.75	144.96	192.5	41.6	1355	26.93
Wages (incl refunds		Printing an	IT Software ex	Postage Rent	repairs and Ma	
3814.15		34	4.99	26		26.93
3939.16			7.99			
3907.54		43.36	7.99			
			7.99	15.6		
5391.69			7.99			
2990		21.6	49.72			
	87.75		73.87			
2654.18			7.99			
3059.19					855	
452.02						

7.99

4130.53  
4577.96

4111.74

3874.18

500

30.5 7.99

5535.46

7.99

15.5

893.08	266.6	576.45	35	1908.04	1395
Snacks/fc	Training	Insurance	Subscript	General purchases	Audit and Accounting
				347.46	125
				94	
				20	120
15.86				14.5	
					140
	54.4			37.37	135
121.51				7.39	
186.66				15.24	130
				18.16	
				14.78	100
	47.2			36.67	
	60			54	
				18.39	
				7.39	
				11.12	
80.77					
				40.5	100
				7.39	80
223.17				7.39	
96.37				50	
11.18				88.22	100
				37.53	
141.96	75			438	
				40.82	
				7.39	
				263.94	105
				12.5	
15.6			35	39.67	
				75.5	
				14.78	260
				17.39	
	30	576.45			
				33.97	
				36.58	



16002.84

Equipment Capital

290

291.87

1710

169.99

839

669.13

1195.2

1446.66

201

131

488.99

8100

470

Income

fees	30hr	hmrc	grants	refund
2592		1150.29	2567.25	1710
2558.25		3484.49	4000	
48			2000	
345				
4223.75				
153.75			750	
1922.3				
70				
176				
1279.7			488.99	
1367.83			1132	
1649.05			3936.49	
1752.1				
759.7				
2200				
2558.25				
88.2				
1906.35				
3773.82			8148	8.55
950.5				533.94
3462		549.55	500	
1143.85				
5306.36			3569.23	
40286.76	0	5184.33	27091.96	0 2252.49

## **Llanddulas Nursery Play-group**

### **2020-2021 Independent Accounts Review**

*by  
Brenda Davies of Emerald Books.*

**Charity number : 1149623**

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2020 – 5<sup>th</sup> April 2021.

#### **Highlights**

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with all purchases evidenced.
- **Income - £74815.68** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. However, the income has been highly subsidised in this year through the Coronavirus Pandemic by HMRC Job Retention grants, which allowed the Charity to continue to pay its employees while closed, and also grants available to support charities through the pandemic. Income for this year has increased from the previous years due to the accessibility of these grants, which has allowed capital equipment purchases.
- **Outgoings - £71363.77.** The outgoings of the Nursery have increased during the year even though the setting had been closed for periods of time through the pandemic. This is due to the capital grants received and hence capital equipment purchases made by the Charity. The Nursery is now in a financially stable position.
- Cash balances remain small.. The cash-book is generally maintained by seniors within the team. Cash transactions have been kept to an absolute minimum due to the cross contamination of handling cash during the pandemic. What cash balances that are left should be paid into the bank accounts.

#### **Changes recommended for 2020-21**

- Further documentation provided to examiner: In preparation for the review of accounts, the Nursery should provide the following information to the examiner: Minutes of the AGM, Risk Assessment (covering financial risk), Evidence that requirements for trustees are met appropriately (such as fit and proper forms signed and AGM minutes documenting their appointment). **Not yet implemented.**

#### **Changes recommended for 2021-2022**

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting.
- Online accounting system can be used to categorise transactions in the future, which will speed up the amount of time taken by the Nursery Manager to record and categorise monthly financials.