



Self-Evaluation Document

Name of setting: Llanddulas PG

Date: June 2022

	Theme	Key area
C H I L D R E N	1 Wellbeing	1.1 To what extent do children have a voice?
		1.2 To what extent do children feel safe, happy and valued?
		1.3 How well do children interact?
		1.4 To what extent do children enjoy their play and learning?
		1.5 How well do children develop, learn and become independent?
	2 Learning ¹	2.1 How well do children acquire skills and make appropriate progress in their learning?
P R A C T I T I O N E R S	3 Care and development	3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?
		3.2 How well do practitioners manage interactions?
		3.3 How well do practitioners promote children's development and meet their individual needs?
	4 Teaching and assessment ¹	4.1 How well do practitioners plan learning experiences that meet the needs of children?
		4.2 How well do practitioners teach and assess children?
L E A D E R S	5 Environment	5.1 How well do leaders ensure the safety of the premises?
		5.2 How well do leaders ensure the suitability and use of the premises?
		5.3 How well do leaders ensure the quality and use of resources and equipment?
	6 Leadership and management	6.1 How effective is leadership?
		6.2 How effective is self-evaluation and planning for improvement?
		6.3 How effective is the management of staff and resources?
		6.4 How effective are partnerships?

Judgement descriptions

Inspectors will make one judgement for each theme across the setting's whole provision.

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

Excellent – very strong, sustained performance and practice

Good – many strengths and no important areas requiring significant improvement

Adequate – strengths outweigh weaknesses but improvements are required

Poor – important weaknesses outweigh strengths and significant improvements are required

When making judgements on inspection themes 3, 4, 5 and 6, inspectors will consider the impact on children's wellbeing and learning.

Proportions

In reports, we use the following terms to reflect proportions. These are indicative relationships only.

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

Wellbeing

1.1 To what extent do children have a voice?

1. What do you do well and how does it benefit the children? How do you know?
2. What have you improved recently and what difference has this made to the children. Please provide examples.
3. What do you need to improve? How do you know? How do you plan to do this?

Evaluate whether children:

- make choices and decisions
- speak, communicate and express themselves
- express their views, contribute ideas and know that they will be listened to

Does not tell us how well the children.

Upon entry into the setting parents provide 'All about me' documentation which shares the children and parents to complete one page profiles to establish what is important to suit individuals and this we have found supports the child's interests and independence. All children are given good opportunities to choose for themselves wherever possible accessible areas/resources around the classroom and outdoor area allows the children. Resources in the areas allow children the opportunity to direct their learning. We do not use interests and ideas to enhance learning opportunities which most older children contribute through play.

We use voting discs to allow all children to make choices about which storybooks they encourage the children to give us ideas of activities they would like to complete, which display.

The setting provides a rolling snack period which allows the children to eat and drink.

Twice yearly the children complete questionnaires with their key workers- allowing them to express their feelings and preferences which most children contribute through orally or through picture signs.

1.2 To what extent do children feel safe, happy and valued?

Evaluate whether children:

- are settled and cope with separation from their parents or carers
- form positive emotional attachments with practitioners and other children
- feel secure, happy, comfortable and relaxed
- feel valued and have their rights respected
- know whom to talk to if they are unhappy or worried about something

Most children form secure relationships with 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 nearly all children enter the setting happy and separate from their parents and carers with ease.

Nearly all 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. 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)

Each child has their own named coat peg, all paintings and drawings are labelled with the children's name and there are photographs of the children displayed within the home corner.

Most 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.

Staff have previously attended Seasons for Growth training which enables them 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. We have created a calm corner which the children can access independently as the result of the training (target 8 completed)

Free flow between indoors and outdoors takes place daily, and this allows children to learn in the environment that they feel most comfortable within. Trips and visits have been re- introduced and the children are taken for frequent off site visits into the local community which has helped the children

become more relaxed and engaged in their learning.

1.3 How well do children interact?

Evaluate whether children:

- are resilient
- are beginning to develop a sense of right and wrong and are learning to manage their behaviour
- are learning to understand their feelings and are sensitive to the emotions of others
- co-operate, take turns and share
- respect others and take care of equipment and resources
- are self-disciplined and set and comply with rules for socially acceptable behaviour in line with their stage of development

Most pupils are resilient and can cope with the daily routines of the setting and unexpected changes that may occur during the session. 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. Many of the children are able to express their feelings using the mood star display board which allows them to move the various stars depicting different emotions onto a photograph of themselves.

Most children share and take turns independently, staff model this behaviour during the session to promote this behaviour. Most children will participate in activities alongside others with the majority interacting verbally with their peers.

Majority of the children show self-discipline and will comply with the rules of the setting and requests from staff, children are rewarded with stickers on their rockets when they demonstrate good behaviour, and when the rocket is completed can choose a small gift reward. Most children understand that resources need to be put back in place at the end of the session and this has been aided by photographs of the resources being displayed in their correct positions.

There is outstanding interaction between nearly all of the children and the staff. Most children interact well with both familiar and unfamiliar guests. (Any essentials visitors to the setting have been risk assessed prior to entry and have followed all guidance for safety procedures.)

1.4 To what extent do children enjoy their play and learning?

Evaluate whether children:

- are active, engaged curious learners
- persevere for an appropriate amount of time
- sustain interest and concentration in activities and tasks
- gain a sense of achievement from what they do
- enjoy organised, free play, leisure and recreational activities

Most of the children are becoming more engaged in their learning and are showing interest in the resources without needing adult direction. This is very apparent in the outdoor area and within the small world, discovery and construction areas which have been amalgamated to create a large loose parts play area, where In the moment planning takes place and staff enhance the area with resources that provide focus for the child's interests. Registration has been decreased in time to allow the children to have more time to play in the environment, nearly all children are eager to explore the areas with very few needing adult support to engage them in activities. The majority of 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 during outings and staff observe increased concentration levels and improved communication and speech,

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 who attend daily are sharing their new knowledge with staff effectively.

Our learning environment 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.

A few children engage in activities at home with their parents/carers that we have suggested to them using their seesaw account, and respond back showing photos and videos which supports evidence of their learning home.

1.5 How well do children develop and become independent?

Evaluate how well children:

- develop emotionally, physically, socially, creatively, linguistically and cognitively
- become confident and independent

Most children enter the setting with ease and the majority are familiar with the day's routine.

Most of them are able to make themselves understood verbally and a very 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.

Many 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 hand sanitizing 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.

Most children are able to help themselves to snack and pour their own drink from a selection offered to them. 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.

Many children use their initiative to problem solve and resolve issues without adult direction.

The majority of children will ask adults for support if required.

Areas to be developed:

- Create an emotions area where children know they can go if they are feeling sad, angry upset scared etc and use the emotion puppet resources to let us know how they are feeling. Staff will use the books and resources available there to support the children with dealing with their feelings.

Learning

This theme relates to three and four year old children who are funded to receive early education.

Consider whether children make good progress in what they can do, in their knowledge, understanding and skills bearing in mind their stage of development, additional learning needs and their starting points.

2.1 How well do children acquire skills and make appropriate progress in their learning?

Evaluate how well children are **developing communication skills** that encourage them to:

- express their feelings and emotions including through gestures, mime, signing and through art and music
- make themselves understood
- listen with understanding, for example to carry out instructions
- use appropriate language in spontaneous and structured play

<ul style="list-style-type: none"> • play with language as a means of developing their interest in language and extending their vocabulary • show an interest in books and enjoy their content, with or without an adult, handling them as a reader • follow stories read to them and respond • experiment with and enjoy mark-making and writing experiences using a variety of media • understand some of the functions of writing
N/A
<p>In addition, in English-medium settings, evaluate how well children are developing Welsh language skills that encourage them to:</p> <ul style="list-style-type: none"> • show enjoyment and pleasure in singing Welsh songs and learning Welsh rhymes • understand and respond appropriately to simple language, such as greetings and instructions • use the language spontaneously in their play
N/A
<p>Evaluate how well children are developing physical skills that encourage them to:</p> <ul style="list-style-type: none"> • be physically active in line with their ability • develop co-ordination skills • use large play equipment with increasing control • begin to handle small tools with improving control
N/a
<p>Evaluate how well children are developing numeracy skills that encourage them to:</p> <ul style="list-style-type: none"> • select and use appropriate mathematical ideas, equipment and materials to solve practical problems • use mathematical language in relevant contexts • recognise patterns, sequences and relationships through play and practical experiences • participate in a range of songs and rhymes including for example days of the week and months of the year, cardinal and ordinal numbers
N/A
<p>Evaluate how well children are developing problem solving skills that encourage them to:</p> <ul style="list-style-type: none"> • make decisions about what activities they choose and what they need to undertake certain tasks • use different materials and resources • demonstrate perseverance when faced with challenges • work collaboratively to solve problems
N/A
<p>Evaluate how well children are developing creative skills that encourage them to:</p> <ul style="list-style-type: none"> • express themselves through a variety of media such as role play, art, music, • dance and movement • make choices about how to present their ideas
N/A
<p>Evaluate how well children are developing information and communication technology (ICT) skills that encourage them to:</p> <ul style="list-style-type: none"> • develop their communication skills • become familiar with and confident in using technology in their play and everyday activities • use digital tools that allow them to express themselves creatively
N/A
Areas to be developed:

Care and development

This theme relates to provision for all children between 0 and 12 who may attend the setting

3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?

Make a judgement about the overall culture of safeguarding in the setting. Evaluate the quality and effectiveness of the setting's policies and procedures for safeguarding and promoting children's wellbeing, and how well practitioners implement them.

These include:

- child protection policy, including procedures for recognising signs of radicalisation and extremism
- the arrangements leaders have to recruitment staff safely
- health and safety, including food hygiene and provision for infection control
- fire safety
- the arrangements for site security and safety
- safe administration of medication
- supporting children with medical conditions
- administering first aid
- safety on outings and visits
- internet safety
- bullying
- the management of children's behaviour including physical intervention and restraint
- policies and procedures to promote healthy lifestyles, including healthy eating, drinking and physical activities

All policies and procedures listed above are in place and are updated annually or as and when required. All staff read the policies annually and they are signed by all staff. All policies are shared with parents via hard copies or email and key policies are included in the parental welcome packs. All staff are trained to recognise signs of safeguarding which includes radicalisation and extremism.

All risk assessments including the covid risk assessment are in place and implemented and updated upon notification of regulatory changes. We follow safe recruitment process with all staff, students and volunteers having been DBS checked.

All staff have current paediatric first aid with the update bag valve training and food hygiene certificates. The setting has a score of 5 in Food and Hygiene ratings.

All staff are aware of cross contamination when changing nappies and preparing snack.

We follow our medication policy with parents signing medication sheet prior to staff administering medication. Medicine stored in a locked cabinet or fridge if needed. We follow guidance for specialist agencies for children with medical conditions and staff attend training if necessary.

An accident reporting procedure is in place and existing injury book which we fill in when incidents happen prior to child entering the session.

The leader is the health and safety officer

We conduct regular half termly fire drills which are logged and follow our setting fire drill assessments effectively.

All visits are risk assessed beforehand following our outing policies and parents' permission is sought prior. All children and staff wear high visibility jackets on outing.

In line with the rights of children and young persons (Wales) Measure 2011, and the UN Convention on the Rights of the Child, we believe that children

in our care have the right to feel safe and valued as individuals.

Internet safety-we use child friendly search engines on our Ipads, with a locked password. Adult supervise when children use the Ipads and discussions take place to make children aware of good and bad content. This is talked about on Internet awareness days and is continued throughout our sessions. We are part of the pre -school healthy sustainable scheme and promote healthy lifestyle and healthy eating effectively following our policies and procedures (see question for more info??)

Child protection

In considering the effectiveness of the provider's procedures for child protection, evaluate the suitability of the setting's child protection policy and whether practitioners understand and recognise signs and symptoms of abuse in line with the Wales Safeguarding Procedures 2020. Also evaluate whether practitioners are aware of, and implement correctly, the setting's child protection policy and are able to identify risks to children.

Inspectors will report on whether the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

All staff have completed up to date Safeguarding Training and have signed a copy of the settings Safeguarding policy as proof of their good understanding of their role in safeguarding the children at the setting.

3.2 How well do practitioners manage interactions?

Consider how well practitioners:

- work in line with the setting's behaviour management policy
- are consistent in their approach to dealing with individual children, so that there is no confusion in the child's mind as to what is/is not acceptable
- promote positive behaviour approaches
- encourage older children to take responsibility for their own behaviour
- model positive, respectful and caring interactions

Previously staff have 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 given time to calm down before they taken to another quiet 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 our last 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 parent's 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.

3.3 How well do practitioners promote children's development and meet their individual needs?

Evaluate how well practitioners:

- know, understand and meet the individual needs, abilities and preferences of children
- provide a nurturing and caring atmosphere/environment
- provide responsive care
- listen to children and value all attempts at communication
- promote equality and diversity
- encourage children to form relationships with others and show respect and tolerance for people from all cultural backgrounds
- promote the development of children, for example how they provide appropriate developmental activities for physical, emotional, social and cognitive needs
- treat all children with dignity, and respect
- ensure that children's privacy is respected
- track children's progress and use information and observations to plan for the next steps in their play (not applicable to children over eight years of age)
- ensure that older children can determine and control the content of their play by following their own ideas and interests

Additional learning needs

- Consider:

- the extent to which the setting offers children with additional learning needs full access to all areas of learning
- how well the setting identifies, assesses and responds to children's individual needs
- how well the setting integrates, supports and provides for children with additional learning needs, so that they make good progress in line with their stage of development
- the extent to which practitioners understand and respond to meeting individual needs
- how effectively the setting conducts regular person-centred reviews of children's progress that include parents/carers and all relevant multi-agencies
- the use of and contribution from specialist services such as the Early Years Additional Learning Needs lead officer, health, psychological, portage and social services

Within our playgroup we take every effort to offer a wide range of stimulating enhancing activities to our continuous provision both indoors and outdoors so that the children can use their imagination and take ownership of their learning according to the individual's likes and interests. These enhancements support our children to develop and are age appropriate.

During the Autumn term staff created one page profiles using parental information and observations of the child which we use as a tool to give us an insight into what is important to and for the child, and using these profiles we work with parents to create manageable developmental targets for the children which we have found useful to support the child's learning.

All staff give nurturing responsive care to the children and nearly all 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 will help them to learn new skills. All 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. Children are encouraged to use the opportunities to ask questions and build on what they already know.

Children are given good 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 e.g we have an EAL child in our setting who we support one to one and work closely with the family and outside agency to develop his communication skills.

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.

ALN- We collaborate effectively with outside agencies, for example speech therapists, portage, CDC and Conwy referral to ensure that all children get the right support during their time at playgroup.

Reviews are conducted effectively and parents are involved in the process, Advice is offered to parents and we ensure that respect, confidentiality and mutual trust is established. All ALN children are given every possible opportunity to fulfil their potential and are fully integrated into the setting both indoors and outdoors. The leader and deputy have attended several ALN training delivered by Conwy LA to upskill and be informed about the new ALN code of practice and has cascaded information to all staff. Our target is to ensure we continue to attend all relevant training to support the ALN code of practice and become confident in supporting our children and writing one page profiles (target 2) We ensure that IEP's are followed accurately and that pupils who require one to one support are given this on a daily basis.

Staff have attended Elklan and Makaton training to benefit children with speech and language difficulties.

Areas to be developed:

All staff to receive training in the new ALN code (target 2)

Teaching and Assessment

This theme relates to provision for three and four-year-old children who are funded to receive early education.

4.1 How well do practitioners plan learning experiences that meet the needs of children? *(links with 2.1)*

Evaluate the extent to which:

- the planning of learning experiences is successful in engaging and meeting the needs of all children
- practitioners collaborate to plan flexible, responsive and innovative activities
- learning experiences encourage children's all-round development and progress
- learning experiences build systematically on existing knowledge, understanding and skills as children move through the setting

Consider how well the learning opportunities that practitioners provide encourage children to:

- take risks, experiment with new experiences, become confident explorers of their environment and become independent learners
- develop their physical, thinking and creative skills progressively
- develop a better understanding of the world in which they live and how to look after it

Evaluate how well the setting:

- develops children's skills, including their communication, literacy, numeracy and ICT skills
- makes sure that the provision for these skills is properly co-ordinated to ensure that children make good progress

We have effective in the moment planning in place. Following on from the Adventures with Alice training provided by the LEA we ensure that continuous provision in all areas of the classroom are facilitated with exciting age appropriate resources and activities that will help to develop the children's learning. *(target 1)* Enhancements for the areas are noted on the weekly planner and the emphasis is placed on noting down on the planner which activities the child directed themselves and what skills were developed with them during these activities. Adult led observations looking for specific skills are undertaken during the child's free play and whilst the child is completing a task that they have chosen to do themselves, rather than a specified activity. All in the moment observations and teachable moments and outcomes from the teaching are recorded in the child's file and the next steps for the individual will be noted and enhancements added to areas to support their next steps.

The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account and reflected upon when 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 and much more reflective practice is taking place 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. *(target1)*

Children are encouraged to use the opportunities to ask questions and build on what they already know.

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.

Language literacy and communication skills

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 (target 4)

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.

Personal and Social Development-wellbeing

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 displays, resources, and books depict people from other cultures and people with disabilities to encourage children to show respect and tolerance to everyone. Celebrations such as Chinese New Year, Diwali and Hannukah are celebrated within the setting to promote diversity.

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-Exploration and Belonging

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, loose parts to help with these skills. 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. Children are supported by staff to keep the outdoor area tidy, pick up litter, recycle when possible and take care of plants, and vegetables in the garden as a way of introducing sustainability to them. Children are encouraged to care for living things and observe seasonal changes e.g make bird food in winter, notice frog spawn in Spring.

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 and self-risk assess is offered e.g. for large gross motor skill children engage in active stories, jigsaw, outdoor activities, using equipment, use the local park and a variety of interesting experiences are offered to support fine motor skill e.g. wood work, threading.

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 effectively through different types of activities such as song and dance, movement, imaginative play within the home corner or role play areas and encourage our children to build and create with our loose parts and construction resources.

Welsh language provision in English-medium settings

Evaluate how well the setting provides for children to use and experience the Welsh language as much as possible in their learning, taking account of the children's starting points. Evaluate how well the setting develops progressively the Welsh language skills of children and staff.

The Welsh dimension

Inspectors should judge the extent to which the setting promotes children's awareness of the traditions and celebrations of the cultures of Wales.

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. We use our Welsh language bear Ticw as a home school link, which helps parents with no Welsh knowledge to familiarise themselves with counting, colours and simple Welsh phrases. **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,** (not in DP?)

Spiritual, moral, social and cultural development

In evaluating provision for spiritual development, consider the extent to which children have opportunities to:

- develop a sense of curiosity about their own and other people's lives and beliefs
- develop a sense of awe and wonder about the world in which they live

In evaluating moral development, consider how well the setting:

- fosters values such as honesty, fairness, and respect
- promotes principles that help children to distinguish right from wrong
- develops children's understanding that all living things should be treated with care, respect and concern

In evaluating social development, consider how well the setting:

- encourages children from different groups to:
- take responsibility, show initiative and develop an understanding of co-operating and sharing with others
- understand simple rules of behaviour such as sharing toys
- learn how to relate to others and take some responsibility for their own actions
- contribute to decision-making

Judge how well the quality of relationships in the setting helps to:

- form children's attitudes to good social behaviour and self-discipline.

In evaluating cultural development, consider how well the setting:

- encourages children to engage with the arts, sports, music and other cultural activities.

By working towards adapting our practise to the Curriculum for Wales and allowing the children to challenge themselves through their play we believe that they will become ambitious capable learners who are enterprising and creative. Providing activities and information that will promote healthy confident lifestyles, the children will develop as independent ethical, respectful individuals who can co-operate, share and take turns with others and take responsibility of their own actions.

Staff show respect to the children, the environment and resources and model positive behaviour at all times.

Children are given opportunities to take part in varied and diverse activities that encourage these abilities.

4.2 How well do practitioners teach and assess children?

The focus should be on the impact of teaching on learning and not on any one particular approach.

Evaluate the extent to which practitioners:

- have up-to-date knowledge of child development and the impact of additional learning needs on development
- understand the requirements of the curriculum
- have high expectations of all children, including children with additional learning needs, more able and talented and children with English as an additional language
- plan a suitable balance between child-initiated and adult directed/led activities that meet children's individual needs flexibly
- understand the importance of providing opportunities for children to learn through play and active involvement in authentic contexts
- are good language models
- promote children's language development such as extending their vocabulary
- provide a stimulating and challenging environment both inside and outside, which encourages children's involvement, participation and enjoyment
- use questioning to challenge children and develop their learning
- use additional practitioners effectively
- intervene appropriately in children's activities/play
- value the children's creative process and not the end product

Consider the extent that all practitioners are involved in planning and briefed about what they are expected to do.

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 for The Curriculum for Wales. Ideas from courses are used well by staff.

Keyworkers use their knowledge of their children their likes and dislikes to make informed choices for how to interact with them and support their development during in the moment planning well.

Staff are fully aware of the need to balance directed play and child led play, 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.

Staff allow children to create their own work and do not attempt to take over to create items for the, thus promoting independence

Staff fully support the Curriculum for Wales four purposes, and have undergone modules on Outdoor Learning, Transition, Observations and Child Development on HWB to support the curriculum. Allowing children to learn through hands on experiences 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. Questioning and language is differentiated for MAT and ALN children when completing adult led tasks during freeplay.

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 which informs them of the children's next steps. (target 3)

Assessment

Evaluate the extent to which the setting's procedures are manageable and enable practitioners to:

- assess children regularly and carefully and record observations and assessments that identify children's strengths, areas for improvement and progress, effectively
- use the outcomes of assessments to plan future activities that meet children's needs and interests, including the provision of extra support where necessary
- engage with parents/carers in order to gain an individual perspective of each child's strengths and areas for development
- keep parents/carers informed of their children's progress and what they can do to promote their development and to help them improve

?

Areas to be developed:

Target become familiar with the new curriculum

Target - language and communication

Environment

This theme relates to provision for all children between 0 and 12 who may attend the setting

5.1 How well do leaders ensure the safety of the premises?

Evaluate whether:

- children are cared for in a safe, clean and secure environment
- unnecessary risks to children have been identified and as far as possible eliminated
- there is a balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks

NOTE: Failures in the above will influence the judgement for safeguarding

The setting's leader has carried out regular Covid risk assessments, 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 currently encouraged to take Lateral Flow Tests daily, with all results electronically recorded. The leader ensures that she is up to date with all current information and guidance.

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.

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.

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.

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.

All activities are completed after a risk benefit assessment has been taken

5.2 How well do leaders ensure the suitability and use of the premises?

Consider the extent to which all children, including those with additional learning needs have equal access to the setting's facilities, resources and activities

Evaluate whether:

- the premises and any outside play areas are welcoming, friendly and provide a rich environment for play and learning
- there is sufficient space and facilities to meet the needs of children, including those with additional learning needs
- the indoor and outdoor environments are used well to promote skill development
- the layout and design promote children's independence and are considered from the child's perspective
- the premises are well maintained
- there are suitable facilities for staff
- there are appropriate arrangements to hold confidential conversations and to store records securely

- play/recreational spaces offer suitable challenges, risks and opportunities for children to experiment

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.(target4) 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 entrance to the building is via a ramp making the setting fully accessible to wheelchair users. All handwash facilities and toilets are low level, and child friendly, The layout of the rooms has recently been changed to amalgamate small world, construction and discovery areas to allow for cross curricular learning. Areas are enhanced on a regular basis using authentic resources where possible. We have modern child friendly easy access open storage furniture that allows children to access resources independently. There are numerous wall boards to display information, photographs of the children and the children's craft work. 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 independent learning 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.

A grant has recently been approved and the setting will be purchasing new windows and doors and all purpose flooring will replace carpeted areas.

5.3 How well do leaders ensure the quality and use of resources and equipment?

Evaluate whether:

- children have access to furniture, equipment, toys and resources that are appropriate and suitable for their needs
- resources are age- and stage-appropriate and well maintained, and conform to relevant safety standards
- resources are clean and their maintenance complies with infection control principles
- toys and play materials promote cultural awareness, including the culture and heritage of Wales, and equal opportunities
- the indoor and outdoor areas provide appropriate play and learning opportunities
- the use of a wide range of sustainable materials is promoted

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 and regularly enhance the areas with both manmade and natural resources to further develop the children's learning and development. The use of loose parts is dominant in both the indoor and outdoor environment. 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.

Leadership and management

6.1 How effective is leadership?

Evaluate how well leaders and managers:

- set high expectations by supporting and challenging everyone to do their best
- communicate their vision for the setting and explore how to achieve it in collaboration with others
- keep the registered person/responsible individual and, where applicable, management committee informed about the setting's progress
- promote safe practices and a culture of safety
- create a positive ethos so children and staff feel valued
- set clear aims and objectives that are focused on children's needs and are understood and implemented by all practitioners and made available
- plan strategically to provide purposeful opportunities for children to develop their Welsh language skills
- deliver the Welsh Language Active Offer* (*this means a service is provided in Welsh without someone having to ask for it)
- comply with CIW regulations and meet the national minimum standards
- have a clear statement of purpose that provides an accurate picture of the setting
- take account of whether concerns/complaints have been addressed appropriately

6.1 How effective is leadership?

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 playgroup leader my hopes and dreams for the setting are to work in close connection with the registered person and 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. Myself and the deputy manager attend all committee meetings and provide feedback to them of how the day to day running of the setting is progressing.

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 am up to date with Food Regulation procedures. 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. I have produced a comprehensive statement of purpose that is made available to any interested parties

via the settings website.

I have undertaken all available training for the New Curriculum for Wales and have arranged for all staff to be paid to undertake training at a time convenient to them, we have **begun** implementing the curriculum since Sept 2021 and are finding it has a positive impact on the children's behaviour and engagement. Myself and all other staff regularly attend training arranged through 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. **However recently..... (Target 7)** All training attended by myself is cascaded down to the staff during staff meetings and providing associated literature. I have high expectations for all children including the most able and the most disadvantaged and always seek professional guidance to support them.

I prioritise improvements that benefit the children, their parents and staff, recently amending our daily routine to include free play access to the outdoor environment throughout the majority of the session. target 5) I have redesigned the playroom and provided ample loose parts to facilitate and develop the children's learning within the new curriculum . I regularly risk assess the physical environment so children of all ages can take opportunities to make progress independently.

More I-pads have been purchased so each member of staff can have their own so they can keep electronic records of their key children, waterproofs and wellies have been purchased for all staff to make outdoor learning more comfortable for them.

I continue to ensure that the setting remains covid safe and secure and have acted on all guidance received from Welsh Government and Public Health Wales. I work alongside the head teacher at the school where we are based to ensure that we operate co-operatively and follow all educational guidelines for schools.,. I adapted both the operational plan and statement of purpose to reflect changes due to covid, I continue to apply for numerous grants and work with the accountant to forecast the sustainability of the setting for the next financial year.

6.2 How effective is monitoring, self-evaluation and planning for improvement?

Consider how well the setting's monitoring and self-evaluation processes:

- draw on first-hand evidence to accurately identify the setting's strengths and areas for improvement
- take account of the views of staff, parents/carers, children, and other stakeholders
- draw upon reviews, advice and feedback by external agencies, where appropriate
- prioritise the matters they wish to improve
- implement sound strategies likely to bring about the desired improvements
- allocate appropriate funding results in improvement in the quality of care, play, and learning
- lead to making improvements and have a positive impact on children's learning and wellbeing

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.

Staff complete simple smiley/sad face questionnaires with the children to establish what they like and dislike about the setting, and if possible act on the requests of the child

An in depth online questionnaire is provided to all parents, and they are encouraged to answer honestly and anonymously about how they feel the setting is ran, and how they believe their child is progressing.

Staff receive termly supervisions to provide feedback and receive annual reviews to discuss the next steps in their career.

All external partnerships receive questionnaires asking for feedback on how we have liaised with them, and how they feel the setting is ran.

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 free flow play between the outdoor and indoor area has enabled the children to be more independent in their choice of where they wish to play. Snack time is now a rolling activity where children are encouraged to serve themselves and take snack at a time that suits them and does not interrupt their learning experiences. The children have more independence, choice and further skill development opportunities as well as extending the range of outdoor learning experiences.

All developments in the group have the children at the centre of the provision with the emphasis being placed on the health and wellbeing of the children.

6.3 How effective is the management of staff and resources?

Evaluate how well leaders and managers:

- follow safe, robust and timely recruitment processes
- define roles and responsibilities
- have an effective system of practitioners' supervision and appraisal that leads to agreed targets
- ensure that there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children, including those with additional learning needs and that these are deployed appropriately
- ensure that practitioners understand and fulfil their roles in relation to the setting's strategic aims, plans and responsibilities
- develop contingency staffing plans
- make good use of the funding it receives, including the Early Years Development Grant (EYDG)

Consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-setting professional learning experiences.

6.4 How effective are partnerships?

Consider how well the setting is clear about its role and responsibilities to establish trust and clear communication between partners. Also consider how well the setting works with parents/carers, Early Years Additional Learning Needs Lead Officer and other partners to support children with additional learning needs.

Evaluate how well the setting:

- works with a range of partners to improve children's health, learning and wellbeing
- works with parents/carers to identify the individual needs and preferences of their child before and during their time at the setting
- works with parents/carers to improve their child's wellbeing and learning on a day-to-day basis
- keeps parents/carers informed about their child's care, development and progress
- provides information/carers to parents about the setting's policies and procedures
- works with a range of partners to support transition

We work extremely closely with parents and carers, we ask for as much written information as possible about the child's likes, dislikes etc on an All about Me form, before they commence at the setting so we can help to support them settle in easily. We provide 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. We have provided parents with information regarding the new curriculum for Wales and regularly forward literature to parents from WG, Health Board and Speech and language services to assist the parents in making information decisions about their child's wellbeing.

Whilst new or prospective parents are encouraged to stay with their child during the settling in period if they wish to, during periods of high levels of covid 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 development, along with the child's next steps in their development plan in place,

The manager speaks to the local Health visitor on a regular basis and they have recently worked together with TAF to arrange Multi Agency meetings to support a parent of a child attending the setting to find a social worker and put an action plan in place to support both parent and child.

We have strong links with Ysgol Llanddulas early years department. The premises is shared with the school nursery class, and the manager and nursery teacher meet weekly to discuss the progress of pupils who attend both settings and to collaborate with ideas for developing the environment. We arrange taster days for pupils before they move onto their new classes so they can become familiar with the environment and meet the staff. We provide the children with plenty of information prior to their transition to help them feel comfortable with the move. We have a shared pool of resources that we use, instead of the need of purchasing new items.

We have strong bonds with our LEA advisory teachers who provide us with support and guidance on national initiatives and the new curriculum, but due to covid restrictions visits have been limited although 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 also continue to support us and have provided us with important information regarding training courses, employment laws and legislation.

We continue to be supported by Conwy Healthy and Sustainable Pre School scheme who chose us to be included on a public information film for Public Health Wales supporting the benefits of outdoor learning, the manager was interviewed and staff and children filmed showing examples of good practice.

We have worked in close conjunction with Conwy referral scheme who have provided us with support , guidance and resources for supporting children with ASD, Downs Syndrome and EAL and have visited the setting to carry out monitoring reports 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 pension schemes..

Areas to be developed:

DATE OF REPORT:

31/05/2022

NAME OF CHARITY

Llanddulas Nursery Play Group

INCOME/ EXPENDITURE FOR:

6/4/2021 – 5/4/2022

Opening Cash Balance	£ 150.82
Opening reserve Balance	£ 505.77
Opening Bank Balance	£ 15,896.98
Total opening Balance	£ 16,553.57

Income	
Income from Fees	£ 15,924.10
Income from 30 hr funding	£ 42,030.65
Cash Fruit Money Income	£ 388.60
HMRC JRS	£ -
Interest received (normal account)	£ -
Interest received (reserve account)	£ -
Other income	£ 109.27
Grants	£ 17,165.68
	£ 75,618.30

Expenditure	
Wages (including direct wage)	£ 50,942.38
ppe	£ 219.64
IT Software expenses	£ 172.23
Rent	£ 1,500.00
repairs and Maintenance	£ 1,570.00
Snacks/food purchased	£ 1,155.68
Training/Uniform	£ 653.40
Insurance	£ 603.89
Subscriptions/Memberships	£ 117.86
General purchases	£ 8,429.63
Refunds	£ -
Audit and Accounting	£ 1,300.00
Capital Equipment	£ 6,445.80
	£ 73,110.51

Total Income and Outgoings	
Total Cash/Bank Balances @ 6/4/21	£ 16,553.57
Total Income	£ 75,618.30
Total Expenditure	£ 73,110.51
Total Cash/Bank Balance @ 5/4/22	£ 19,061.36

Closing cash book Balance (5/4/22)	£ 150.82
Closing reserve Balance (5/4/22)	£ 505.77
Closing Bank book Balance (5/4/22)	£ 18,404.77
Closing Balance:	£ 19,061.36

Actual Bank Balance	£ 18,404.77
Actual reserve Balance	£ 505.77
Actual Cash Balance	£ 150.82
Unpresented Cheques	£ -
Total Actual Balance	£ 19,061.36
Difference (Should = 0)	£ -

Calc bal diff to actual = £ -

Llanddulas Nursery Play-group

2021-22 Independent Accounts Review

by

Brenda Davies of Emerald Books.

Charity number : 1149623

The following report details the activities of the above Nursery from 6th April 2021 – 5th April 2022.

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 - £75,618.30** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. Income for this year has increased from the previous years due to the accessibility of grants, which has allowed capital equipment purchases, and good levels of attendance resulting in higher collection of fees and 30hr funding.
- **Outgoings - £73110.51.** The outgoings of the Nursery have increased during the year with a steady increase on most areas. Capital purchases made through the year have reduced based on previous years, and general purchases increased for toys and other learning equipment renewals.
- 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 2021-22

- 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 2022-23

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting.
- The accounting system that was setup for use by the nursery is not being used at present, so should be closed to reduced expenditure that is unnecessary.