

Wingle-Tye Pre-School is a private registered setting located in the local Arts Centre at Hornchurch, established since 1997. The setting is situated a short distance from the High Street with easy access to bus routes and there is ample parking facilities nearby. It is close to residential areas and has good liaisons with the two local schools. We enrol children from 2 - 4+ years of age.

Our setting welcomes children from a variety of different backgrounds and cultures including children with learning difficulties and/or disabilities and those with English as an additional language. We currently have children attending with speech and language difficulties and policies are in place to meet any future children's individual needs regarding disabilities.

The Pre-School is registered on the Early Years Register. Currently we have 54 children attending the setting throughout the week. We are in receipt of funding for the provision of free early education for all three and four year olds - both 15 hours and 30 hours - and eligible two year olds.

Staff:

There are 9 members of staff. Qualifications are as follows:

- **1 teacher with Cert Ed and Level 4 qualification**
- **2 staff members with Level 4 qualification**
- **3 staff members with Level 3 qualifications**
- **2 staff members with Level 2 qualifications**
- **1 unqualified staff member**

One Director who does not work with the children has QTLS status

All staff (and students) have DBS enhanced checks and students are never left alone with the children or take them to the toilet.

All staff are trained in paediatric first aid and child protection. Staff are encouraged to professionally develop and attend training days offered by outside contractors and/or in house training. When staff members attend training, they report back and impart their knowledge to other staff.

Wingle-Tye takes pride in having a supportive workforce where turnover of staff is extremely low. This reflects good leadership and good team spirit where staff effectively communicate with each other and create a positive environment for the children and parents who attend the setting.

Staff are good role models and aware of the need for good hygiene practice. We recognise the need to reduce the possibility of risks to children. We have strong policies on illness and accidents and on healthy eating. Through our routines, children develop a good understanding and knowledge of personal hygiene. Physical activities are promoted

throughout the session and children have free-flow into the garden area. Staff are always aware of dangers and discuss issues with children at their developmental level as they arise.

Playrooms:

We have one large room and one smaller room, which is designated for quiet activities. Both are spacious, bright and inviting. Since September 2016 we have opened a new room bordering the garden area on two mornings a week specifically for children who will be starting school in September. There is a large fenced outdoor garden containing equipment such as slide, child-size picnic benches, sand/water area, playhouses and garden area. There is also a large shed housing a selection of outdoor equipment. Children have free independent play access both inside and outside.

There is access to the building via ramps and the building is all on one level so there are no stairs. A portable hearing loop system is installed to help those with hearing impairments. There is a disabled toilet area in the large play room. A negative aspect of the setting is that additional toilets and the kitchen area are situated outside the main play area.

Opening times:

The setting is open for 10 x 3 hour sessions per week for 38 weeks of the year. Opening hours are from 9.15 am until 12.15 pm and 12.30 pm to 3.30 pm. These timings fit it with our parents to enable them to take and collect older siblings to the local schools. Parents also have the opportunity of day care from 9.15 am to 3.15 pm, with their children bringing a packed lunch.

Security:

It is extremely important that our children are safe on the premises. All doors have either two handles or are locked. There is a CCTV recording system outside the main door and in the garden area, which is continually monitored from the large playroom. The environment is safe and checked at all times. A visitor book records anyone entering the setting who is not staff and visitors are never left alone with the children. Only staff may let visitors in and out of the premises. The setting stores all files and personal details securely.

Local Offer:

Wingle-Tye Pre-School is dedicated to providing high quality learning and it is our priority to enable every child to meet their full potential. We are an inclusive, accepting and caring Pre-School that welcomes all children into the setting. We are committed to enabling all children to participate fully in all aspects of the setting. We have a Special Educational Needs and Disabilities Co-ordinator who regularly attends meetings for latest information.

Our Vision:

At Wingle-Tye Pre-School we believe that children need to feel safe and nurtured. Safe to explore their world and try new experiences and nurtured to know that they are special and unique. If children feel safe they will learn and develop. Children need to be stimulated through an age appropriate curriculum that will allow them to fulfil their own potential. Our philosophy is that Every Child Matters and we embrace that role. We provide a full and varied balanced curriculum through our experienced staff members and equal opportunities for all children. We have high expectations for all children including the most able and the most disadvantaged. Relationships are built to maximise learning potential. We promote equality, diversity and British values.

How do we implement our vision?

Our setting aims to meet the standards of the Early Years Foundations Stage and achieve the five Every Child Matters outcomes. Our setting is based on self-evaluation following the cycle, which involves planning, implementing, assessing through observation and critically evaluating all areas of planning and learning. We take into account the individual needs of our children – abilities, special educational needs and/or language difficulties.

Children learn about and understand people, families and communities that are different from their own. We do this by giving children a choice, listening to their opinions and providing activities that involve turn taking. Children are taught about right from wrong and discuss the reasons for rules in the setting. They are supported to be individuals and helped to manage independently self-help skills such as dressing, toileting and snack/lunch times. They are shown respect and tolerance and are well prepared for school.

When first attending our pre-school, we look at the parent's information given to us about their child's abilities and needs. Each child is then observed using the specified on-entry baselines, and then subsequently on-going baselines which are used as a basis to plan their next steps. From this data we can see if the setting as a whole is not meeting a specific area. Our planning can then reflect these areas and help children achieve. Also the data analysis shows us areas where some children have achieved a higher level.

When planning the curriculum, long term plans are discussed and topics developed as a team. From these topics, medium term and short term plans are drawn up showing the objectives for each of the Early Learning Goals. The key person plans to develop these objectives through the interests of their children and use resources accordingly. They can then support learning in their interaction. We are conscious of the need to balance adult led/child led experiences and also balancing the needs of the

group with the individual needs of the children in our care. We strive to develop our planning system making it flexible to continue to support the individual needs. We observe our children individually and meet their needs through focused activities structured to their interests. Staff are familiar and comfortable with our planning system and regularly feedback any difficulty they encounter or offer new ideas towards making the system more effective. We have implemented a new target system. Targets for each child are broken down into small steps and implemented by the key person. Staff are confident with this system.

We have also developed mind-mapping and plenary session forms. When a new topic is introduced, children are asked what they think we should cover under this topic heading. They are also asked at the end of sessions if there were any particular activities they enjoyed that day or indeed anything they did not enjoy. This information is then used in formulating our planning for the next half term. Our weekly plans are also evaluated by staff and points taken into account for future planning.

Our learning environment is positive and places emphasis on both indoor and outdoor play - where we strive to have freedom of choice and child led activities at all times, supported by adult led experiences. Children are encouraged to explore and experiment in a safe environment. Our outdoor play area encompasses the 7 areas of learning. A variety of topics are incorporated into our planning covering specific themes. Pictures are displayed at the door to the garden of the resources available outside. This allows children with communication difficulties to point to resources they would like to play with.

Wingle-Tye Pre-School has experienced staff who understand and have excellent knowledge of the age group of our children and this has a positive impact on their learning. Our children are happy and settled. We offer a welcoming environment, which has been created by good working relationships between staff, parents and other professionals. Children feel valued and are challenged to learn new skills and critical thinking. We understand that children learn in different ways and have different learning styles, different interests and different ways of communicating.

When planning all genders are considered. Activities, resources and the environment are suitable for all children. Our curriculum takes into account the diverse needs of all the children in the setting and celebrates the similarities of others rather than looking at the differences.

Our setting places emphasis on observing children during their everyday play and routines. All staff are trained in how to observe children effectively making notes easily when necessary, without detracting from their interaction with the children. We are aware of those who are achieving beyond what is expected. We feel our setting promotes a sense of belonging and achievement, where children are making good progress. Staff plan stimulating experiences and provide an inclusive environment.

Staff make good use of incidental learning opportunities, when unplanned experiences take place (a frog in the tyres in the outside area) and children are encouraged to bring in personal objects from home, which staff develop into the session's learning. Staff encourage comfort objects as it gives a link to home and children settle more easily. Children are given choices as to the resources they want to play with. (see Plans).

Most older children have developed self-control and responsibility for their actions and younger children are aware of right from wrong and are developing self-control rapidly. This can be shown through the implementation of our behaviour policy which all staff operate and where children are encouraged to manage conflict wherever possible.

Children are encouraged to make choices and take control through everyday routines, reading stories/poems. They are encouraged in a sensitive and calm manner to learn when to say no. They are also encouraged to understand how to recognise and avoid dangers. - Stranger danger and crossing the road themes.

Community resources are used - visits by parents, people that help us, librarian, soccer coaches - to motivate learning and children are encouraged to share their own experiences and discuss their feelings throughout the session. This helps develop their self-esteem and confidence. Our setting makes good use of positive images in posters, books, theme work and in our general resources and curriculum planning. Children are encouraged to share any celebrations with the group. Our curriculum ensures that cultural and religious topics are covered in fun ways, through craft activities/stories. Personal, social and emotional development, cultures and beliefs run throughout the curriculum in our plans and in the everyday running of the setting. This ensures that we celebrate similarities with our children who have different ethnic backgrounds or learning difficulties. All children participate fully. We have introduced new furniture into our book corner - soft seats and a "wiggly worm". These have made this area much more inviting and it is evident in the number of children independently choosing to look at books.

Our setting encourages communication at all times. Staff extend children's conversations by asking open-ended questions. Literacy skills are encouraged in all areas of play. There are always pencils/pads available both indoors and outdoors complimenting role play or allowing children to be creative and use their imaginative skills. During snack times laminated cards are placed on the tables covering a particular theme (music, shapes, numbers, colours, healthy/sweet foods) which form a basis of discussion between peers and adults. Children have their own coat pegs with their names on. When they have hung up their coats, they find their name and self register. Children also listen and answer to their names at registration either by saying yes or by putting up their hands. Children are also encouraged to find their names before going into snack time. Numeracy

forms an everyday part of our routines. Numbers are around the setting in the form of posters, books games, action songs etc. and placed on activity tables. ICT is available throughout the session. We have a laptop computer and various technology resources e.g. torches, action toys. Literacy and numeracy are always evident in our outdoor resources

By encouraging children to learn through their play and to investigate for themselves they develop independent learning skills. Staff encourage this by being aware of the children's particular interests and adding challenges to these. Children are encouraged to work together in small groups or in a large group. This is encouraged through display work, playing board games, during music and movement, team games and turn taking. Smaller circle time ability groups have been introduced. The smaller number of children in each group allows learning and development to be extended. Problem solving forms an everyday part of our setting where children are encouraged to be independent and staff will not intervene unless asked to by the child, or when they see the child in distress. Creativity is encouraged by staff allowing children choices. Theme work encourages understanding of the wider world and children are encouraged to bring in items from home and discuss things of interest to them – either during registration/newstime or individually with others. The setting's curriculum and routines help children develop respect, allow them to socialise and help each other.

Children need to feel emotionally secure in the setting and this is attained by supporting children's emotional well being through healthy attachments. We support children to get them ready for change, i.e. starting school, talking about how change makes them feel and we have good liaisons with local schools where teachers come into the setting. Children are motivated to be excited and interested to learn and experiences offered to them come from their existing interests. The environment is changes frequently so it remains fresh.

We also strive to have a mixture of play and quiet times. We have a room where children are able to rest and undertake quiet activities. We have fold up beds, cushions and blankets, easily accessible to children. Children are actively encouraged to make choices about resources and their environment. They are asked at registration to choose some resources. Children have choice throughout the session to play with a variety of equipment both indoors and outdoors. Our planning is flexible and children can ask for resources at any time during the session. Children are encouraged to contribute to display work. Children are encouraged to take on responsibility during tidy up time. A bell sounds at tidy up time, children know that they should stop and listen and a staff member will ask children to help, sometimes allocating roles and responsibilities to them.

We have good understanding of our legal duties. We have a thorough knowledge of the EYFS requirements and keep updated of changes through

training. The setting meets the EYFS requirements for training in first aid and safeguarding. Wingle-Tye Pre-School is also aware of its duties under the SEND requirements. We understand the data protection laws and are registered with the ICO.

Safeguarding:

We ensure that children are safeguarded and develop a culture of safety and vigilance – including radicalisation, extremism and on-line safety. Staff are aware of our policies and procedures and children are reminded about on-line safety at their appropriate age level. We have a Designated Safeguarding Officer and Deputy who have been trained to ensure that safeguarding concerns are dealt with promptly and in the correct manner. They update their knowledge annually. All staff have completed child protection training and continue to update their knowledge every two years. All staff are aware of the signs and symptoms of abuse and know procedures for reporting concerns and allegations against staff members. Staff are vigilant when children enter the setting, making notes of any injuries and tactfully asking parents/carers how these may have occurred. Staff listen to children - without leading them - and would also record any issues they feel may need to be looked into. Staff talk openly about keeping safe and listen to the children's points of views. Children are encouraged to make choices and take control through everyday routines They are encouraged in a sensitive and calm manner to learn when to say no.

Self-evaluation:

Our setting uses self-evaluation to promote improvement. Matters are discussed before or after sessions or during staff meetings, which are held regularly between Director and management and all staff. Meetings are held and staff are given the opportunity to input their ideas/concerns. Management are always available for informal discussions with staff. At these meetings current practice is discussed and information from Local Authority is relayed back to staff. Leadership listens to staff views and acts accordingly. The setting is part of Wingle-Tye Pre-School Ltd. and works closely with its sister setting - Wingle-Tye Pre-School 1. Although staff are located at specific settings, they are able to be deployed across both sites. We have a continual supervision programme. Wingle-Tye has a staff selection process, which ensures suitability. All staff and students from local college have enhanced DBSs. Turnover of staff is extremely low. This reflects good management and leadership. Staff work well together and support one another. Volunteers or students are provided with a mentor, who carries out induction. Unqualified staff are never left alone with the children. Staff recruitment procedures have been amended in accordance with safer recruitment training provided by Local Authority.

Wingle-Tye leadership and management is effective and produces and updates a development plan on a regular basis. This plan takes into account visions for continuous improvement, which is shared by all employees. Our development plan looks at strategic areas in need of improvement under the headings environment, learning and development

and positive relationships. By implementing a continuous development plan this will improve outcomes for children by setting targets and prioritising issues. All staff have a good understanding of safeguarding issues and procedures to protect children. The issue of safeguarding is continuously discussed and refreshed at staff meetings.

Management and staff use self-evaluation to promote better outcomes for all children. We have a tracking system of individual children's targets to ensure that children are meeting all early learning goals. Our children make good progress since joining the setting and this is reflected in the assessment data which is collected termly. From previous data analysis results we have improved our environment regarding numbers and words. Staff supervise and interact well with all ages of children and are aware of the differing dangers which occur regarding the age appropriateness of the resources.

Our policies and procedures are easy to understand and are currently effective. They are reviewed annually with staff or when an issue may have arisen. Policies and Procedures are contained in four folders under the heading "Safeguarding", "Health", "Staff" and "General". These are held in the walk-in cupboard and all staff have access to them.

We have a strong Health and Safety Policy which all staff are made aware of at induction and procedures that are carried out by all staff. Fire drills are held periodically throughout the year and all staff know their role in these. Parents' telephone numbers are attached to each register and these are taken out during drills, in case the children cannot return to the setting and parents need to be contacted. Records of drills are kept and a visitor book is used. Details of children are kept on site locked away.

Records are maintained on a weekly basis and stored confidentially - with electronic assessments being entered termly on the computer.

Mobile phones are not used in the setting. All staff and students must leave their mobile phones in the walk-in cupboard. Visitors are asked to turn off their phones and will never be left alone with the children. This will ensure that no photographs can be taken of the children. When changing children, there are always two members of staff present to ensure the child's safety.

Staff do not tolerate any form of bullying and challenge any verbal or non-verbal actions witnessed. Our good relationships with parents allow us to deal with any bullying, which may occur.

All staff are aware of the individual needs of children regarding allergies or dietary requirements. Details are placed on the wall in the quiet area where snack time takes place. This ensures the children's safety. Records are also kept on the children's files All staff are made aware of this information at their induction. We have experience of dealing with

children with severe food allergies and the procedures to follow should they require medication and/or hospital treatment. Dietary needs of other children are also taken into account when planning cooking activities and snack foods.

Wingle-Tye Pre-School seek views from children, parents/carers and other professionals.

Children's views:

Our children's opinions are valued and taken into account regarding resources and activity choices throughout the week. Choices are given to children during registration and throughout the session. Staff involve children in "mind-mapping" topics/themes and have plenary sessions to see which activities children have enjoyed. Their feedback on the session's activities is built upon and used as an opportunity to extend their learning. Children are encouraged to bring in comfort objects from home. Throughout the sessions resources are changed to accommodate children's wishes and their individual interests. Children are encouraged to share their ideas and interests with their keyworker. During snack times, children are also given choice.

Our relationship with parents:

The setting has good relationships with parents. We have an open door policy and parents feel that they can come into the setting and know that all staff are approachable. We keep parents informed via newsletters and notice boards and hold parent meetings with the child's key person, where children's achievements are conveyed. Parents are able to view their child's profiles at any time. Parents are also sent termly letters showing the activities we will be covering that term and asking for them to support their children's learning and development. Observation forms are sent to parents periodically inviting them to observe their child in their home setting and return the completed form to their key person. This information can be compared with the setting's observation and discussed with the parents to ensure that the child's needs are being met. Our setting holds Open Days and encourages individual visits to the setting, which allows new parents to inspect us. We do not run work shops for parenting but keep parents informed of local workshops via our notice board. To extend parents' involvement in the setting we have put our Self Evaluation Form on our website and invite parents' comments via the questionnaires.

Parents are encouraged to be involved in Pre-School as much as they would like to. Prospective parents are asked to complete an application form and are given an information booklet containing all the information they need to know. On accepting a place they also complete an enrolment form together with a "Get to know your child" questionnaire and EYFS statements indicating their children's needs. These allow us to build on the parents' initial assessments of each child. Throughout the year regular

parent interviews are held to discuss children's progress and any concerns regarding the setting. These discussions are documented. Wingle-Tye always acts on parents' views - for example our policies on nappy changing, sickness and full day care have taken into account past parental wishes. We update the information for Parents Handbook each year and all parents receive a copy. After the initial first half term with us, parents of new children are given an On Entry questionnaire to complete. From views expressed in these, the setting will look at how they can improve their service to parents. For example, previously parents wished to have meetings earlier with their key person and this was taken into account for subsequent years. Parents of children leaving our setting are given a Leaver's questionnaire where we ask that they give their views on the setting's performance during their child's time with us. All responses from questionnaires are evaluated and fed back to parents.

We have many children who bring in a packed lunch and parents who have left our setting for primary schools have expressed the view that their children have managed the lunchtime routine - in particular packed lunch - more easily when entering Reception Class. We do have provision in case some children forget to bring a lunch in and are monitoring the contents of packed lunches. We work closely with nearby schools to ensure we are encouraging a healthy choice - in line with school policies. Parents are also given the opportunity to attend an "Open Evening" to look around the setting and at their children's work.

Practitioners' views:

Practitioners' views are offered throughout the daily informal conversations and in more formal situations such as staff meetings, supervisions meetings and staff appraisals. Not only do these meetings allow practitioners to look at their own requirements and performance, they allow discussion to take place around their key children's progress or difficulties. The Pre-School supports the work of our practitioners and identifies ongoing training and development needs continually.

Site Manager:

Our setting has regular verbal meetings with the Site Manager to discuss any issues surrounding our rental. He is very supportive to the setting and has financed redecoration of the playrooms and the provision of large display boards. We liaise closely with him and inform our parents of any concerns he may have. For example: older children often are allowed (by their carers) to play in the car park area when waiting to collect younger siblings. Wingle-Tye communicates through letters pointing out the dangers of doing this and liaises with the landlord making sure safety issues are highlighted in our Information for Parents handbook. In the past, we have campaigned with parents to get a crossing installed to make crossing Billet Lane easier outside the Art Centre. The landlord installed CCTV in the outside waiting area with a monitor in pre-school so that we

can see anyone wishing to enter pre-school and also see what is happening in the garden area. This took effect after a parent had suggested it.

Other Professionals' views:

We have good liaisons with the local schools, who come into the setting to meet the children. We are continuously taking on board suggestions and advice from our Education Officer. Our liaisons with our Area SENDCo are good. Any suggestions to improve our provision to meet children's individual needs are always carried out. Some of our children attend another setting as well. With parents' permission we will send our assessment data to the other provider to ensure that we are meting continuity of care and learning/development.