

Tithe Barn Preschool

SELF EVALUATION FORM 2019-2020



Our Setting

The Tithe Barn Preschool is located at the Tithe Barn in Bishops Cleeve. It is managed by Mrs Samantha Fisher (BA Hons in Primary Education QTS) and Mrs Cathy Lea (BA Hons in Early Year QTS) since September 2016.

The preschool is run from the School Room which was an extension to the Tithe Barn, purposely build with a playgroup in mind. The room offers double doors out onto a patio area. The children use the main toilets (public) in the entrance hall and there is disabled access on both levels. The preschool makes use of the large hall space during the week to teach Physical Development skills. The preschool also has an allotment at the back of the Tithe Barn to grow vegetables and has access to Bishops Cleeve Primary Academy to use their grounds for weekly welly walks.

The Tithe Barn is set in the centre of the village. We are close to a number of shops including Tescos, Post Office, Library, Banks, Church and Cafes. We are within walking distance to two local primary schools; Bishops Cleeve Primary Academy and Grangefield.

We have close links with Bishops Cleeve Primary Academy, library, post office and St. Michael's Church. We visit BCPA daily for our Forest School, visit or are visited by Sallie from St. Michael's Church termly and have developed a strong link with our local Nursing Home that we visit termly. We believe these links enrich our children's experiences at preschool.

Our outdoor space is used daily by the children. The double doors are open to allow free-flow activities in all weathers. The doors are closed during bad weather (to keep the school room warm), but we provide the children with weather proof clothing so they can still enjoy the outdoors whatever the weather. Our Forest School at BCPA, includes a walk through our allotments and into a Forest School, where the children sit in our Base Camp for some outdoor learning.

The preschool is open during term time 9am to 3pm. The children bring a packed lunch. We are able to take up to 20 children and are supported by four staff members (ratio 1:5). The managers are both Primary School Teachers with QTS and we are supported by the two Deputy Teachers, also with QTS. Our Play Assistants are Level 2+ or training to become Level 3, but have all got experience with working with children previously e.g. Deputy Teacher, Brownies, Scout Leader, etc. All the staff are interviewed under the Safer Recruitment Guidelines, DBS checked and two References sought.

We are a 'pack away' preschool as the Tithe Barn is a Community Building and is used by other members of the public. All our equipment, notice boards and displays must be stored away each week. This means we must be creative in our approach of setting up and displaying children's work. We aim for all our staff to continually develop their profession by attending courses, Safeguarding Training and First Aid qualifications.

We accept children from every ethnic background and children with Special needs. children that attend the Tithe Barn Preschool mainly come from Bishops Cleeve from a predominantly white back ground. We have EAL children from varying ethnic backgrounds. Through our teaching we ensure British Values and Cultural Capital are embedded in our curriculum and topics.

Views of Others

With each new child starting, they are offered to attend regular Stay & Play sessions and Open Days. This allows the children to come in before they start and get to know the setting, their key worker and allows the parents to discuss any concerns they may have. We give each family a 'Parent Pack' which has all the forms they need to complete, plus a brochure all about the Tithe Barn Preschool. We help parents with the forms they need to fill in e.g. funding forms, as some parents, especially those with EAL, may find this tricky. Included in the Parent Pack is an 'All About Me' sheet. This is for the parents to fill in with their child, and it helps us with their interests, other settings they attend, people in their family and what they'd like to learn about at preschool.

In the Autumn term we send out a questionnaire for parents to complete and we welcome and support their feedback. The comments taken from the questionnaires are then displayed on our 'You said... We Did...' board. This shows parents that we value what they say and action to their comments. So far we have received very positive comments from our questionnaire (results have been printed and analysed and are included in our SEF folder). We also gather parents views after each 'Stay and Play' session. Parents are asked to write their comments on a sticky note which is then displayed on our laminated speech bubble. These can be found in the evidence file. Comments have been very positive so far. We have run Parent Workshops on 'Transition to Big School' and 'An introduction to Phonics'. These were well attended, and parents found them very useful.

We also involve the parents in their child's learning on a daily basis through Tapestry and by sharing planning with them. This helps us to individualise each child's learning and create greater links between home and preschool. Parents are encouraged to add their own observations were possible. Tapestry is introduced to parents at the 'Settling In' meeting within the first 2-3 weeks. Each term, every child's learning journey is sent home for the parents to view, and the next steps are published on Tapestry. We also send out a 'Parent's Voice' sheet. This ties in with the All About Me sheet but is an update on new interests and achievements from home. In the Autumn and Spring term, we meet with parents to share their child's Next Steps and share the Summative Assessment sheet. During the meeting, we explain where their child is achieving within the EYFS and explain whether they are Entering, Developing or Secure in each stage. We also give parents ideas on what they can do to support their child at home with their learning. We have a Facebook page, which is very popular with the parents. They feel well informed with the topics we are covering and which letter or number we are focusing on. We have also created Home Activity Packs. These are sent home with the children to enrich the key skills we are working on with preschool. We have a 'Chatter Box' which is taken home by the children, filled with items that tells us more about them as a person and then shared with a group of friends.

When playing alongside and interacting with the children, we listen carefully to their views and are very flexible with our planning. If a child requests different equipment or shows an interest in a new subject, then we adapt our teaching accordingly.

The staff meet on regular occasions to discuss children, timetables and routines, planning and assessment, feedback on training or visits to other settings, updates on Safeguarding or First Aid. This is recorded for further reference (See SEF Folder). An anonymous staff questionnaire is sent out before their

Supervision Meeting in April (copy in SEF Folder). This allowed staff to have their say. We addressed and actioned some of the concerns from this questionnaire and included them in our Summer Term Action Plan.

The local nurseries, playgroups and childminders meet on a termly basis at the Tithe Barn hosted by Sue Williams. We have transition meetings with BCPA, Grangefield and Woodmancote to discuss the children they will be taking in September. We have created a close link with Little Sunshines and have visited their setting and discussed cohort tracking, SEF, staff supervision and appraisals. We also have offered help to Little Smarties, Winchcombe and Honey Bees Nursery with their policies.

Effective Leadership and Management

Meeting the Requirements:

At the Tithe Barn Preschool, the management strive to continually develop their leadership strategies, having taken on the preschool in September 2016. We follow the requirements of the EYFS and the government requirements. All our staff hold the relevant qualifications needed to work with children or are training to become Level 2+ trained.

Self-Evaluation & Improvement Planning:

We have an Action Plan that is split into the three terms, giving us targets to improve our setting, teaching and learning. These targets are created by the management, and the staff from our INSET days and questionnaire analysis from both the staff and parents. The Action Plan is a working document and is annotated throughout the term. We have a staff meeting at the end of each term to discuss what we have achieved; which targets are continually needing to be monitored and set new targets for the next term. We have a Monitoring system that sets out targets for each term to be reviewed and monitored. These targets are monitored by the SMT, dated and notes recorded on any changes and/or updates made. This is shared with staff during our training days.

Performance Management & Professional Development:

We have high expectations of our staff to deliver good quality teaching and learning, evaluating and assessing. We hold Supervision Meetings every term where the staff are given time to discuss their strengths, areas of improvement, CPD and physical and mental health. Together, we set targets for the next term and help our staff to achieve this with regular discussions, training and guidance. Observations take place in a variety of formats e.g. peer to peer or management. At the end of the year, we hold Appraisal meetings to discuss the staff's achievements throughout the year and what they would like to improve on for the next academic year. The staff also complete an anonymous questionnaire, so they can truly reflect what their feelings are.

Safeguarding:

At the Tithe Barn Preschool, we take Safeguarding very seriously. Every new member of staff must undergo DBS checks and screening which is in our Safer Recruitment Policy. Each term, we all revisit the Safeguarding, Child Protection and Whistle Blowing Policy to ensure all staff keep this knowledge up-to-date. We regularly share the updates sent via email from the GCC in relation to Safeguarding issues in the county. We are confident that our staff know what to do if we have any Safeguarding issues. Managers continually ensure our staff are up to date with their training e.g. PREVENT and First Aid in line with the new government recommendations for September 2017.

The Curriculum:

We follow the EYFS Development Matters curriculum. Each week we focus on a theme which has been chosen by the children from the 'All About Me' form or 'Parent's Voice' form. Each key worker plans for their individual children. Each child has their next steps which have been shared with the parents. Key workers strive hard to teach their children's next steps through play and open-ended activities that cater for their individual needs and abilities. The next steps and planning are monitored by the management on a termly basis when analysing assessments and discussing with key worker staff.

Our Vision:

Our vision for the preschool is to continue our outstanding status with Ofsted. We continue to evaluate and improve our setting and want the best possible outcome for our children and staff. The Tithe Barn Preschool is where children love to learn.

Partnership Working:

We believe we have created some strong partnership links with our families. These include: Tapestry, letters, newsletters, website, Facebook page, suggestions box, WOW vouchers, Summative Assessment meetings, sharing Learning Journeys and creating good links between settings and childminders. All our policies and procedures are accessed either from our notice boards or on our website. On starting at preschool, the parents receive a Parent Pack with all their contracts, contact details, medical forms, permission forms, All About Me sheets and a prospectus. We welcome parents in regularly to watch performances e.g. Christmas play, Easter Bonnet parade, sports day. We have worked hard on our partnerships with our families and each term have developed new strategies to help ensure that bond is strengthened, and the children's learning is carried on at home. We have improved our partnerships so far through parent questionnaires, settling in meetings, sharing planning so parents can input their own ideas, sharing What to Expect when and asking parents to tick off what their child can do at home to help inform our planning and assessment, created Home Activity Packs, Stay and Play sessions particularly designed to encourage different groups of parents to come into the setting e.g. Dad n' Lads. Families are asked for their feedback after each session so improvements and recommendations can be taken into consideration.

Our Practise is: Outstanding

Quality of Education

Teaching & Learning:

The staff at the Tithe Barn Preschool hold excellent qualifications and have many years of experience working with children. Both Managers and the Deputies holds QTS status, which from feedback from parents, is very appealing. The planning is done on a weekly basis, and planning for targeted groups e.g. EAL, fine motor, 2 year olds, preschoolers, to engage the boys, SEND & ECAT etc. The Managers and Deputies all input on this working document that is displayed for all staff. The planning document is annotated throughout the week to ensure the continuity of the children's learning and deepen areas that they have found particularly interesting.

The school room is set up to encourage children to play and explore and develop the characteristics of play throughout the seven different areas of learning. The activities chosen range from table top activities to floor work, including indoor and outdoor and lots of sensory experiences. The topics and

activities are based on the children's personal interests to build on their existing knowledge and develop a greater depth of learning. There is a natural balance between free-flow play, whole class, group and individual learning.

The key workers set the next steps for each of their children after collecting evidence from observations of their learning through play and individually set activities which are recorded on Tapestry. The learning journeys are sent home each term for parents to share the learning that has taken place and make any comments or additions to their book.

Assessment:

Continuous assessment happens throughout the week through observations, planning next steps and evaluation of the planning. The Managers have created an excel program that is designed to track the children's progress throughout the year. This cohort tracker takes the data from the summative assessment sheet completed termly and shows each child's progress. It can also show the boy/girl split, EAL, EYPP, SEND, summer birthdays, comparison between key workers. This tracker can therefore be used to reduce the difference in areas that are highlighted as lower achieving or highlight single children that have not made the progress expected. This allows the management to make an impact by adapting planning and target specific children in their area of need. Analysing the Key Workers allows the management to identify areas of weakness and recommend CPD when necessary.

We hold a 'Working Party' meeting with Key Workers to moderate Baseline Assessment in the Autumn term as well as Summative Assessments throughout the year. This will continue throughout the year for Summative Assessments and we will link with other local Nurseries and Preschools to moderate with them.

Our Practise is: Outstanding

Personal Development, Behaviour and Welfare

Our aim at Tithe Barn Preschool is for each child to feel happy, settled and safe in our setting. Before the children start at preschool we offer regular Stay and Play sessions for both parents and children to come along, familiarise themselves with the setting and meet all members of staff. Parents will collect their Parent Pack which includes: All About Me sheet, contact details, allergies, consent forms, prospectus and other important documents. We ask parents to complete this information before the children's start date in order for staff to become familiar with their Key Children. Then in their settling in process, we can plan for their specific needs and interests. Our settling in procedure is individual to every child and we work closely with the families to make the transition as easy as possible.

Key Workers:

Each child at preschool has a key person who liaises with the families and ensures that their children are happy and settled. They make good attachments by child led activities and knowing their individual interests. We have an open door policy with an inviting and welcoming environment where all parents/carers feel they can come and talk to us on a daily basis. We feel our children are happy, settled and safe at preschool and all children 'Love to Learn'. We have had many positive comments from our parents stating that their child is more settled and happier in our smaller and intimate environment:

"My child settled from day one and wants to go at the weekends", "My child had never settled in their nursery until they came to Tithe Barn". We have also had positive feedback on our parent's questionnaire about how approachable our staff are.

Behaviour:

The behaviour at Tithe Barn Preschool is very good because we instil respect, morals, independence, manners and cultural acceptance for all. The children decided on the rules of sharing, helping others, being kind and being polite. We support these rules by praising the positive behaviour and using our behaviour chart with Mr Marvellous, Mr Happy and Mr Grumpy. Parents feel this is a valued tool in preschool and some families have adopted this to support their behaviour management at home. We instil good British Values and Cultural Capital on a daily basis.

We continually promote good attendance at all times, and this is explained to parents. Parents are required to explain children's absences and ensure that their children arrive on time so as to get families into school attendance routines. Staff will call parents if a child is absent to find out the reason why, which is then recorded and followed up if necessary. We have developed a highlighting system to monitor poor attendance on the register. Information about children with erratic or poor attendance is passed onto their next placement.

Being Healthy & Safe:

At preschool we continually promote healthy eating and healthy lifestyle. On a weekly basis we have PE sessions that helps the children to recognise the importance of keeping fit and how exercise effects the body. These sessions are taught by a PE Specialist.

During the day, children independently can access the 'Snack Cafe'. This promotes healthy eating by serving fruit and vegetables, milk and water and this time is used to discuss the importance of eating healthily. We are always proactive in educating children and parents on what a healthy lunchbox should look like. We have a themed 'Healthy Eating Week' and send home a variety of leaflets from Change for Life. This has a dramatic effect on what we see in lunchboxes. The majority of our children can now recognise what is healthy and unhealthy in their lunchboxes.

The children are aware of how important it is to stay clean and know they need to regularly wash their hands before eating, after playing outside, after using the toilet and other special occasion e.g. after touching pets. We encourage children to be independent with blowing their noses and discarding tissues to help stop prevention of germs spreading.

To promote safety with the children we regularly discuss road safety and put this into practise on our Welly Walk Sessions. We have themed weeks where we educate the children on people who can help us, where to find out and stranger danger.

Self-Aware and Confident Learners:

At Tithe Barn Preschool we encourage all children to be happy, confident learners. We nurture their learning styles and provide many resources and equipment to enhance their learning across the curriculum. All members of staff actively model and support learning through a variety of ways e.g. imagination, creativity and so on. We continually provide children with open ended materials to deepen their thinking and use their imagination to support their learning. All children show enjoyment of learning through free flow play and this is recorded in their Learning Journeys through photos, observations and independent work. Parents are encouraged to complete a 'Wow' form when their child has completed a task at home. This is then shared with the rest of the group and children are praised for what they have achieved before it goes into their Learning Journeys.

The children participate in many festivals and celebrations of other cultures. We make strong links through food, dance and song. We work closely with Tewkesbury Park Hotel and the local church who support us with our work in this area.

As the Managers are both Primary School teachers we feel we can provide the children and their families with the necessary support to help make their transition to school as smooth as possible. We work closely with all local Primary schools to achieve this. We have also produced a leaflet to offer advice and helpful tips for parents to help them prepare their children for starting school. This is handed out in the Summer term after our Parent Worksop on Transitioning to Big School.

During our annual visit to the Post Office members of the public and the staff from the post office have commented on the children's behaviour. One member said, " What super behaviour". Another comment was "I have never seen a group of Preschool children so beautifully behaved before". Therefore, we have instilled the children behaviour to adapt to different social situations linking to 30-50 PSED.

Our Practise is: Outstanding

Outcomes for Children

We are continually assessing and moderating our children and environment to provide the best educational experience possible for our children.

Cohort Tracking:

The Managers have designed and produced a system where we track individual children's progress across the 17 areas of the curriculum. The SMT entered the baseline results, which is taken within the first two weeks of the children entering the setting, to track the children's progress each term. This system shows the points progress each child has made, and it compares and tracks the following data: Boys, Girls, Autumn, Spring, Summer Birthdays, EAL, EYPP, Looked After Children, Key Worker. The Managers analyse the results termly which is then evident who needs extra Intervention. This is put into place and is constantly evaluated. The Managers are aware which children receive extra government funding and this is used appropriately to support these individuals in order to meet their needs (See EYPP Document). From our tracker, we can identify children who are exceeding in specific areas and plan an extension program to support this.

The children's attendance is monitored regularly and clearly shows the children who have low attendance. These children are targeted for extra support to develop their learning and to reduce the difference between them and their peers.

The Characteristics of Learning is evident in our planned activities and play. On inspection of our Learning Journey on Tapestry, it is obvious to see where the characteristics feature. Key Workers continually analyse these for their own Key Children and then transfer onto the Summative Assessment forms.

Supporting the transition to school:

Due to the fact that the Managers are both Primary School Teachers, we feel we have the necessary skills to support parents and children before their transition to school. The children have visited their new schools with the preschool staff, had a chance to explore their new classrooms and meet their

teachers. Photographs will be displayed at preschool on our transition board. Uniform will be available in the role-play area for children to explore. We have also produced a leaflet to support parents giving them ideas on how to prepare their children for 'Big School' and the Parent Workshop.

Managers and Key Workers complete Transition Records which are passed into the new settings/school. Key workers meet with the new teachers, where possible, to discuss individual children. The SMT have worked very closely with the primary schools SENCos to meet the specific needs of the children in our care that are on My Plan, My Plan + or EHCP.

Our Practise is: Outstanding

Overall Effectiveness

We feel our children make very good progress during their time with us at Tithe Barn Preschool. We work exceptionally closely with all parents to support each and every single child to reach their full potential. This is evident in the cohort tracking system where we assess and monitor children progress in all areas of the curriculum. It also shows what Intervention needs to take place to 'Reduce the Difference'.

Supporting Other Settings:

We have been approached by a Preschool in Worcestershire for advice and guidance on certain issues. They have asked for support with writing policies and they regularly read our FaceBook Posts for ideas to support their own teaching and learning.

We have also been contacted by a professional working in Exeter who asked for advice on setting up a Preschool after reading our article in the local paper in September 2016. She was in a very similar position to ourselves and was extremely grateful for our advice and support.

The Managers meet with a local setting (Little Sunshines) to discuss cohorts, moderation, funding and other current issues. We also have very strong links with the local primary schools, daycare providers and childminders, and attend partnership meetings on a regular basis.

Safeguarding:

At the Tithe Barn Preschool, The Managers and staff take the Safeguarding of the children and learners very seriously. The SMT are all leads in Safeguarding and the staff are fully aware that if any Child Protection issues may occur and who to go to. All the relevant documentation will be collected and stored confidentially and/or passed onto the LSCD. The SMT are signed up to the Gloucestershire alerts system and update the staff when necessary. All staff have up-to-date training on Child Protection, PREVENT and FGM and these are regularly reviewed on TED days throughout the year. In line with the new Statutory Framework, all staff are now fully first aid trained, and new staff will be trained within a short-agreed time limit of starting with us. The Safeguarding Policy is reviewed and updated every term and shared with staff and parents through meetings, website and documents visible on our notice board. The Managers have been on the Safer Recruitment course and follow our Safer Recruitment Policy when hiring new staff. All of the staff information, qualifications, DBS and references are kept on our Single Central Record confidentially. The Managers have checked all original documentation of qualifications and DBS checks, and two references have been sought in written and/or verbal forms and recorded in accordance with our recruitment policy. Any visitors or volunteers sign in, and in doing so also sign our Safeguarding and Confidentiality Policies. All mobiles phones are placed in the box and photographs are only allowed to be taken on the preschool camera, iPad and stored on the Managers laptops covered by the ICO data protection. The

laptops are password protected. Permission is sought by parents to share these photos in their child's Tapestry, online on our website/Facebook page and sharing with other settings/professionals. Risk Assessments have been carried out for the setting, outside areas and any visits out or visitors (e.g. pets week). These are reviewed regularly and updated where necessary.

Annually, we complete the Gloucestershire Safeguarding Audit and implement any changes necessary to our policies and procedures and inform staff on our TED days.

Evaluating Our Practise:

The Managers at the Tithe Barn Preschool are very committed in running a successful business and having the best reputation in the village of Bishops Cleeve. From taking over the preschool in September 2016, the management have made huge efforts to improve the teaching and learning, develop strong leadership and management techniques, be vigorous in Safeguarding of children, creating and developing an assessment tool that tracks every child in every area of learning and monitoring, evaluating and reporting on our practise regularly to ensure that we have the best possible from our children and staff.

The Overall Quality and Standards of our Early Years Provision is: Outstanding