

**QUALITY OF CARE REVIEW**

**Self-evaluation template for providers of childcare and play services**

[Mae’r ffurflen gais hon hefyd ar gael yn Gymraeg](https://arolygiaethgofal.cymru/cofrestrwch-i-ddarparu-gwasanaeth?_ga=2.220979096.161756350.1540294991-1273962600.1539955450) / This template is also available in Welsh

**Your self-evaluation**

Self-evaluation is important in helping you to consider how best to create, maintain and improve your service so that it:

* Meets the highest standards of safe, quality childcare and play;
* Offers the best experience for children; and
* Contributes to children’s well-being outcomes.

Your service’s Quality of Care Review also fulfils your legal duty under regulation 16 of the Child Minding and Day Care (Wales) Regulations 2010.

**When to use this template**

You can use this template annually to record your Quality of Care Review. The template can be downloaded and saved to your personal computer and/or other portable devices such as tablets.

Your Quality of Care Review should be made available at inspection or when requested by your inspector.

This Review of Quality of Care (QoC) template is available to assist you when formatting your QoC report. If you use an alternative format, it must be compliant with the Child Minding and Day Care (Wales) Regulations 2010.

You do not need to send us a copy of your review unless specifically required to do so by your inspector. For those services due to receive a joint inspection by CIW and Estyn, you may use the template and cover all themes in the joint inspection framework, or use an alternative method.

**About the self-evaluation template**

The template is in two parts:

**Part A** tells us what those who use the service think of the quality of the provision you offer.

**Part B** gives you an opportunity to evaluate your provision and judge how well you view your service is doing.

Questions you will wish to consider in your evaluation:

* What do you do well?
* How do you know?
* What is the benefit to children?
* What is it you want to improve?
* How will you measure improvements?

**Part A: Service details and views of those who use the service**

This part of your self-evaluation must record:

* The views of the children who attend your service and those of their parents or carers;
* The views of other professionals who may work with you, such as local authority advisers/ development workers for Flying Start or Foundation phase education, Family Information Services health professionals; children’s centre staff and any other childcare provision; and
* Details of any quality assurance scheme you participate in.

Please include examples of the ways in which you seek views, the numbers involved, a summary of the responses, and any action you have taken to improve as a result of those views.

**Methods of collecting views**

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| (Maximum 500 words)  We collect feedback in numerous ways using the following:  \* Constant dialogue with parent/carers on handover  \* Questions put out on our parent/carer closed Facebook Group  \* Via messenger  \* Email  \* Hardcopy questionnaires  \*Supervisions  \*Staff training days  \*Feedback from training sessions attended  \*Asking the children themselves 2-3 years+  \* Younger children we work off what parents enter onto the registration forms and then introduce new things and observe the childs interaction.  This year we have continued with questionnaires that we handed out to give parents an opportunity to respond.  Staff are always consulted during the day to day opening and in supervisions for their input.  We have also issued staff questionnaires giving extended opportunity to give feedback.  Following the successful staff meeting at the beginning of last year before we reopened after Christmas, we decided to hold another this year.It took place on Tuesday 3rd January and this gave staff a good opportunity to ask questions, give feedback and discuss anything they'd had chance to think about over the Christmas rest period.  Supervisions are held at least three times a year but we do aim to do them once a quarter to gain any insight to how they feel things are going and what needs they feel need addressing or training requirements they need to help.  Training courses attended.  We continue to talk with and engage the local authorty to make sure we are doing what we should and ask for help if needed.  We also engaged with ALN team.  We have continued our dialogue with Hayley from the NDNA who we are members with regarding the new curriculum and what is expected of us a privately run non funded and non maintained setting. Hayley's feedback and support has been incredible.  Sarah Warburton is our regional leader within the NDNA that we have communicated reguarly with when we have looked to review and upate our policies and procedures and access certain training. Her feedback has proved valuable in this process with various questions we may have had.  We also sought the advise of a fellow nursery that had provided a case study report for the NDNA on implementing the new curriculum. This lady provided a report after visiting us and steps on how to best proceed. It was great to have an outside person come and visit and see how our setting works and give tips as they understand what it is like on the shop floor as it were. |

**Numbers of children, parents, carers and professionals providing feedback**

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| (Maximum 500 words)  We have 80 members in our closed Facebook page that are consulted on various topics. However, only a small percentage, around 20% actually respond. Information is therefore sought at handovers, through direct message via messenger and through hard copy questionnaires/letters. Not all parents are on facebook and so to make sure no-one misses the opportunity to receive communications we therefore use email and hard copies also.  We have 73 children registered with us at present .All children in attendance are asked their viewpoints and opinions on new toys/resources and what activities they would like to do. For children that cannot yet talk, their registration forms are used to start interactions with activities their parents say they enjoy and then we introduce new things and observe their engagement and alter/adjust accordingly.  We are members of the NDNA and Kids Club Wales, we seek their advice and opinions at regular intervals. With the introduction of the new curriculum going live in September we sought the advise of a fellow nursery that appeared in an NDNA report where they had provided a case study of implementing the curriculum. We had struggled with some points and needed someone to see our setting and how we could work these out in practice. This lady, Sam Maitland-Price, visited our setting in November and provided a report, advise/suggestions and has done 2 follow up visits. She also shared valuable paperwork that helped us develop areas of planning.  We email and speak with the local autority childcare team regulary with any questions and to help understand requirements going forward  We are also in talks with the ALN team regarding a one on one need. |

**Summary of responses**

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| (Maximum 500 words)  A member of staff attended a healthy eating course for childcare settings and following that training we reveiwed the menu. Alongside with that process we sent out a questionniare to all parents for their feedback and if they were happy with the menu, what would they like to see on the menu that wasn't already present. All completed questionnaires stated they were happy with the menu but if they were to suggest anything then they would like to see more vegetables on the menu, less processed food, natural yoghurt and a bit less pasta as it was appearing twice on menu.  All advice sought from the local authority childcare team has been implemented. We attended training regarding ITMP and implemented it but have struggled with some of what was suggested with regard to layout of the premises.  All advice from kids club Wales and NDNA has been followed with Staff completing their playworker qualifications. We attended courseson the new curriculum. We have also filled in many surevey's regarding the new curriculum with the NDNA. We have also received all up to date policy templates from the NDNA.  Children were asked what they enjoyed playing with and what resources they would like and we have compiled a list to see what matches the the new curriculum/ITMP and playworker requirements to source once grant funding becomes available. The after school chidren especially wanted a climbing frame for the outdoor area.  We observed that the younger children ages 2-3 were particularly enjoying sand play but the sand facility we had in the room wasn't big enough to help them all to engage.  For children who cannot yet verbalise what they would like we have liased with parents and used their registration forms to help then looked to develop these. For instance a child was not settling well and we used information from the registration forms and developed it further int an activity for their arrival.  Supervisions have gone well and all staff express their happiness with their role. There are general niggles but these are easily ironed out. A particular staff name kept coming up that was creating issues and raising some potential safeguarding issues.  We developed questionnaires for staff after the summer holidays to gauge feedback from their experience. Most had found it was exceptionally busy this year and they found it a tad stressful, this was not helped by constant staff sicknesses leading to absences. They requested more part time staff to help/implement a floater, it was also recgnised that communications between staff hadn't worked at its best and needed improving.  We held another staff meeting before opening at the start of the new year again and received training for the new curriculum and how t best implement it, this was provided by Sam Maitland Price where staff could ask directly any questions or querires they had. A staff questionnaire was handed out afterwards to see how they felt the training went, it was 100% positive, they found it encouraging and informative and we asked what resources they may feel they need and what were their goals for the year ahead.  One particualr parent was concerned that their child was cold from playing outside and expressed this on handover. The new curriculum was explained and how we are to ustilise the outdoors as much as possible and the child was in their coat the whole time that was provided by the parent and they were encouraged to bring a hat, scarf and gloves to help.  Following Sam's initial visit she sent over a report with some suggestions of how to improve. These consisted of:  \*Splitting the large room and creating a divider that can be moved for holiday times. The 3+ children were throwing and running and becoming more unruly which she felt was down to the room being so big they were overwhelmed and getting everything out and not engaging at all with anything. Dividing the room would make it more purposefu and less overwhelming for the children.  \*Create more time for staff to tidy up and set up new activities from morning and afternoon  \*Develop planning sheets using the focus child observations. At present there is no follow on from the observations so the planning will help with that to develop the child and the focus child observations help develop the planning, thay waythe focus child bservations are utilsed in a more prposeful way.  \*encourage staff to use more of the new curriculum language  Funding was agreed for a one on one staff if we could find the staff member. |

**‘Improvements you will make, or have made, as a result of feedback’**

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| (Maximum 500 words)  Following on from the healthy eating course and parent questionnaire regarding our menu we divised a new menu. We introduced more variety with at least 3 non meat days, increased the amount of vegetables and implemented natural yoghurt to some of the desserts and removed chocolate from the menu completly and increased hugely the amount of fresh fruit on offer.  Staff attended the ITMP by Anna Epgrave training provided by the local authorty. This was implemented by the staff but has raised some questions as our setting encompasses multiple rooms and so this raised some queries. Our invitation for Sam came partly from these issues we encountered. from this we also developed our focus child observations.  All staff that required the Playworker qualification completed this on time for the deadline of September. Management attended the new curriculum training and developed their understadning of the sustained shared thinking principle. This was implemented into the nursery and themed planning was removed. We have since found this made the staff and rooms struggle with knowing how to engage the children with loose parts and open ended play. We began to struggle in knowing how to practically input the new curriculum into our setting.  Policies have been revewed and updated in line with the policy templates provided by NDNA.  A climbing frame was purchased for the After School Club once grant funding became available in April. We observed the children loved sand play in the wave room (2 - 3yeaars) but the sand pit we had was not very big so we created a walk in sand pit outside that was under shelter for them - this has proved very popular. This sandpit can also be accessed by the baby room and 3+ room when it is not in use by the 2-3 year olds.  Regarding children that could not verbalise what they would like we used the registration forms to start off with. Previously we explained there was a particular child not settling and we used their registration forms and develped what they like to help them settle. tHe child liked dolls so we set up a doll scene for when they arrived and this helped that child settle in greatly, this was then develped further where the child could wash and bathe the dolls. We have used this method for various other children who attend the setting.  The general niggles in the supervisions seemed to be lack of tidying or communications between staff. These were rectified talking to any staff involved and giving positive steps forward to remve the issues This worked well. One staff member's name kept arising from all the supervsions where they were concerned about that person's behaviour, language and lack of adhering to nursery rules and routine/schedule. Through meeting with this staff member, training reviews and the disciplinary procedure we had to let this staff member go.  The staff questionnnaires after the summer holidays showed staff felt stressed after what was a very busy hliday season. This was not helped by staff sickness which led to absences and staff coming in on days off to cover. One suggestion was to employ more part time staff. We have looked a this and ssessed the finances as we are not for profit which doesn't leave much cash spare but we did a recruitment drive, however it did not produce the interest with parties holding the required qualifications or abilirties that were needed. Another recruitment drive was arranged and we managed to employ 2 part tme qualified staff that has improved things. This will also help groups to be able to get out more to the beach, park and Wern now there is more staff to aid this. The lack of communication between rooms and times when others were using the outdoor area i think was created from the stress and not thinking about communicating, with extra staff this should alleviate this, especially if it means other groups can get out more meaning the outdoor area is freer for those still at the setting..  A local nursery shut down in April/May 2021 and many children were set to come over to us. We staggered the start times for these children so that they wouldn't be overwhelmed and neither would we. Plus this gave us time to find the new members of staff that we would then need and fulfill all the rigorous checks required for employing suitable staff in our sector.  The report sent over by Sam Maitland Price gave some suggestions for improvement, we have implemented them all by:  \*ordering mobile storage units to divide the large play room to make the 3+ area more purposeful and less overwheleming. These have been puchased and we are awaiting delivery.  \*We have assessed the daily rota and looked for pockets of time to enable staff to tidy their rooms adequately and to arrange time for planning aswell as time to set up different activities.  \*Sam shared her planning sheets with us and how she fills them in and highlighted that the focus child observations will help with the planning. Sam then came back to prvide training for the staff with these on the staff training day on teh 3rd January. The staff have implemented these and it has helped greatly as we were struggling snce we did the sustained shared thinking and stopped planning. Without sme sort of structure the rooms and children were becoming wild.  We have encouraged staff to research teh new curriculum and viisit the HWB site to gain more knowedge and encourage their develpment of the new curriculum language.  The staff meeting day on the 3rd January went very well and the staff really enjoyed and appreciated the training provided by Sam and were able to ask questions of how to practically input the new curriculum and how it applied to their room. They were also able to ask any questons regarding the planning sheets or any difficulties they were experiencing. Sam also provided sheets where it listed the four purpposes and their development pointers and we could assess what we are currently doing and what we will do to strengthen our practice. These were so valuable as it helped us to pinpoint weak areas aswell as show where we were strong in practice. What was also good from this session was the reflective questions that will help us to continually reflect to improve our provision.  We supplied staff with a questionnnaire on how they felt the training session went, resources they discovered they needed and what their goals were going forward. 100% of the staff that filled these in were happy and said it was encouraging and infomrative, they listed resources they felt they needed and we have worked on sourcing these.Staff goals were to increase their knowledge of the curriculum and gain confidence in it. Leading on from that we have provided all staff with factsheets on the new curriculum to help improve their knowledge and language of the curriculum.  We found a one on one staff meember who is qualified and was willing to take up the position. |

**Part B: The quality and standard of provision**

This part of the template covers service evaluation and self-assessment rating.

**Service evaluation** –this iswhere you set out:

* Your strengths
* Any areas for improvement
* The actions you propose and how you will tackle them
* How they will be monitored and
* How you will measure success.

**Self-assessment rating** – it isimportant to include your own judgement to rate how well you are doing in the areas of:

* Well-being
* Care and development
* Environment
* Leadership and management

Please see the four ratings below that are used by us to inform your assessment of your practice.

**Excellent**: These are services with many strengths that are committed to ongoing improvement, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.

**Good**: These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.

**Adequate**: These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.

**Poor**: These are services where important areas for improvements outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being.

**1. Well-being**

This is about the progress different groups of children are making, taking into account their age, development and needs. It is about how your service is contributing to children’s well-being, helping them to have a voice, develop their skills and become independent and confident.

**Service evaluation**

Questions you will wish to consider:

* What do you do well?
* How do you know?
* What is the benefit to children?

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| (Maximum 500 words)  We observe the children and plan appropriate activities to help them develop, if staff notice they are struggling with developmental areas such as numeracy, letters or fine motor skills for example.  After attending the ITMP training we were told to not interrupt children's play time with fruit snack time or lunch time if they were engaged in play. In practice we found this didn't work. It disrupted other children who wanted to eat as they felt it unfair, it wasn't teaching the children routine ready for school. Some were refusing snack times and lunch times which meant they hadn't eaten at all. This increased mood swings which the children could not understand was because their bodies needed the food and nutrients. So after this we decided to keep fruit snack time and lunch time as part of the routine where they come away from what they are doing and eat together socially.  We get to know our children very well and understand their indiviidual needs and are able to assess their wellbeing and make changes where necessary. Our heart is to always make sure the child is well looked after and enjoys their time with us and see their development grow. The children are always encouraged to use their words and share how they are feeling or show us. We encourage their independance and to be able to have free expression.  Parents have shared that they use some aspects from our routine to encourage their development at home and it has produced a positive outcome.  The benefit to the children is they are prepared for school and are able to engage well with their peers and build respectful and trusting relationships with them and staff who can voice and share how they feel or their concerns and feel listened too.  We value play time with the children and look to enhance learning opportunities from play experiences or observations to faciliate quality play for the children giving them a rich experience.  We would rate ourselves: Adequate |

**Your priorities for improvement**

Questions you will wish to consider:

* What is it you want to improve?
* How will you measure improvements?

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| (Maximum 500 words)  We feel that as we have implemeted the new curriculum there are still many ways in which we can improve as we further our knowledge and embed the four purposes into our planning and play time with the children.  As we are only in the first quarter of the new curriculum coming into effect we need to assess what is working well and continue to evaluate and reflect as a team where we are and how we can develop and progress forward.  We feel as a team we still have plenty of room to improve, as management we will be assessing each staff member in their room and how we can best enhance the learning opportunites through quality play and how we can best support staff to provide that.  We will assess staff, use appraisels and reflective questions during staff meetings to help progess improvements and measure the improvements. we will also ask children how they are and observe their interactions. |

**Your assessment of well-being**

My practice is (select onebox only):

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| --- | --- |
| **Excellent**: my practice is exemplary |  |
| **Good**: my practice is strong |  |
| **Adequate**: my practice requires improvement |  |
| **Poor**: my practice requires significant improvement |  |

**2. Care and development**

This is about how responsive practitioners are in meeting children’s needs – how they help children feel emotionally secure and ensure children are physically, mentally and emotionally healthy. It is also about ensuring that children are being developed and build relationships with other children, become self-aware, confident and are achieve well-being.

**Service evaluation**

Questions you will wish to consider:

* What do you do well?
* How do you know?
* What is the benefit to children?

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| (Maximum 500 words)  Since developing our new observations through the fortnightly focus child system we have observed great improvements. We recently improved this further by following on from these to plan activities to develop whatever struggles we observe in the children. For example if a child plays with bricks but struggles to stack them we would observe this and log it on their focus child sheet and create an activity that helps develop the ability to stack. We would then look for child led opportunities as well as ITMP to encourge the growth in this.  Children are always encouraged to use their words to express how they feel, this provides us with the opportunity to assess their needs.  We allow children to feel their emotions and express them and provide the attention to talk and listen to them.  When staff arrive in their rooms the children run up to them for cuddles and ask lots of questions, this shows they feel safe and secure and have built strong relationships with their staff.  We observe the children playing with each other and when arrivals and departures ocur, all the children say bye and hello to one another and blow kisses to each other, this shows we are hosting an environment that is successfully allowing them to build relationships with each other and host awareness and confidence in those relationships and themselves.  We are increasingly experiencing children crying when it is time for them to go because they are not ready to leave and want to stay playing with their peers.  Children with ALN have forged very good relationships with their staff which is noted through their relaxed posture around the staff member and expresseing through touch. The parents have also told us they speak our names in basic form at home showing understanding , development and relationship. |

**Your priorities for improvement**

Questions you will wish to consider:

* What is it you want to improve?
* How will you measure improvements?

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| (Maximum 500 words)  We continue to desire to provide proffessional development for the staff in any areas they feel would beneift them and the children.  We have had staff changes within the last year so the aim is once again to provide more opportunity for other staff to attend ALN training.  We will continue to assess all systems and procedures to make sure they are fit for purpose and make necessary changes to continue to provide appropriate care and challenge to host development. |

**Your assessment of care and development**

My practice is (select onebox only):

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| --- | --- |
| **Excellent**: my practice is exemplary |  |
| **Good**: my practice is strong |  |
| **Adequate**: my practice requires improvement |  |
| **Poor**: my practice requires significant improvement |  |

**3. Environment**

This section is how you ensure that the physical environment you provide is of good quality and meets the needs of the children using your service.

**Service evaluation**

Questions you will wish to consider:

* What do you do well?
* How do you know?
* What is the benefit to children?

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| (Maximum 500 words)  We are good at evaluating the rooms and the environment by talking with the staff and children and gauging the responses. We have made several changes within the last year as we have introduced the new curriculm and loose parts.  We found staff were constantly picking up loose parts as these were thrown around the room despite invitations to play and encouragement to tidy up. Staff were becoming stressed and more accidents were occuring which did not help staff wellbeing at all.  We re-introduced some plastic toys along with some loose parts and created invitations that way and found the response and quality of play was much better.  We introduced more fairy lights into the rooms to create a cosy, homely feel, the after school club asked for a climbing frame and the 2-3 years old wanted a larger sandpit in their room, all these things we introduced and things have gone well. We also created a large walk in sandpit in a shed in the outdoor area and dressed it so it was inviting and the children love going in there whatever the weather.  We changed all the lighting in the setting to LED bulbs which has createed a much brighter, lighter and airy feel. In the baby room we went for the warm glow lights so it would be less harsh for babies lying on the floor.  We also created dedicated playdough stations in the wave room and the ociean room so that it is accessible at all times, introducung different colours and scents to the dough aswell. |

**Your priorities for improvement**

Questions you will wish to consider:

* What is it you want to improve?
* How will you measure improvements?

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| (Maximum 500 words)  There are still parts of the new curriculum we have struggled with in regards to the environment and we will look to keep evaluating this. As items may break, new ones are sourced but this is not always instant due to funds.  We would like to look at other ways of introducing more loose parts to encourage imagination and seek inspiration from other settings. We do struggle as some children are only with us a couple of hours per week and they have lots of plastic toys at home so it is a difficult balance to strike.  Storage is another issue so that we can store loose parts adequately and items to help create invitations.  After Sam's meeting with us we are looking at effective ways of dividing the large room without huge costs or building work and that still enables us to open the room up for the holiday club.  We found that with the re-introduction of some plastic toys we were able to create exciting invitations and so we seek to look at more of these alongside loose parts and increase the loose parts to develop that quality of play.  We feel our practice is good and strong in that we evaluate and change accordingly but require improvements in meeting curriclum criteria as well as quality of play on the day to day basis. We would rate outselves between adequate and good.  Once we have implemented some of Sam's suggestions I think this will imnprove so we can reach good across this section.  As we provide cooked lunches we am to be able to replace our kitchen with anew one. The kitchen is 19 years old and in need of replacement so a grant we have gone we hope is successful. Equallyy the after school doors are in desperate need of repair/replacement with more efficient pvc doors that stop draughts and are more secure. Again we will wait to see if our appication has been successful. |

**Your assessment of environment**

My practice is (select onebox only):

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| --- | --- |
| **Excellent**: my practice is exemplary | ☐ |
| **Good**: my practice is strong | ☐ |
| **Adequate**: my practice requires improvement | ☐ |
| **Poor**: my practice requires significant improvement | ☐ |

**4. Leadership and management**

This section is about the effectiveness of your leadership and management; or if you are a child minder how well you organise your service. It covers:

* Meeting the requirements of the Welsh Government ‘National Minimum Standards’[[1]](#footnote-0) and other government requirements e.g. ‘Building for a Brighter Future’[[2]](#footnote-1)
* Self-evaluation and improvement planning
* Performance management and professional development
* Safeguarding
* Developing children and contributing to their well-being
* Your vision for the service
* Management and development of practitioners and
* Partnership working.

**Service evaluation**

Questions you will wish to consider:

* What do you do well?
* How do you know?
* What is the benefit to children?

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| (Maximum 500 words)  In all honesty with the new curriculum, ITMP, child led play training, extensive grant forms, surveys, implementing changes, time for trianing, updating policies and procedures and the day to day runnings we have struggled as management, our well being has taken a big hit. We strive to make sure all staff and children are looked afer but for management it feels like there is no let up and increasing pressures. As we regisered as a charity last year we were informed we needed to re-register as our legal entity had changed, this added a great deal more pressure to the workforce at a time we were already stretched.  We have generated qustionnaires to staff after training sessions etc and the response has at times been low.  We increased our staff appreciation last year with more gifts and honoring to make sure the staff felt valued and appreciated.  Safeguarding training has been attedned and updated info has been posted in the staff rooms and all staff reading the policy and signing acknowledgement as this is such an important area.  We have made sure all staff have had access to relevant training and opportunity to ask qustions and make changes to their rooms if needed. All the children appear to be ahppy and settled and enjoying ther play so we feel this is a real encouragement at present.  We have experienced a lot of staff leave their job and the sector as they have struggled with the changes. Many admitting that if they saw the job description now they would not enter the world of childcare. This loss of staff has been a blow and we have struggled to recruit qualified staff, especially as no-one in the area does the course without the guarantee of a 16 hour contract. Holding interviews as well as covering the staff shortages has been very stressful. Staff sickenss is another recurring problem that adds more pressure. Maintaining the 80% of qualified level 3 staff has been tough going. We have managed to maintain that percentage but only just.  Resources and funding are dfficult, we would love to buy many things but funding prohibits and some grants are very strict in where items can be purchaed and we find the children are not interested in these.  Despite encouragement with CPD some staff resist new training. Supervisions and appraisels are carried out as normal and we do our best to manage and develop our staff.  We grab meetings wherewe can, staff sickness scuppers this a lot but we try and asess regualry what is and isn't working and deal with any issues that arise amongst staff.  We feel what we do well is we are very flexible with parent/carers and staff always doing our very best to support them. We adapt to constant changes, changing the rota daily with last minute bookings. We always remain open and reliable to parents and the community for their needs. We don't do set sessions, although that would be easier for us, it is not what the cmmunity needs and offering flexible customisable sessions meets their needs. Parents often tell us that they are so grateful for our services and fulfilling their bookings, especially last minute bookings! The children enjoy quality of play with their peers and we continue to grow as a setting with more registering so we must be something right!  Our vision is to continue to provide quality childcare that hosts quality play in a safe, secure and friendly environment making improvements as we go along. We strive to continue to build strong relationships with our community and parent/carers and the child. We love to see them grow and develop and be part of their journey. There are many who have come through our setting over the years that we now see in the town who have started families of their own and the conversations are always so encouraging about our provision. We aim to remain relevant and a benefit to the community at all times, adapting and changing as required by the regulations and the needs of the town. |

**Your priorities for improvement**

Questions you will wish to consider:

* What is it you want to improve?
* How will you measure improvements?

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| (Maximum 500 words)  We want to continue to improve our practices and day to day running, making sure we are efficient with funds and resources while at the same time providing quality care and play opportunities. We will continue to evaluate and make changes where necessary and honour the staff we have to the best of our ability.  We understand that improvements at time can be slow but as long as we are making progress we are happy. The new curriculum has meant a change in language egarding the four purposes and we are all adapting and putting into practie what we have learnt, this will take time to take effect and become fully embedded.  Staff well being is a big priority for us as we know our staff have worked really hard with all the changes. We have continued to build on what we started last year with staff appreciation and aim to continue to build more.  We will endeavour to continue with training and embedding th enew curriculum and be kind to ourselves as we adjust. |

**Your assessment of leadership and management**

My practice is (select onebox only):

|  |  |
| --- | --- |
| **Excellent**: my practice is exemplary |  |
| **Good**: my practice is strong |  |
| **Adequate**: my practice requires improvement |  |
| **Poor**: my practice requires significant improvement |  |

Please use the box below if there are any further comments you wish to include

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| --- |
| (Maximum 500 words) |

Name of Responsible Individual/Registered Person:

**Carol Jones**

Signed:

**C Jones**

Date:

**07.03.23**

1. For National Minimum Standards see: <https://careinspectorate.wales/regulations-and-national-minimum-standards-day-care-and-play> [↑](#footnote-ref-0)
2. Building for a Brighter Future: <http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf> [↑](#footnote-ref-1)