**Collingwood Pre-school**

# The Best for Every Child - Leadership and management

All children deserve to have an equal chance of success.

High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.

Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.

High-quality early education and care is inclusive. Children’s special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

| **Areas to consider about your setting** | **Supporting evidence** | **Links to support and identify improvements** | **Actions you have identified** | **Date actions need to be completed** |
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| **Policies, Procedures, and Compliance** |  |  |  |  |
| Have you ensured that you have robust policies and procedures which are known by all practitioners and evident in practice? | Our setting has a robust system in place and follows an annualy review schedule.  All practitioners sign to say they have read and understood our policies and procedures.  All new staff undergo a probationary period of six months which allows for regular meetings and support from all the staff team. This ensures an understanding and implementation of policies and procedures in practice. | Professional body – EYA | Continue with the annual cycle of review. | Ongoing. |
| How are your policies and procedures shared with parents/carers? | All the information is on our website and parents and carers are signposted to it. They are encouraged to ask any questions if they are not sure about any content and implementation.  We also offer printed copies, for a small printing charge (where applicaple) where required. |  | Continue to update the website and inform all parents/carers of any reviews and updates to the policies and procedures. | Ongoing. |
| How are you ensuring that the statutory requirements of the EYFS are met? For example, adhere to adult ratios, staff qualifications requirements, named deputy, safeguarding requirements, etc. | The EYFS is reviewed on a regular basis and all changes signposted to staff and the management committee. Training is also undertaken to ensure the statutory requirements are met. The staff qualifications have all been checked against the **Early Years Qualifications Finder: [Early Years Qualifications List.](http://www.education.gov.uk/eypqd/search/search.cfm" \t "_blank)**  **[The Department for Education](http://www.education.gov.uk/eypqd/search/search.cfm" \t "_blank)** The DfE, Early Years Qualifications Finder is a searchable list of full and relevant [**Early Years and Childcare qualifications**](http://www.education.gov.uk/eypqd/qualifications.shtml)**.**  Copies of the staff training certificates are all held in a central file in pre-school and information posted on the website.  The pre-school has a named Deputy.  All safeguarding requirements are fully met and safeguarding training undertaken. | <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> | Continue to review and implement and changes made.  Update the website as and when required. | Ongoing. |
| Have you completed the Safeguarding self-audit tool for all early years and childcare providers and identified and addressed any actions? | Our designated Safegaurding Lead completes an annual Safeguarding audit. Any actions that are identified are addressed immediately. Our setting’s Designated Safeguarding Lead also attends termly Safeguarding Briefings and subscribes to regular updates from the ESCB and NSPCC. | <https://eycp.essex.gov.uk/safeguarding/> |  | Ongoing. |
| Are there clear management structures in place for your setting? | Our setting has a Management committee which meets every half term. All members have undertaken the EYA training for Trustees.  The day to day running of the pre-school has a clear management structure. Manager, Deputy Manager, SENCO, ENCO and Practitioners, all with the relevent qualification levels.  The Manager reports half termly to the Management committee. |  | Continue with regular meetings and sharing of information to ensure a strong, fully informed management structure. | Ongoing. |
| For committee-run settings, have you informed Ofsted and completed the relevant forms for existing members and any changes to the committee? | Ofsted are informed about committee changes and all the relevant forms have been completed. | <https://www.gov.uk/government/collections/providing-childcare-services-in-england> | Continue to inform Ofsted of any changes. | Ongoing. |
| For registered charities, have you informed the charities commission of any changes? | The pre-school is a registered charity and the Charity Commision have been informed of changes to the Trustees as and when relevant.  We also send the required Annual Returns in a timely manner. | <https://www.gov.uk/government/organisations/charity-commission> | Continue to inform the Charity Commision of changes and submit our Annual Returns when requested. | Ongoing. |
| Have you notified Ofsted of all changes to your setting? | Ofsted are notified on all relevant changes to our setting.  The EY3 form has been completed. | [Ofsted registration requirements](https://www.gov.uk/government/collections/early-years-and-childcare-registration)  [Ofsted Inspection handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023) | Continue to inform Ofsted of changes using the relevant forms required. | Ongoing. |
| **Equality, Diversity, and Safeguarding** |  |  |  |  |
| How do you monitor your provision to ensure that all staff actively promote equality and diversity and tackle poor behaviour towards others, including bullying and discrimination? | All staff have full knowledge of, and abide by, our Promoting Inclusion, Equality and Valuing Diversity Policy.  They also fully understand and promote our policy on Promoting Positive Behaviour.  This is monitored on a daily basis and through staff supervisions.  All staff undertake the relevant training to ensure their knowledge of equality, diversity and safeguarding is updated regularly. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/> | Continue with monitoring and termly supervisions.  Ensure all staff undertake the training available. | Ongoing. |
| How are you ensuring that you actively promote Fundamental British values? | This is promoted through PSED. All staff have a sound knowledge of Fundamental British Values and how they are promoted within our setting. All staff undertake regular training. |  | Continue with the teaching and promoting of PSED.  Ensure all staff undertake the training available. | Ongoing. |
| Do all staff know and understand about their responsibilities in relation to the Prevent duty? | Yes. All staff undertake an annual training course on Prevent Duty through EYA Connect. | <https://www.support-people-susceptible-to-radicalisation.service.gov.uk/> | Ensure all staff undertake the training available. | Ongoing. |
| Do all staff have defined roles and responsibilities? | All staff have defined roles and responsibilities. This is shown on our website and on the daily session planning. |  |  | Ongoing. |
| Do all staff have a clear understanding of what their roles and responsibilities are? | Yes. The staff team work very closely and do have a clear understanding.  There is a robust induction programme in place for all new staff and volunteers which provide the support and guidance needed for a clear understanding. |  |  | Ongoing. |
| Are staff deployed effectively to support learning and the routines and transitions of the session? | The session rota and planner ensures that staff are effectively deployed across all areas and times on session.  Key persons are allocated time to support learning with their key children. All staff support the children to quickly and confidently learn the routines and transitions of the session.  The staff are calm, kind and considerate to every child’s needs in this area. |  | Continue to review rotas and planners on a regular basis to ensure the needs of staff and children are continuing to be met. | Ongoing. |
| How do you ensure that staff work well as part of a team with a clear vision for quality improvement? | The pre-school has a very strong team who have worked together for many years. Through regular supervisions and staff meetings the Manager ensures that they all have a clear vision for improvement. All staff are encouraged to pursue their CPD with strong support from management.  This is reflected in the high retention of staff over many years. |  | Continue to arrange staff supervisions and staff meetings. | Ongoing. |
| Do you have an Equality Named Co-ordinator (ENCO) in your setting? | Yes. Maggie Warren. |  |  | Ongoing. |
| Have you auditted provision and practice for any care experienced / looked after / previously looked after children? | N/A at this time. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/> | Will implement when necessary. | Ongoing. |
| Does your setting understand the impact of language on how care experienced children and young people feel. | The Manager would ensure that staff would access any training and knowledge required to support this area. | <https://learning.nspcc.org.uk/news/why-language-matters/looked-after-children> | Will implement when necessary. | Ongoing. |
| **Recruitment and Staff Management** |  |  |  |  |
| Are robust safer recruitment procedures in place, including all staff having a sufficient understanding and use of English? | The pre-school has a robust safer recruitment procedure in place. This is reviewed regularly to ensure its meets all the legal and statutory requirements of the EYFS and law.  All current staff have a clear and sufficient understanding and use of English. | <https://eycp.essex.gov.uk/running-your-business/safer-recruitment/> | Continue to review. | Ongoing. |
| Do you have robust systems in place to evaluate and monitor staff performance and development? Including:   * **Performance management/appraisals which are well-structured and progressive and CPD needs identified** * **Are there regular opportunities for staff to undertake continuous professional development?** | The Manager keeps a file on all staff supervisions. She uses an EYA template to ensure all areas are fully covered.  CPD is part of those supervisions and full and relevant discussions are undertaken to ensure staff receive the support and guidance available for their CPD to be effective. | <https://eycp.essex.gov.uk/running-your-business/managing-staff/> |  | Ongoing. |
| Are regular supervisions in place where all staff have the opportunity to discuss:   * **Their strengths** * **Areas to improve** * **Safeguarding concerns** * **Children’s wellbeing** * **Staff wellbeing** | Yes. These areas are all included within the supervision document used. | <https://eycp.essex.gov.uk/running-your-business/managing-staff/> |  | Ongoing. |
| Do you have a training plan in place that supports staff to develop their knowledge, skills, and qualifications? | Yes. The Staff Development Plan is comprehensive and allows for all staff to develop their skills and knowledge.  Those decisions are made in full discussion with the pre-school Manager. |  |  | Ongoing. |
| How do you ensure your systems for continuous professional development of staff have a positive impact on teaching and children’s learning and development? | This is done through regular observations on staff delivering their teaching to the children on session.  Feedback from the Manager is regular and supports staff to deliver high quality teaching in a positive environment of support and encouragement. | <https://eycp.essex.gov.uk/training-and-qualifications/> |  | Ongoing. |
| How do you monitor and evaluate the impact of CPD on practice? | Through implementation, discussion and observations, evaluations can be made of the impact of CPD on practice. |  |  | Ongoing. |
| What opportunities do you provide for staff to cascade training? | Staff feedback from training at staff meetings, supervisions and to the Manager. |  |  | Ongoing. |
| How do you ensure that the staff within your setting hold the appropriate qualifications to apply on ratio? | The Manager will ensure that the training list is checked when recruitment takes place.  Pre-school has a high ratio of adults to children which ensures there is always enough qualified staff on every session. This is noted on all the register pages. | <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> |  | Ongoing. |
| Have you ensured that there is a capable and qualified named deputy? | Yes. The pre-school advertised the post internally using the job description/specification and criteria relevant to the Deputy Manager post.  Interviews were held by the Manager and Chairperson of the management committee and Jacqui Belton was duly appointed. She holds a level 3 qualification | See above |  | Ongoing. |
| How do you ensure that you have staff trained to meet the statutory requirements, i.e., Paediatric First Aid and Safeguarding and that these are regularly updated? | All staff hold a Paediatric First Aid certificate and this is a requirement of our recruitment procedure.  Safeguarding training is part of our induction programme and all staff renew their training annually.  The Manager and Deputy Manager hold Level 3 Designated Safeguarding Lead qualifications and undertake annual refreshers and other relevant training to their posts.  All training is noted on the pre-school website. | See above |  | Ongoing. |
| For children aged under two, have you ensured that at least half of all staff have received training that specifically addresses the care of babies and where there is an under two-year-olds’ room, the member of staff in charge of that room has suitable experience of working with under twos? | N/A | See above |  |  |
| **Are clear induction procedures in place for all staff and students on work placements?**  Does induction cover   * **Safeguarding and child protection?** * **Emergency evacuation procedures?** * **Health and safety?** * **Roles and responsibilities?** * **Equality policy?** * **CPD?** | Yes. The pre-school has a robust induction process for all staff, students and volunteers.  It covers all of the areas mentioned. |  |  | Ongoing. |
| How do you monitor and support new staff? | The Manager will appoint a mentor to the new member of staff.  However, all the staff team take on the responsibility of providing a caring, welcoming environment and suuport all new staff as well as each other.  Informal chats happen as when required on session and formal meetings are arranged at a mutually convinent time.  All meetings are positive and encourage a sharing of feedback from all parties. |  |  | Ongoing. |
| **Quality of Provision and Practice** |  |  |  |  |
| As a manager, how do you monitor that all children are making the best possible progress from their starting points? | This is done through observations on session and discussions with the child’s key person and parents/carers.  Tapestry is a tool which is also used to monitor progress. |  |  | Ongoing. |
| As a manager, how do you monitor your setting to ensure that the care it provides is of the highest quality and the educational programmes are planned appropriately for the children within the setting? This includes:   * **Staff deployment/interaction** * **Educational programmes/curriculum** * **Learning environment** | Daily observations of staff and their interactions with their key children, and all the children on session ensures we provide the highest quality of education to all our children.  Monitoring children’s progress is also done through Tapestry.  A session rota/planner ensures that all staff are deployed appropriately and ensures interaction between adults and children.  The curriculum is carefully planned across all seven areas of learning and delivered to all children on session.  The learning environment is both exciting and fun. The room is zoned to promote all areas of learning. The resources are changed on a regular basis and link with children’s interests and a variety of themes. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/> |  | Ongoing. |
| How do you evaluate the quality of your provision and identify areas for development? | We have an annual schedule of audits. The Manager and Deputy Manager regularly review our provision with the staff team. We evaluate what is working well and what we can change and improve on. The Manager reviews the quality of the planning, the activities, and the impact we have had on the children’s learning and development termly. We also send out a questionnaire to parents for them to comment on our provision. |  |  | Ongoing. |
| How confident are you in conducting a learning walk? | This is our opportunity to showcase everything we do for our children. It will highlight our dedicated staff team, embedded good practice and enriched learning and development opportunities, all provided in a happy and safe environment. |  |  | Ongoing. |
| How do you identify and address any concerns within your setting? | This is managed through regular monitoring and observations.  Any concerns are addressed asap. |  |  | Ongoing. |
| How do you ensure that children within your setting are supported effectively for the next phase of their education? | All staff ensure that they have full knowledge of the child’s starting points. From there, chidren’s progress is monitored and recorded and shared with parents/carers.  Planning is ongoing to support all children in making the best progress relative to their individual abilities.  This ensures an effective support for the next phase of their learning. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/> |  | Ongoing. |
| How well do you work in partnership with others? Including:   * **Health visitors** * **Signposting to family hubs** * **Opportunities for sharing best practice through local early years networks** * **Networking with other settings** * **Peer-to-peer support** | The pre-school works very closely with all professionals. They are made to feel valued and welcome in pre-school.  Appointments are arranged to suit all parties. The Manager and Deputy Manager will signpost parents/carers to the local family hubs and relevant organisations.  Within our local community, ECC and the EYA, there are networks for sharing best practice.  The local pre-schools meet periodically and network on a variety of subjects.  Peer-to-peer support is embedded in practice within pre-school. |  |  | Ongoing. |
| How do you ensure that you identify any barriers to learning, especially for children who may be disadvantaged, for example, children in receipt of FEEE2, EYPP, children with SEND and/or EAL? | The pre-school Manager works closely and confidentially with parents/carers when they first visit pre-school.  Information is shared and parents signposted to ECC funding and EYPP.  If parents are concerned about their child’s development and learning, a sensitive, confidential conversation will be held to reassure the parents/carers. Early identification is essential to ensure that every child’s needs are met. |  |  | Ongoing. |
| Are you ensuring that children eligible for the Early Years Pupil Premium are receiving this? | The pre-school ensures that all parents/carers understand how to note on their PAF form if their child is eligible for EYPP. |  |  | Ongoing. |
| How do you ensure that FEEE2 and EYPP funding is used effectively and how do you monitor its impact? | The FEEE2 and EYPP is monitored for every child receiving it. The key person records the child’s progress and the Manager reports back to the ECC on that progress. |  |  | Ongoing. |
| How does the manager/committee remain up-to-date with revised legislation and documents? | The pre-school belongs to the Early Years Alliance (EYA) and under that umbrella we receive information on revised legislation. We also receive updates on policies and procedures which are reviewed annually, or before if notifications of change are received.  The management committee is kept up to date on all matters as they happen and at regular half-termly meetings. |  |  | Ongoing. |
| How do you ensure that staff work well as part of a team with a clear vision for quality improvement? | The pre-school Manager conducts regular staff supervisions, as well as the Manager and Deputy Manager, offering daily support to ensure that all staff have a clear and consistent vision to provide quality care and education. Our staff team consists of long-standing, well-qualified staff, and everyone is supportive of each other. |  |  | Ongoing. |
| Do you have a robust development plan to address any actions identified from your self-evaluation and monitoring? | Any actions that are identified are discussed and support is offered through additional support, mentoring and training. |  |  | Ongoing. |
| Do you have good links with schools/early years providers which effectively support transition? | The pre-school has excellent links with our local schools and early years providers.  Regular meetings are held to support transition and close links forged to ensure all information is shared confidentially and with the appropriate permissions. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/> |  | Ongoing. |
| How well does the ENCO lead on identifying all aspects of inequality and co-ordinate work towards a setting being fully inclusive? | The pre-school ENCO is proactive in monotoring equality and inclusion. She works closely with the Manager and Deputy Manager to ensure the setting provides an inclusive environment to all stakeholders.  All policies and procedures are reviewed at least annually and before if legislation requires. | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/> | Training is planned within the Staff Development Plan document. | Ongoing. |
| Does the setting have a trained SENCO? | Yes, Vicky Benefield.  Our SENCO has completed the relevant training.  The Manager has also completed SENCO training. | <https://eycp.essex.gov.uk/special-educational-needs-and-disabilities/> |  | Ongoing. |