

Meithrinfa Si-Lwli

Si-lwli

Annual Review 2019/2020

Themes:

- 1. Wellbeing**
- 2. Learning**
- 3. Care and development**
- 4. Teaching and assessment**
- 5. Environment**
- 6. Leadership and management**

Guidance

Read through the questions as a team. Answer them honestly, reflecting on how well the children settle into your setting and how much they learn while they are with you. Think of examples to support your answers in each case. Consider what you could do to improve outcomes for the children in your setting. Agree as a team on the next steps and what your priorities will be for the coming term or year.

Remember:

- What is going well?
- How do we know?
- What have we recently developed?
- What areas require improvement?

1. Wellbeing

1.1 Do children have a voice?

All children are happy at our setting.

As the children arrive at nursery they place their picture on our 'coeden croesawi' as a way of self-registering. The children then go in for breakfast. 'Amser croesawi' follows breakfast time, this session gives the children the opportunity to discuss their day so far and what they want to do for the remainder of the day. A minority of children bring objects in to the nursery and this session gives them the opportunity to show their friends and tell everyone something about it. During this informal, short session, the staff and children will discuss how they are feeling, maybe discuss the weather or the day of the week, what the children have done over the weekend and also discuss the activities that are set up for the day. Most children respond to this part of the session positively, expressing which room or which activity they would like to go to and take part in.

Completing mind maps with the children continues to be regular practise. The mind maps allow for us as a team to plan activities based around the children's ideas and current knowledge of certain topics. The staff also carry out regular observations on the children while they're playing and exploring the activities. This allows us to gauge how well the children are responding to the activities meaning that the planning flows nicely from one week to the next as popular activities are enhanced where needed.

To gain children's opinions we also use ICT for them to take photos of areas of the nursery that they like or dislike. These photos are used in the children's development book and on our child centred display boards.

The majority of the children communicate effectively their knowledge, ideas and any questions that they may have. There is a minority that need support by the staff (by simplifying questions, for example) and the use of props to assist them in taking part in group discussions and to have their voice heard.

The children have plenty of choice throughout the day due to our mainly 'open access' routine to the rooms and activities being held within them. All children make appropriate choices and decisions throughout the day.

During circle time before dinner, we occasionally bring out smiley face sheets coloured to represent each room and many children are able to tell us which room they preferred during the session, and what it was about the room that they enjoyed.

1.2 Do children feel safe, happy & valued?

We aim to make arriving at the nursery a warm and welcoming experience for all children, therefore many of the children arrive at nursery happy each morning. There are a few of the younger children that need comforting by staff and a little support to settle in after parting from parents.

Since September 2018, when we began the self-registration routine, we've seen that it's helped many of the children to come in to the nursery positively. We continue to use this as part of our routine.

The building is a happy and safe environment.

Many of the children have formed relationships together and with the staff, the older children even offer to help do tasks for the younger children.

All of the children have a key worker in Si-Lwli, as the staff and children bond during their time with the same key worker, most of the children show affection towards staff.

Most of the children are confident in expressing their emotions, and the staff know the children well to recognise a difference in their behaviour. The older children are comfortable talking to the staff if they are unhappy or worried about anything. The staff are caring and considerate and will support any children that are finding it difficult to explain their feelings.

The staff praise the children all the time for their efforts in their work, through certificates, paragraphs in their development books, and praising them to their parents or family members at the end of the day.

1.3 How well do children behave?

Many of the children interact well in the nursery, however for a few of the children there are some instances that require a more controlled environment, to guide them in playing fairly and to interact in a more relaxed situation.

To do this we calmly explain the importance of sharing and taking turns, and help the children understand that in a short time frame, their turn will come. In January 2018 we began using sand egg timers to help the children share and take turns. We have seen that even some of our younger children have responded well to them, showing understanding and more willingness to share and take turns...they sometimes even find it more fun! We continue to use the sand egg timers to encourage sharing a taking turns during everyday activities. The staff also model this for the younger children as we've discovered it's a more effective way to teach the purpose of the timers.

At Si-Lwli we aim to promote positive behaviour rather than focus on the negative.

We use a kindness tree during circle time sessions to acknowledge the good things, big or small, that the children do each day.

Many of the children respond well to this. The children take great pride in adding their name to the tree, and we have seen that the older children enjoy showing and telling their parents at the end of the day why they are on the tree. The children can only move up the kindness tree, they do not move down/get removed if they show negative behaviour.

Most children recognise when a friend is upset, and the Antis encourage sensitivity towards others by explaining how and why others may feel a certain way.

All children are given opportunities daily to interact with peers and the staff, they share ideas through mind maps, have sessions were they help pick new meals and have important daily roles e.g helpwr y dydd, garddwr y dydd, which all help towards promoting a positive behaviour.

The staff observe the children's concentration during tasks, and to enhance their interest carry out activities that are child led as often as possible.

If a child were to display negative behaviour, the nursery's behaviour coordinator has put some things in place to help staff monitor it. There are trigger, action, response forms readily available for the staff to be able to track any children repeating negative behaviour. Once the behaviour has been identified, there are ABC charts to help understand more about why the child may be showing this behaviour. In the past we've used many different tactics for dealing with negative behaviour including sticker charts, calming boxes, praise pages, reward jars and stamps. We always aim to identify positive behaviour instead of focusing on the negative and finds this helps children show more desired behaviours.

1.4 Do children enjoy their play & learning?

To what extent do children enjoy their play and learning?

Most children are excited on arrival to the nursery and choose to engage in play and learning and are highly motivated to complete tasks and take part in a variety of learning experiences.

A majority of children get involved in contributing to mind maps as previously mentioned – in order for us to get more children highly interested in the activities that are on offer. Most children demonstrate good concentration skills during activities that are led by staff.

Our current ways to evaluate play and learning is through observations of focused activities, filming snippets of these activities using the IPAD, role playing and we find that the children discuss which activities they've done and enjoyed during meal times. To support this, we ensure children of similar ages are sat together during longer meal times to give them to opportunity to discuss. There are many children at the setting that show enthusiasm to talk about what they have been doing during the day.

After receiving support for Les, an LEA advisor, at the beginning of 2018, we improved the blue room after realising the children weren't using the role play space effectively. We have continued to develop this during the summer term of 2019 by creating more of a "home" space which now has been more clearly divided from the "shop" space.

Since appointing a senior member of staff in July 2017, we have developed our planning to make the most of the play sessions by planning at least two activities in each room that do not require an adult to lead them. In July 2019, Sophie covered maternity leave and took over the role of manager for the end of the summer term. Catrin, our ALNCo, became responsible for the planning after receiving training, and continues to do this while Sophie supports Gwawr after her return from maternity leave. Catrin uses the general observations made daily by staff to gage the success of the week's activities and plan accordingly for the next week, enhancing popular activities and filling other spaces with activities the

children have shown interest in. We ensure all activities planned are ones that children have either shown an interest in or have personally expressed interest in.

The children are discussed as a group and as individuals.

A literacy or numeracy skill will be practiced in each of the activities that are being held in the rooms during the times that the children can roam from room to room. Staff will enhance activities to ensure the children are enjoying them and continue developing while taking part.

All children respond to the Welsh language, and most of the children are confident in using the language themselves when conversing with staff and their friends.

In September 2018, we decided that as part of our action plan, we would begin to research, plan and carry out "Forest School" styled sessions. We received in-house training from Sam, our FPAT, and staff were able to see examples of activities carried out by other settings. We put the sessions in place at the beginning of January 2019, holding them 3 times a week, with different children doing the sessions on different days from week to week, in order to give every child the opportunity to take part in the session at least once every 3 weeks. The reaction from nearly all of the children has been very positive and they clearly enjoy the sessions each week. Staff evaluate each session, and note the success of each activity.

1.5 How well do children develop & become independent?

Evidence shows that all children's independence has developed further since the 'open access' routine has been put in place (January 2017), as all children are making their own choices of where and what they would like to play.

Most children show confidence in trying new things and taking part in a variety of activities.

All children are able to express themselves and communicate effectively, taking into consideration their stage of development.

All of the children in Si-Lwli develop their own personal skills by toileting alone (depending on age), and washing their own hands. Almost all of the children self-serve during meal times, and a majority can pour their own drinks.

Most of the children help to prepare healthy snacks by cutting up the fruit and identifying what is healthy. All of the children in turn are 'helpwr y dydd', and have responsibilities including helping to set the tables for dinner and preparing snacks. In September 2019, we created a new role of "garddwr y dydd" in order to give the children more responsibilities in the garden. To help support the younger children in these roles, we created visual helper boards, which display any and all tasks they could complete within the day.

We have invested in iPads for the nursery which has further developed the children's skills in using a range of technology when taking part in activities of all areas of learning.

Many of the children that attend school sessions at Melin Gruffydd can change independently upon their return to nursery. Many of the children to attend the afternoon sessions can also change themselves independently before attending. A minority of children need a little assistance from an adult.

Evidence:

Staff observation Folder – Red

Examples of observations added to the Annual Review folder.

Mind maps found in children development books and in planning folder. Photo copied into Annual review folder.

ICT images uploaded to nursery social media, in children's development books and on display boards around the nursery.

See children's development folders.

Behaviour file – Yellow. Examples of forms and praise pages. Termly reports also in folder (reviewing tactics on handling behaviour).

Behaviour folder downstairs containing filled in trigger, action, response forms.

Coeden Croesawi and Coeden Caredigrwydd found in Green Room.

Healthy snack folder.

Healthy snack display wall. Other healthy snack evidence copied into Annual Review folder.

Forest school evidence in planning folder.

ANCO folder

2. Children's learning

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

The children's personal and social skills progress greatly throughout the year.

Through carrying out observations on the children as individuals, the staff then support the children to acquire the skills that they may be lacking.

To help care for children with additional needs we have appointed an ANCO who carries out 1:1 sessions with children. To support children and staff in dealing with challenging behaviour at our setting, we have a Behaviour Co-ordinator who observes different aspects of the children's social skills and provides steps to take as ways forward in assisting children throughout their day at Si-Lwli.

Due to this, most children are acquiring a wide variety of skills and progressing well in all areas of learning.

In the past we have used individual learning plans for children who needed additional help in progressing through stages of development. Catrin, our ANCO, gave in-house training to the staff to ensure everyone understood how to use them, and ensured that certain skills and ways forward were being encouraged for the children as individuals.

Communication skills

Most of the children are able to communicate effectively and need little assistance from the staff during their everyday play to communicate. Many of the children carry out instructions well, and are able to listen well. However, a minority of children need assistance with their communication skills, staff use focused task opportunities to assist these individuals as well as during other sessions throughout the day.

All children communicate their wants and needs effectively, and are able to make themselves understood, especially when expressing their emotions.

Our ANCO held sign language sessions while a child attending who suffered from hearing loss. These sessions continue to take place as the children have expressed interest in communicating in new ways.

Most children are able to use appropriate language during spontaneous and structured play.

Since attending a training sessions with Les (LEA) at the beginning of 2018, we've seen a big improvement in descriptive language and communication between the children. This is due to the fact that more real objects, such as food, is being used in our role play areas and around the nursery in general.

Numeracy skills

Since receiving an ECCERs inspection in November 2018, the team have managed to improve numeracy around the nursery to benefit the children. The bikes on the drive area now have numbers which correspond to "parking bays" sprayed onto the drive. Many of the children are now able to identify the numbers and park the bikes in the correct lane. Staff have also been using more mathematical terms during day to day proceedings in the nursery, such as discussing the quantity of snacks and the shapes of food. Observations made by the staff on the children show that their use of mathematical language has improved since making these changes. We have added scales and 3D shapes to the water area in our red room, and will be continuing to enhance numeric provision going forward. In our most recent ECCERS inspection, May 2019, it was noted that the mathematic provision had improved following the changed made. The children continue to do numeric based focus tasks and have recently been learning to count backwards from 10 using different songs, adapted/created by the staff with the children's input. Many of the children have reacted well to learning numeracy through song and this is something that we will be continuing going forward into the year.

Other mathematical equipment in placed around the nursery in order to encourage the children to use mathematical ideas and language, no matter which room they've decided to play in. Resources include clocks, scales, colour sorting, dice, calculators, timers, geometric sets, 2D and 3D shapes. All equipment is incorporated into daily activities and focus tasks where possible.

A working till has been added to our shop provision and observations have shown that this has made a big impact on a majority of the children's imaginative shop role play.

Problem solving skills

We strive to set the children as many problem solving tasks in their day to day play as possible as it can be incorporated into all different areas of learning. We allow many opportunities for solving activities during forest school sessions, such as, using various tools to collect and dig in different areas. Almost all children enjoy activities where they have to work out how to get and object out of ice. Around half of the children have shown interest in caring for the environment, and often discuss the various things we could do to help. Many of these children focus on the litter they see out on the streets and what they best way to tackle the issue is. This has become more relevant for a majority of the children as we went to collect litter from the local park as part of a forest school sessions during the summer term. Many of the children

enjoy problem solving in the role play room (blue room), especially in the shop area when using different coins.

The majority of children are able to work out why something may have happened/how something works. A minority of the children require a little more help working things out and like to receive an explanation for why something may have happened. We encourage children to give explanations on why and action has resulted in something else.

We encourage independence as much as possible in the nursery, which helps most children develop their problem solving skills by figuring out how to do things on their own, while also gaining more independency skills.

Most children are able to demonstrate the ability to work collaboratively to solve problems.

Following the SSTEW assessment we had in November, we have incorporated some targets into our action plan for 2019-2020. We will be aiming to develop the staffs ability to support the children's critical thinking in a natural way in their day to day nursery life, and thus improving the children's curiosity, problem solving, sustained shared thinking and their concept on concept development and higher-order thinking.

Physical skills

All of the children enjoy physical exercise – most of them enjoy busy feet/traed bach sionc, yoga and also an obstacle course made by the staff and the children.

There are very few children that need closer observation and support with regards to their physical skills, however all children are physically active during their day at Si-Lwli, indoors and outdoors.

Since adapting our routine in September 2017, observations have shown that many of the children's knowledge of what happens to their bodies when they exercise has improved.

We have developed the driveway at our setting as a space where children can practise riding the bikes and scooters. Since having this space we have seen that the many children's balance and co-ordination skills have improved. Since adding numbered parking bays to this area, it's been observed that many of the children have more control while using the bikes and scooters, after practicing their parking skills.

This area is now used daily by the children.

All of Si-Lwli's children develop good fine motor skills with various equipment in the nursery, such as scissor work, threading, and mark making with various equipment. At the beginning of 2018, we decided to create a playdough specific area in our yellow room. Many children reacted well this and still enjoy making and using playdough in this area. We have since added more fine motor resources to help the children develop this skill further, including threading beads, threading boards, scissors and materials. In September 2019, we decided to add more ICT equipment to this area to keep up with changes made in our modernising world.

During letter of the week activities, which the foundation phase children take part in during one focus task session a week, give all of these children the opportunity to mark make using new/different techniques, while also learning about letters, how they sounds and how to form them.

In January 2019, we began forest school styled sessions which have developed the children's exploration skills and gross motor skills by digging and collecting using tools. This area has been developed over the last year as part of the 2018-2019 action plan. All forest school actions were completed by summer 2019.

Personal, social and emotional skills

There are few children who find it difficult to share well together, and therefore need support and assistance during certain situations in order to control their emotions, to be encouraged to share, understand the concept of taking turns and carrying out that action. We see that this assistance is mostly needed with the younger children, and our calm approach in aiding the children through these rare disagreements with one another will be continued. We use the timers with children who find it difficult to share, and also try our best to explain why they may be feeling angry/upset and how not sharing may make others feel.

There are some children that prefer independent play, and when encouraged the majority children actively join in group activities lead by the staff.

All of the children understand emotions such as sad, happy, angry, scared, and recognise these emotions in their peers. However, few children may need an adult to explain why a friend may be feeling a certain way if they too are involved in a situation (such as wanting to play with the same toy). Many children are beginning to consider the needs of others and staff have observed acts of kindness and consideration that have come naturally to children during their play sessions.

In the nursery we use “egwyddorion positif” as opposed to “rules”. These are; we look after ourselves, we look after our friends, we look after our environment. Most of the children are able to connect actions with these principals and a majority of them understand how those actions make others feel. In order to help the younger children, they have been taking part in activities that are based around caring for babies in various areas around the nursery. Observations show that most of the younger children now understand the basics of caring for babies and use this knowledge to help look after their friends.

We encourage all children to work together in the nursery. This is a big part of our forest school sessions. Many activities are planned with team work in mind and staff also work with the children to show what can be achieved when we work with others. Den building is a popular activity which the children immerse themselves into and enjoy working together to make something they can then use.

ICT skills

Many of the children are able to use the ICT equipment around the nursery independently. The younger children need more support while using the iPad and iPod. In the summer of 2019, we expanded our ICT resources with the help of our LEA advisory teacher. A majority of the children have learnt how to use the new mobile phone styled walkie talkies, although a minority find it difficult to use them without an adult. Most of the children enjoy developing their creativity through drawing and creating pictures on the IPad. All of the children show enthusiasm for taking part in activities involving the IPAD.

Many of the children are able to operate the B-Bot under the supervision of a member of staff with a few being able to operate it completely independently.

Almost all children are able to take pictures using the V-Tech camera, and a minority of them are able to change the settings so that the pictures include filters and borders. Very few children need support while using the V-Tech camera.

When considering how to enhance activities, staff make a conscious attempt to include ICT where possible, indoors and outdoors.

Welsh language skills

Si-Lwli is a Welsh medium nursery. For children whose first language is English we use the Sandwich method (Welsh-English- Welsh) for the time that they are settling with us. Staff model the use of the welsh language constantly throughout the day and constant praise is given to the children for speaking welsh.

We host an annual St David’s Day show for the parents here at the nursery, where the children sing a variety of welsh songs, including the national anthem. The show celebrates the Welsh culture and language. Each year, we receive extremely positive verbal feedback from the parents about the show. Non Welsh speaking families enjoy it just as much as Welsh speaking families.

Welsh music is played appropriately throughout the day in order to immerse the children, and staff, further into the language.

Welsh is the main language within the nursery and English is only used when necessary with the children.

Evidence

Planning folder
Forest school folder
Evaluations of activities and Forest School sessions.
Pupil profiles
Learning journey folder
Mind maps (Children’s voice)
Observations

3.Care and Development

3.1 How well do practitioners keep children safe & healthy?

All staff ensure safeguarding occurs daily. All staff attend Child Protection training and DBS checks are updated when required. Safeguarding is discussed as a topic in every staff meeting held monthly, which helps to keep Safeguarding at the forefront of practitioners minds. The setting has a Safeguarding policy in place. In August 2019, we created specific disclosure forms that prompt staff to note down all relevant information.

Visitors to the nursery sign in and out of a visitor’s book.

A member of the management team has attended specific safeguarding training hosted by the LEA.

The manager has completed online Prevent training and all other managers and members of the team will be attending prevent courses over the course of the year.

Management ensure that staff are up to date with regards to their First Aid Training, which is refreshed on a 3 yearly basis.

Health and Safety paperwork, such as accident and incident reports, are evaluated every month by the Health and Safety officer. The amount of accidents that have occurred in the areas of the nursery are calculated and the findings are discussed with staff at monthly team meetings.

Risk assessments forms are completed for permanent provisions, new provisions and for trips and short outings. Following an incident at the Nursery we have recently rewritten the risk assessments on a template provided by the HSE.

All practitioners understand their roles and responsibilities with regards to health and safety, ensuring that the environment is safe, promoting healthy lifestyle and encouraging personal care. The staff do a health and safety walk around every morning and evening. Any broken objects or issues are temporarily dealt with for the safety of the children, and then the managers are notified.

The nursery actively promotes healthy living, and have held our gold standard healthy eating award for over 6 years – we are also proud to hold our 5 star hygiene rating score.

We promote physical play across all contexts of learning both indoors and out, and have three staff members that have attended the busy feet course.

Planning forms that are in use allow the staff to structure activities during the week that are in the children's interest or follow on from the previous activities.

Close relationships are formed between the Antis/Uncles and the children as the children's key worker spends as much time as possible with them, to get to know their wants and needs. Key workers are able to identify any behaviours that are out of the ordinary with their key children, and are comfortable discussing these with parents due to the strong professional relationship built throughout the children's time in the nursery.

We encourage children to take risks, especially as part of our forest school sessions, but all risks are properly controlled and are assessed beforehand.

3.2 How well do practitioners manage behaviour?

At our setting we have a promoting positive behaviour policy that staff are very familiar with and adhere to. Staff are consistent in their approach and work towards promoting positive behaviour rather than discipline negative behaviour.

All staff are familiar with carrying out observations on the children during a variety of activities. In depth observations this year have identified that there are many good interactions between the children.

Many of the children interact very well with each other, for example playing in groups during activities that are planned by practitioners and ones that are led by children, conversing during meal times and sharing ideas during circle time.

The staff support the children when negative situations arise where the children appear to be finding resolving the issues challenging.

Like Safeguarding, Behaviour is discussed as a topic in each staff meeting held monthly. Behaviour techniques are adaptive to ensure children respond effectively.

Taking turns, sharing, playing and working together are encouraged during all sessions. Props such as timers, clocks and stop watches are used to help the children share and take turns. Many children tend to ask the staff for assistance in sharing. Many of the older children are familiar with the concept of sharing and taking turns, however, there are a few children who find this difficult and therefore need further encouragement.

We have a behaviour officer appointed at the nursery, who monitors challenging or negative behaviour that children display. The behaviour officer carries out an evaluation of the Action-Trigger-Response forms, to write reports and set ways forward based on the findings for all to follow. The team also use ABC charts, which allow us to evaluate the behaviour more closely and make it a bit easier to identify the issue at hand.

All of the staff are aware of our behaviour policy. Staff model good behaviour and praise children for their positive behaviour. The children also follow our "egwyddorion positif" which help them understand how to look after themselves, their environment and their friends. While talking about these principles, feelings are discussed openly with all children.

All managers and team leaders have received management training, and the Deputy Manager has received introductory and advanced behaviour training in order to support the staff with managing behaviour for all children in the Nursery.

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

All staff encourage 'ease into nursery' settling in periods to ensure a smooth transition from home. The staff use the skill ladders as a development tracking tool for the children as individuals. The staff keep their key children's development booklets up to date on a termly basis, which leads to an end of term parents evening.

The babies team have been following schemas planning since 2018, and observation show that all children have been responding well. The staff enjoy planning for each individual child's learning style. This has improved our care for the children as we are able to plan activities to aid their learning based on the ways they demonstrate that they prefer to play.

The practitioners make good effort to consult parents and carers regularly. Communication between the nursery and families is to a high level as practitioner converse with parents and carers at the beginning and end of each day.

The children take part in a variety of activities throughout the 'open access' parts of the day, whilst they spend time in each of the rooms that have specific learning areas.

Most of the 3 year old children demonstrate that they feel comfortable and confident sharing their thoughts and ideas, and we see an improvement in the way children contribute to these from the beginning of the academic year to the end.

The staff evaluate their focus task sessions on a daily basis, enabling them to plan accordingly for the following day. By evaluating often, they're able to gain a better knowledge of which children have and haven't completed certain skills, and are able to plan for the following day more effectively, while always considering the children's voice and keeping their interests in mind, following them as well as possible. Each room has specific area with provision that can be incorporated into a variety of activities across the curriculum.

Our Behaviour Officer monitors the children interacting and supports staff in responding to and managing children's behaviour. The ALNCO and Behaviour officers will complete termly reports to review the children's progress. The information in their reports are read back to staff in the monthly meetings held.

Our setting has two practitioners that work closely with the Foundation Phase group. These individuals communicate well with each other during the week and are able to work as a team to help the foundation phase children develop the skills they're working on. The children are discussed as a group and as individuals and activities are discussed and planned with the children's stage of development and interests in mind.

All practitioners use information and observations well to plan the next steps for the children's play and development.

A literacy or numeracy skill will be practiced in each of the activities that are being held in the rooms during the times that the children can roam from room to room.

Additional learning needs

Our ALNCO officer supports children with ALN. We currently have a child who needs support with their language and communication skills. The ALNCO has 1:1 sessions with this child, in which they use resources passed on from the speech therapist. Since beginning these 1:1, our ALN has noted a big improvement in the child's language and communication skills.

We supported a child with a hearing difficulty up until September 2018. The majority of the staff feel comfortable in assisting the child with his hearing aids. Catrin, who is our ALNCO co-ordinator, attended a Multi-Agency conference at Royal Glamorgan to discuss the child's development and progress, along with Kimberley, a manager. This was a valuable experience. Following this meeting, we put into place Individual Learning plans for the child, to support him as much as possible before he attended school in September 2018. Our ANCO co-ordinator has been using the iPad to help promote BSL within the nursery, not only for the benefit of this particular child, but all of the children, by copying tutorials and acting the signs out with the children. We have had a positive response to this from all children, and it has been wonderful to include all children in the child's learning. Here is a comment made by the parent in

January 2018, 'My 3 three year old son has been coming to this nursery for almost 2 years and he loves it! My son has a hearing impairment and wears hearing aids. Not only do the staff help with this and accept it totally, they embrace it - even by learning some BSL and teaching the other children - it is totally inclusive. He has truly blossomed under their care.'

Evidence:

Planning folder
Forest school folder
Evaluations of activities and Forest School sessions.
Pupil profiles
Learning journey folder
Mind maps (Children's voice)
Observations

4. Teaching & assessment

4.1 How well do practitioners plan learning experiences that meet the needs of children?

Communication skills

The staff use observation of the children to plan the next steps and activities based on the children's interests. Role play activities are planned to include the children as a group to encourage them to communicate during play and to involve others in their ideas.

Mind maps are also done with the children during the day to track their knowledge and to discover their interests in a certain room or around a certain topic.

In our outdoor spaces, the staff plan group game activities as well as obstacle courses and building on large scales to get the children working and thinking as a team. The staff encourage the children to cheer for each other/their teams when taking part in games and group activities. The staff plan forest school style sessions and ensure they include problem solving activities that will give the children the opportunity to share ideas of how to complete a task.

Small world activities are planned in the green room and staff plan them so that there is something to attract most children such as, a jungle tough spot with a mix of jungle animals, dinosaurs and people. From observations we've seen that this allows them to play much more creatively and to include more people within their play. When building in the green room, staff are sure to set out a number of tools and equipment to encourage the children to work together and to communicate while building.

Activities are planned around languages when celebrating days such as Chinese New Year and Diwali, to teach the children about communication in different cultures. During the summer term, we spent a few weeks researching different kinds of bread from various countries and learning the word for bread in different languages. All children are able to communicate with the staff, verbally and non-verbally. Staff use information gained from interaction to plan accordingly for the children's needs while completing activities. We aim for activities that ignite wonder, curiosity and problem solving opportunities.

Numeracy skills

In Si-Lwli, we strive to provide numeric learning opportunities as naturally as possible. On our driveway, we have spray painted parking bays onto the floor and attached numbers to the bikes so that the children can park their bikes correctly by matching the numbers visually. We use numbers a lot with the children during the day in Si-Lwli. This includes singing songs with numbers, using money in role play and counting with the children at any opportunity. The staff also plan focus task for the children, which focus on a different area of development weekly. During the mathematical week, staff plan age appropriate activities to support the children in developing their mathematical and numeric development. We aim to plan all general activities with an underlying math skill involved, so that the children are constantly developing their mathematical skills.

ICT skills

ICT is becoming a more prominent part of nursery life, and this is reflected in the amount of ICT equipment we have in the setting. ICT equipment is more readily available for the children to play with and learn from during their day to day nursery life. We aim to put ICT resources in relevant areas throughout the nursery, but the children are able to use them in any area they want. Staff plan activities including ICT equipment as naturally as possible in the setting. During focus tasks, staff incorporate ICT

where possible so that the children are continuously developing their ICT skills, while also developing other skills. I pads are often used for researching with the children, which is something they react well to, this research can then be turned into an activity where they're using the information they've learnt to create something or further their understanding in general.

Welsh language provision

As we are a full welsh language nursery, all provision within the nursery is welsh. All the children's learning is done through welsh, and staff speak welsh constantly to all children and each other. Children welsh language is developed naturally throughout the nursery. We use welsh immersion throughout the nursery, but also use sandwiching techniques when the children start at an older age.

Welsh dimension

We are a well-established welsh medium setting where the children are immersed in the language.

Spiritual , moral, social and cultural development

The staff plan activities throughout the nursery that often support the children while developing spiritually, morally, socially and culturally. We talk a lot about thoughts, feelings and opinions throughout the day, in order to ensure all children feel valued and that their voice is heard. We also talk about the importance of being nice to our friends and how harmful words and actions may affect others. Our kindness tree reinforces this by rewarding the children for kind words and acts towards their peers and towards the staff. We find this works well for us, with many of the older children now recognising what kind of positive actions will help them climb the tree. In Si-Lwli, we follow 3 positive principles; look after ourselves, look after our friends, look after our environment. There work well for us as the principles are well embedded in the children and almost all children understand the importance of them and show understanding on how to ensure we're following them.

We aim to celebrate as many multi-cultural occasions as possible and include them in the general planning so that the children continue to learn about them naturally. We give the children the opportunity to eat different foods from different cultures, and talk about why certain days are celebrated. Currently most of the children registered with us are from a welsh/british white background, but we still feel it is important to teach them about other cultures in order to expand their knowledge of the world and reinforce that it's good to be different. The children respond well to these learning experience, and we see them often incorporate the things they've learnt into their play.

We aim to continue helping the children develop socially by taking them into the local community and teaching them how to interact with people in different situations. The children often visit the local shop to restock their role play shop in the home corner. Every term, we sort through our toys and spare clothes and choose some to donate to the local charity shop. This Christmas we're involving the children in Operation Christmas Child, and have asked all the families to donate something to put in boxes to send to the charity.

4.2 How well do practitioners teach and assess children?

Several staff have a vast knowledge of the foundation phase and others have a clear understanding of the pedagogy and are regularly updated by conversations with team members, open mornings and in house training.

The staff write observations during focus tasks, during general activities and free play, to document the progress in the children's learning and acquiring of skills.

Staff question all the children within the foundation phase appropriately and without distracting, whilst they are learning. These questions are used to challenge the children and progress their learning.

We have parents evening every quarter at the end of terms, where the staff share information with the parents on how their child/children are progressing and discuss what the children have enjoyed. This is all supported by going through the children's development booklets with the parents.

Next steps are discussed amongst staff at team meetings in a general sense. The planning co-ordinator discusses with the team every 4 – 6 weeks how they feel the children's development is coming along and notes are made. These are kept in the planning folder.

Since receiving ICT equipment in February 2017, we've managed to introduce the new way of learning into the childrens nursery lives naturally. The ICT equipment we have has been placed in areas that the

children would most likely use them in at home/during play. For example, our mobile phone style walkie talkies have been placed in the home corner to be used in home style role play.

Staff plan activities that are, for the most part, child led so that the children have more control over their actions. Activities that are adult led are done so in a natural way so that the children feel like the adult is co-playing with them, as opposed to leading them.

The staff allow children to have processing time. The staff know when to stand back and observe the children playing and learning. They are also able to identify when they need to step back in and become more involved to build the learning experience for the children.

Assessment

Staff do baseline assessments on the children within the first 6 weeks of them starting with us. The baseline assessments give the key workers a clearer view of their development and abilities to be able to plan appropriate activities. The baseline assessments are then repeated every 3 months to ensure that all children are developing consistently.

General activities are evaluated by the staff who observe the children taking part in the activities.

Observations then show how well the children are reacting, whether the activities need to be simplified or enhanced to suit the abilities of individual children.

Individual play plans are made for children who may be showing signs of developmental delay. These play plans are used by the staff to give extra support to the children and to ensure that they're given the best opportunities possible to develop at a similar rate to their peers.

Individual play plans are also made for more able children, so that they can be challenged a bit more to ensure they're constantly developing, and are given appropriate learning opportunities based on ability.

Evidence:

Planning folder

Forest school folder

Evaluations of activities and Forest School sessions.

Pupil profiles

Learning journey folder

Mind maps (Children's voice)

Observations

Photos

Display boards.

5. Environment

5.1 How well do leaders ensure safety of premises?

The premises are safe and secure.

Children cannot leave the building unsupervised, the main door is electronic, and the side gate from the back garden is locked with a high bolt. The gates to enter the property are both locked with Carabineer locks, and a tight, water proof chain around the double gates.

A 'kind notice' has been added to the single gate, where most family and visitors enter and exit the premises, asking them to ensure that the gates are locked using the chain and carabineer.

As noted previously, the drive area of the front garden is predominantly used by staff and children as an area to practise on the bikes and scooters. Since having out front garden improved, we have been able to develop a fun, safe area for the children to play in. There is a small gate leading to the drive way that is monitored by staff while the area is in use. There are then hedges separating the garden and the drive to ensure the children remain in the area with the staff member.

In Si-Lwli, the staff ensure the rooms are cleaned regularly and that all emergency exit walkways are clear and easily accessible in emergencies. Staff take it in turns to sterilise the toys and document when this is done in a folder kept on the floor. The children's toilet area is cleaned regularly throughout the day by staff doing spot checks and has a more thorough clean after nappy changing times. A cleaning company, Mrs Bucket, has been employed to clean the nursery each night before the children return in the morning. Regular check are undertaken by the area manager and we have regular meetings with the team to ensure everyone is happy with the cleaning service provided.

Management recently attended a Health and Safety course, with one member of the management team completing an IOSH approved managing safely course, to ensure that all appropriate health and safety measures are in place. Following the course, the risk assessments have been re-written, and monthly health and safety checks are carried out by a manager alongside a member of staff (differs monthly) to get a comprehensive overview of the health and safety in the nursery. Daily health and safety checks are also completed each morning by staff members. This gives the staff the opportunity to go around the nursery and ensure everything is safe ready for the children to come in.

5.2 How well do leaders ensure suitability of premises?

The owner, Managers and Team Leaders ensure that the premises are child orientated, with plenty of light and ventilation. Si-Lwli has an open door policy, and the children can move from learning area to learning area freely. We ensure that the building doesn't look tired by annually decorating and that everything is maintained to a high standard. We also regularly ask for parent input on the changes that they would like to see to the nursery, cosmetic or otherwise.

As we are open access, the children downstairs are able to play anywhere they like during the day, as long as there is a member of staff situated in the room. If the room does not have a member of staff in it, the door will be closed to ensure the children don't go in unattended. The cleaning cupboard is always locked to ensure no children have access to it during the day, and the key is kept on a hook out of their reach. The children are not permitted access to the kitchen at any time. During play sessions, the kitchen door is closed to ensure children cannot wander in.

Outdoor bins are kept out of the children's play areas while in use by the children. We have two recycling bins that are kept in a purpose built bin shed, at the top of the driveway. Children are reminded not to play near the bin shed, and have constant supervision when playing on the driveway.

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

Many bits of our furniture are bought from community play, as these have proved years of durability. Our resources are brought from various reputable companies, and most of the staff engage in researching the internet for ideas by using sparklebox and pinterest.

All our resources and equipment include multicultural and equality, inclusive of people with disability, multi faiths and culture.

In addition to purchasing and researching the internet, we use home links with the parents to bring in any recyclables for junk modelling or a planned activity.

All the staff are given opportunities to attend extra-curricular training that is outside the compulsory training, and they share their ideas with the rest of the team in future team meetings.

In May 2019 our LEA support carried out an ECERS inspections to evaluate our rooms and resources. We scored excellent over most areas. We aim to continue maintaining the high standard of environment that we provide. One of our areas for improvement is for the staff to use books more naturally during day to day occurrences. We plan to help encourage this by getting rid of our specific reading corner, and replacing it with reading shelves placed in various areas with appropriate books placed in them. For example, in the home corner, there are story books, cook books, magazines etc to support the children during their role play.

There are lists of standard provision for each area that are used regularly by the staff to ensure each area is suitably filled with appropriate equipment. We aim to stock all areas with a range of resources so that the children have freedom of choice when playing. Risk assessments are completed on the equipment to ensure they're safe for the children to use. If the consequence and risk level is too high, then the equipment is not used by the children.

Staff ensure all toy storage areas have labels, so that children can make calculated decisions on what they would like to play with. Most labels include the word and picture of the toy, so that children who cannot read, can still make informed decisions.

PAT testing of all electrical equipment is completed yearly by Andrew Reese to ensure all electrical equipment is safe to be used.

Evidence

Health and safety folder

Management meetings

Staff meetings

Operational plan folder

Planning

Open and close checks

Cleaning cupboard

Sterilising folder

Risk assessments

6. Leadership & management

6.1 How effective is leadership?

Si-Lwli has a strong leadership team that has good communication between the owner and all members of staff.

Si-Lwli is run daily under the National Minimum Standards and CIW regulations. We give staff opportunities to express their feelings regularly through monthly team meetings, 3 monthly supervisions with personal targets, Observations on staff doing activities are carried out regularly. Findings are discussed in staff supervisions. The observations serve as a good staff development tool, as targets are set based on the notes made, although poor performance is challenged robustly.

Annual appraisals and annual 360 appraisals that are confidential in regards to their leaders are completed. This allows us to gauge how effective leadership and management is from the view point of the team being managed by them. Targets are set following 360 appraisals for the management team.

All the staff are aware and understand that any problems or barriers can be discussed immediately with any of the leaders and owner if there is a need to go higher.

We have also set up an anonymous suggestion box for both teams so that they can put forward thoughts and ideas anonymously. The suggestions boxes are checked frequently to ensure any new thoughts and ideas are seen when they may be relevant.

Management ensures that policy and procedures are adhered to at all times. Management check for policy updates regularly through the NDNA. When updates to policies have been made, notification of the changes are sent to staff, policies are printed and new information is highlighted so that staff can remain up to date. We regularly discuss policies in team meetings with all staff. This gives us a good opportunity to ensure that all staff are clear on the information in the policies and the procedures that coincide with them.

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

To aid our development as a private day care provider, we regularly send surveys to parents in order for us to receive constructive feedback.

Our most recent parent questionnaire was sent out in June 2019. One of the questions was on whether the parents were happy with the service we provide as a day care setting. 20 parents gave us a 100% satisfaction score, with only one parent giving us less than 75%. The parent who gave us the lowest score noted that they would have given more if we were able to supply more outdoor space. As we currently use all 3 outdoor spaces available to the children, we are still looking into ways of addressing this concern.

In a question asking what improvements they would like to see in the nursery, a couple of parents referenced the lock on the side gate. We have identified this as a problem for a number of parents and are still trying to find a way of locking the gate to comply with standards but to also suit all service users. Many of the parents felt like they received ample information at the end of the day about what their children had eaten and how they had been, but there were some comments about wanting more

information on the activities which take place. Following this, we changed the white board in our entrance area to include information on what activities are taking place during that week. We are also aiming to do at least one upload of pictures to the private Facebook group weekly so that parents can see the activities.

On every questionnaire, we ensure that we ask for parent's feedback on the current menu in place. Out of 33 parents who answered the question, 31 parents said that they were happy with what was in place. Some comments left on this question included that there were too many beans and sausages on the menu and another felt like they had pizza too regularly. Following the questionnaire, we made appropriate changes to our menu based on the feedback received. We also ensured that the menu complies with recently released food and nutritional guidelines for childcare settings.

Management take these comments and suggestions and work towards improving the service.

Our annual review is a working document, and referring to the document it ensures that the nursery improves and follows action plans. Also that the setting adapts or develops accordingly.

Almost all actions in the 2018-2019 action plan have been completed. Due to funds, we were unable to complete the cladding of the bathroom, but will hopefully be able to look into this again in the coming months.

Our new action plan (2019-2020) includes improvements that we would like to make based on observations of the environment, including de-cluttering the entrance area and moving the maths provision into a more suitable area.

We will work together as a team to complete the action plan over the next year. We discuss the action plan in each management meeting with the owner and ensure targets are in place to help us complete outstanding actions.

Improvements made from last years action plan include creating a forest school area in the back garden and turning the wendy house into a log cabin to support the forest school sessions.

We always address recommendations that come as a result of an inspection from professionals like CIW and ESTYN.

Members of the management team attended CIW compliance training and Health and Safety training to support completing personal targets. One member of the management team completed an online wellbeing training course in order to gain a better understanding of well-being issues staff may have and to be able to support them more effectively.

6.3 How effective is the management of staff and resources?

At the end of every term, all staff help to sort through resources and play areas. From this, the staff will sometimes produce 'wish lists' for management to look into purchasing over the next term. A more structured way of documenting the budget and the resources we buy will be put into place.

For us to promote safe recruitment, we ensure safeguarding children is at the forefront pre-recruiting, with DBS checks and references done pre job offer. All staff practice our policies and procedures. A big part of the induction process for new staff is reading all policies for the setting. Management ensure all new staff have a thorough understanding of the safeguarding policy and procedure before beginning their new job.

Since starting the "Staff Shout Outs" reward system at the beginning of 2019, we've received good feedback from staff regarding the scheme. These are a few of the comments received, "I believe they work well, it is nice to know how I'm doing from the perspective of my colleagues" "Yes - get praise for stuff you wouldn't think about that you've done well!" "I really like it". All comments had a positive within them, but many staff commented on the inconsistency of how they are filled in. As a way forward, we've put more envelopes and papers around the nursery to make it as easy as possible for staff to write a shout out as soon as they think of it. The staff have responded well to this and we'll be reviewing the scheme again in the New Year.

In 2018, we won Nursery of the Year in Wales. Part of the process was for parents to submit testimonials regarding the nursery. There were a number of lovely comments regarding the nursery but particularly nice ones regarding the staff. We feel like we have a very strong team of practitioners and continue to work with them to continuously improve their professional development. Here are some of the comments received during the Nursery of the Year process.

- 'A lovely nursery that my daughter has really settled in. The staff are constantly supporting our child's development through fantastic activities and daily updates on what we can do to help our child hit those milestones. Brilliant environment to raise our bilingual child!'
- 'The staff at Si-Lwli are always really friendly and helpful. My daughter always enjoys attending and has lots to say about what she's done once she's been there. The management team are really approachable and flexible.'
- We have been attending this nursery for a year and could not be more proud to be part of Si Lwli. The care, attention, fun and support they give is second to none. When we walk into the building my son is jumping with delight. He is so confident in a place where he knows he is loved and looked after well. He even asks to go on a non-nursery day! The staff are attentive to the needs of both child and parents. There is nothing too much to ask them - they are amazing. His key workers are just wonderful and there's a good reason the staff are called 'aunties' and 'uncles' - because they become part of our extended family! Si Lwli deserve so much recognition and praise for their amazing work'.
- Really put us at ease at leaving our son there for the first time, particularly for first time parents. Talked us through everything thoroughly. Always happy to discuss any questions or queries we might have. Lovely atmosphere, very happy babies! Would very happily recommend them to any other parents.
- This week my daughter turned 3. When I picked her up she came out skipping with a crown on her head with a number 3 excitedly telling me that she got to bake a cake for her birthday. The activities that they do in SiLwli are engaging, creative and such fun. They have lots of different role play themes which they regularly change. At the moment they have a cafe which my daughter loves and learns through. The staff, the 'Anti's', are amazing, they are so welcoming and have a special connection to the children, its a very inclusive environment.

Appraisals and supervisions are completed on a regular basis. Appraisals are done yearly and staff are asked to complete a self-evaluation form before their meeting. Yearly targets are set in these meetings, and are then revisited during three monthly supervisions. Staff have the opportunity in these meetings to evaluate their own practice and think of ways to improve themselves professionally (courses etc) and the nursery.

We have a training planner which is a working document that we use to track when staff need to update their mandatory training. We also add in any courses they show interest in throughout the year so that we can arrange for them to attend, either through Cardiff Workforce Development or through courses organised by the Foundation Phase Advisory Team.

6.4 How effective are partnerships?

On a weekly basis, Managers and senior floor managers have a meeting to discuss any arising issues. We discuss the children, staff and the following week's planning. Weekly targets are also set for the deputy and senior. Si-Lwli also have a dedicated health and safety officer, ALNCO coordinator and a behaviour officer. All 3 provide invaluable advice and work closely with management. Monthly discussions with regards to ALNCO and behaviour management are promoted at our monthly team meetings.

The nursery owner communicates often with us via the telephone, but also aims to spend one day a week with us in order for us to have a detailed meeting about all aspects of nursery life.

As noted previously, our managers, Kimberley and Gwawr attend Leadership meetings that are held by the LEA, where they have the opportunity to learn, discuss and share good practises with other settings in Cardiff.

Since setting up the staff Facebook page in January 2018, we have been able to communicate for effectively with the staff in regards to upcoming meetings, events and any changes to the setting. We make polls on the page in order to gauge the understanding of the staff on various policies.

We work closely with parents through regular parent's evenings, as well as shows put on by the children and staff, coffee mornings and leaving parties.

We also have a very successful home link used by our baby staff, where the children take a teddy home for the weekend and the parents document their weekend in a record book. We are currently looking into starting a new home link for the downstairs group, but are yet to find something that works well for us.

In Summer 2019, we started a parents only closed facebook group, which has proven very successful among the parents in the nursery. We upload pictures, videos, news on events and changes in the nursery. We see that the posts get more interaction than those posted on our open group – which is now mainly used for advertisements.

The mini productions we make, usually made after trips, are always very popular and get commented on quite regularly.

'I love these mini productions! Well done antis and uncles'

'Llywelyn keeps making me play this so he can sing along!'

'I love this video, its fab! Chwarae teg!'

'That is lovely! You really are a fab bunch.'

By attending various courses, it gives us the opportunity to socialise with other nursery workers from other settings. This is a valuable experience for all of our staff because it gives a great opportunity for idea sharing and networking.

We also get the opportunity to attend open mornings in council run settings, which gives the staff a chance to see how spaces are used in other settings and how some themes can be carried out in different ways. We always receive great feedback from the staff who attend open mornings.

Emerging priorities for inclusion in our improvement plan for 2019-2020

Please see action plan