



HUMPTY DUMPTY PRE-SCHOOL

All Saints Centre, New Road, Hackbridge, Surrey CR4 4JN

SELF EVALUATION

Parents Pack

SECTION 1 OUTCOMES FOR CHILDREN

Strengths

When children first start with us at Humpty Dumpty Pre-school, they can sometimes find separating from their parents difficult and be tearful. We provide a very happy environment with activities based on their interests. We soon find that once they are working independently at an activity, they enjoy what they do and come into school with enthusiasm. We have a good staff ratio to support and encourage children so that they learn to be independent, play, work and achieve their full potential.

We use routine, play and positive encouragement and we plan activities by observing the children. We use information from their parents, observe them at their activities and talk to them, we then discover what they are interested in and what their next steps will be i.e. settling in a child with Paw Patrol etc.

We work from the EYFS document to plan and ensure the curriculum is varied and interesting and stimulating. Our observations show us at which stage of development each child is and from this we can decide what the next steps will be. We recognise the uniqueness of each child and are committed to creating an enabling environment in which each member of Humpty Dumpty can flourish in their learning and development.

All our children make positive relationships: staff provide excellent role models so that the children see this and replicate good behaviour. Staff give lots of explanations for issues that arise. Problems are prevented by being proactive, for example we have discussions in the morning explaining about sharing and caring.

All staff are aware of rotas and what is required from them in their day to day work with the children. We have a very good team spirit that is a good influence on the children.

Our children have diverse backgrounds and needs. We encourage every child to enjoy being him/herself and to reach their full potential. Children that do come to us with a sense of low self-esteem or with individual or special needs are supported and encouraged through play or time spent with them. When necessary we write IEP's and seek advice and support from our Area SENco and other agencies.

All children are encouraged positively to know what is right or wrong, we do this by modelling behaviour, and talking to them about what is the right or wrong way to behave etc. We ask them how they would feel in different situations and encourage them to imagine themselves in another child's shoes. We are adaptable and flexible to acknowledge age appropriateness. We make sure that we stimulate and encourage individual children's needs and responses. We use a variety of materials, and messy play, role play, creative activities, small world scenarios etc. Our large hall enables us to lay out a varied selection of activities so that children will come in each day full of excitement and wonder at what might be in store for them.

Areas to improve

- Update our visual timetable to ensure current children are represented.

How are we improving

- Take photos of the new children every term, coming into school, at play, having water/milk and fruit etc. to create a new visual time table.

SECTION 2 PROTECTING CHILDREN FROM HARM, NEGLECT AND KEEPING THEM SAFE.

Strengths

Risk assessments are carried out every half term.

Our Policies and Procedures are regularly updated every term and all staff are up to date with them. Our main Safeguarding Policy is updated whenever there are new procedures sent through and this is also updated every September and sent for auditing with our cognus team at London Borough of Sutton

All equipment is checked every time it is put out in the morning and again when it is put away. We ensure that it is still safe and meets the needs for which it is purchased. All staff are rigorous in doing this. Every half term we review our resources, dispose of items that do not meet our standards and plan for replacing/supplementing them with new equipment.

Children are always encouraged to keep themselves safe by not talking to strangers and to feel confident to talk to trusted adults about any worries that they have.

All staff understand the role of Safeguarding and procedures necessary to keep children safe. All staff are retrained every 2 years. Managerial staff are trained every term.

Areas to improve

- Ensure staff are regularly updated on any new policies and procedures concerned with Child Protection/Safeguarding and Health and Safety Issues.

How we are improving

- We have short staff meetings every Monday to update staff on any new or current Child Protection/Safeguarding issues involving our children. Our main staff meeting is done on the last Thursday of every month.
- As policies and procedures are changed we make sure that all staff are aware of these. Staff update their safeguarding every 2 years. This is due February 2027. The Designated Safeguarding Co-ordinators have theirs updated every term.
- Get staff to read a policy and procedure every week, and discuss this every Monday morning together, how we put them in to practice, how we can improve etc.

SECTION 3 HOW EFFECTIVE ARE WE IN HELPING CHILDREN TO BE HEALTHY

Strengths

All Health and Safety Policies including Hygiene and Infectious Disease Control Procedures are current and appropriate and all staff are kept up to date with these and well informed.

All children are encouraged to have good health and hygiene practice, e.g. when they go to the toilet, doing cooking or just about to eat they are encouraged to wash their hands.

Each day children are offered a variety of different snacks, e.g. apples, banana, orange etc.

Water is always available.

Children have plenty of opportunities to enjoy a variety of physical activities on a daily basis, whether this is inside or outside, e.g. riding bikes, playing football, climbing, gymnastics etc.

We have a quiet area where children can sit and rest. Occasionally the children might feel sleepy or actually fall asleep and will be placed on a hard bed away from the other children playing but in close proximity to a member of staff. We have a Sleep champion, this person is the member of staff who puts the child to sleep and will monitor them every 10 mins.

We work well with all parents. When they register their child we require them to complete a form that asks them for information regarding any health or dietary needs. We make sure we keep open lines of communication so that if any of their needs change, they feel comfortable in approaching us. We help in every way we can to meet their needs. This ranges from information gathering, referral onto a specialist or just general advice. Children are grouped with a Keyworker who is knowledgeable about each child's dietary needs. We are hot on Oral health, making sure that children are familiar with oral hygiene and healthy eating. We ask when and how they brush their teeth, whether they are supported by their parents or do it by themselves and whether they go to see the dentist and we do age based activities to encourage brushing teeth and oral health. We have now started the supervised toothbrushing programme with Kingston College.

Areas to improve

- Use snack time as a learning opportunity

How we are improving

- Fresh fruit is chosen and cut up by the children during the morning – bananas, oranges, grapes, apples, sultanas etc. We have also started to do fruit of the week, something different like pineapple, melon etc. along with these we give a choice of water or milk.
- Children pour their own milk and water
- Children come up to the café when their Group is called.

SECTION 4 HOW EFFECTIVE ARE WE IN HELPING CHILDREN MAKE A POSITIVE CONTRIBUTION TO YOUR PROVISION AND WIDER COMMUNITY.

Strength

We give the children little tasks to do that help them to have a sense of responsibility and independence. There are lots of opportunities for children to make choices and decisions in the free play area. They can self-select from all the different activities. The craft trolley is available at all times so that the children have the free-choice to design and make anything that they like. We ensure that we offer a wide range of activities that address the seven areas of learning and stimulating the children's imagination, independence and decision making. In our daily routines we encourage children to be independent by taking their own coats off in the morning, putting on their own shoes and taking an active part in tidying up.

The staff team model appropriate behaviour. We encourage children to reflect on their behaviour and consider what is appropriate or not. We use role play and the persona doll so that children will understand the impact that bad behaviour has on other people and how good behaviour and working together can make for a happy community.

All staff are focused on developing children's self esteem and respect for others. They do this by encouraging other children to play with them or to join in an activity and take turns with each other.

We greet all children warmly in the morning and make sure we say a big goodbye to them in the afternoon.

We encourage all children to have respect for others and make sure that people are respectful to them as well. We develop self-esteem by validating every child and acknowledging their achievements in respectful ways. We have a sticker system that reinforces appropriate behaviour, achievements and helping and respecting others. We give out stickers so that everybody knows who is being rewarded and why so that other children are encouraged to earn stickers for themselves. We set up role play opportunities that encourage respect for others. We make sure all the children know that we like them as individuals and appreciate them. They are special and we enjoy having them in our pre-school.

All children are encouraged to be aware of their own needs and that of others on a daily basis. Every morning in a positive way we say that we are all here to be nice and to look after each other and this encourages children with their sense of belonging and understanding.

Our curriculum offers a balance of adult led and child led activities. All activities and resources are available to all – if they cannot be accessed by somebody we find a way to make sure that everybody is included.

Areas to improve

- Work with the Church and Community Centre to have toilets put in our hall.
- Get children who are potty training to ask for the toilet.
- Work with the Church and Community Centre to put shading put in the garden
- Work with the Church and Community Centre to sort the grass area out after the hot summer we have had as totally ruined it.
- Use the outside area more in all types of weather when this is done

How we are improving

- Look into getting a grant to put new toilets into the hall for easy access for the children and to help with getting shading put in the garden
- Get some quotes to get shading in the garden

SECTION 5 HOW WELL DO CHILDREN DEVELOP SKILLS FOR THE FUTURE.

Strengths

We track children's progress and encourage them to develop their communication, literacy, numeracy, and ICT skills by planning appropriate learning activities that are well resourced.

We provide children with writing experiences, handling pencils, chunky crayons and mark making activities. We encourage them to recognise their own names. We do a lot of counting and sing number and nursery rhymes for example – 1,2,3,4,5 once I caught a fish alive etc. There are plenty of alphabet, number puzzles that are put out daily. We have sorting and matching games/puzzles etc. We have limited ICT equipment and are aware that we need to improve this area

We provide the children with lots of interesting activities that stimulate them to ask questions, and help them to find different ways to find out the answers. We believe in encouraging the children to be inquisitive and independent in their learning.

We try to make activities as interesting and as exciting as possible so that this will encourage problem solving. We have small group activities first thing in the morning and afternoon so that children can talk about problem solving together in their learning.

The children are keen to let us know about what goes on outside the nursery and what is happening in their families. We observe them in their role play and learn much about their relationship with other children, their families and what they know about the wider world.

If a child comes into a session with something that excites them or some information to share we encourage them to share and take a big interest to make it special. We use these interests to feed into the daily plans and seek out extension activities so that learning opportunities may be maximised.

Areas for improvement

- Work on developing the technology area, keeping in mind the safe screen time policy

How we are improving.

- Looking into fund raising to buy new technology equipment.