



Allsorts Childcare Self Evaluation Form (SEF)

This SEF form is our reflective professional process. The SEF highlights the great practice that goes on in our settings, identifies any areas where we know improvement is needed, and shows how we plan to make improvements. Our SEF is regularly reviewed and updated.

The SEF is organised into the following sections:

Section 1: History of Allsorts Childcare

Section 2: Parent's, Children's, and Professional's Views

Section 3: Quality of Education

Section 4: Behaviour and Attitudes

Section 5: Personal Development

Section 6: Leadership and Management

Section 7: Evaluation and Overall Effectiveness

Section 8: Action Plan – How We Plan to Move Forward

History of Allsorts

Allsorts Preschool and Out of School Clubs is a registered charity whose aim is to provide top-quality, affordable childcare. We run in a variety of settings within the Weymouth and Portland area and cater for children aged between 3 months and 10 years old. Allsorts is a non-profit organisation that is run by a committee of parents in association with the Allsorts Directors. Allsorts registered charity number is 1042520.

Allsorts first opened its doors at Moose Lodge in Weymouth in 1991 caring for children aged 3-4 years from the surrounding area. In January 2005 with the support of the committee Allsorts relocated to new premises within St Augustines School. This was a great opportunity to work in partnership with the school and provide a smooth transition into school for the children, and enable us to support families more effectively.

Shortly after that Allsorts opened another preschool at Beechcroft School in 2006, and opened an afterschool club at St John's School in 2007. In July 2012 the decision was made to close St John's out-of-school club due to there no longer being a need for the care anymore.

In May 2013 Allsorts relocated premises from Beechcroft school to Weymouth Outdoor Education Centre (WOEC). This was partly due to needing more up-to-date premises and also due to Beechcroft School starting up their own Early Years class attached to their reception class. This was a very exciting opportunity for all involved.

In September 2016 Allsorts extended the provision at the WOEC by opening First Steps, a setting that catered solely for 2-year-old children. This allowed WOEC preschool to concentrate on supporting the raising 3-year-old children going on to school. Also in 2016, we opened Allsorts first nursery - Brackenbury - based on Portland. Brackenbury caters for children aged 0 - 6 years.

In total, we now have 4 settings which are all individual in their own ways. They all provide a high standard of quality childcare, with a balance of adult-led and freely chosen activities, delivered through indoor and outdoor play.

Mission statement

Allsorts Childcare focuses on the individuality and uniqueness of each child. We provide an environment that allows each child to develop at his/her own pace, with an excellent foundation on which children can build their future education.

We have a caring, secure, and stimulating environment where the children feel valued and happy. We are an inclusive nursery school where each child is given an equal opportunity to discover and develop through high-quality play-based learning.

Activities and resources are provided, that encourage self-confidence, spontaneity, and self-discipline, as well as assist in the development of the child's social and emotional health.

Ethos

Allsorts Childcare comprises of four settings that are charity-run. We are dedicated to providing individual care and education for children. We aim to provide a warm and nurturing environment in which children can flourish and reach their full potential. We endeavour to support every child in our care in order to ensure they achieve and develop confidence in their own abilities and a lifetime love of learning.

We recognise the importance of good manners and respect for others and believe that this in itself enables our children to be well-prepared for life outside the childcare environment. We are dedicated to providing the children in our care with a strong foundation for life and believe that a quality Early Years education provides children with the best opportunity to achieve their full potential both while at Allsorts and in their futures.

During the Early Years, children grow, develop and learn more rapidly than at any other time of their lives. We firmly believe that, by paying close attention to what the children tell us and show us, we are able to gain important insights into the minds and the development of each child. It is clear that by focusing on the child's strengths, passions, and interests, as they emerge, our staff ensure that appropriate activities are planned in order to promote and celebrate these abilities.

At Allsorts Childcare we focus on nurturing and developing the individual talents inherent in each child which in turn allows them to develop their own self-confidence. We encourage and reward children's willingness to try new things, to question their knowledge and abilities, and more importantly to feel pride in their attempts and to develop an ability to learn from their failures. This approach allows children to develop an analytical mind and build the confidence needed in order to be able to make their own decisions and judgments.

The Allsorts environment is calm and nurturing and the children's happiness is our always number one priority

AIMS: Allsorts childcare incorporates the Early Years Foundation Stage (EYFS) framework to support and develop children's play and learning and aims to provide the following:

- To provide a safe and secure environment that extends and develops all areas of a child's development within the six areas of learning.
- To enable all children to learn and develop their skills to the best of their ability.
- To promote self-discovery, exploration, and curiosity toward learning.

- To maintain the standards and guidance set by Ofsted and to regularly reflect on and develop our practice.
- To encourage children to explore the environment and feel comfortable with the staff and the setting.
- To provide good working relationships with parents/carers and children.
- To ensure good communication skills are in practice throughout the organisation.
- To ensure confidentiality is kept at all times.

OBJECTIVES: Our objectives are the way in which we are going to meet our aims in order to provide a high-quality service that endorses and implements good practices and current government legislation. Below are the ways in which we are going to achieve our objectives:

- By supporting children to develop a positive attitude towards health and well-being and to promote positive behaviour and respect for others. To ensure this we make the most of the children's abilities and talents whilst supporting them to be confident, independent children that are school ready.
- By acknowledging and implementing 'Principles for Early Years Education' The Practice Guidance for the Early Years Foundation Stage and Supporting Resources which will provide many of the elements of good practice needed to meet the needs of all children in Allsorts Childcare.
- Identifying, booking and attending regular training courses to keep staff up-to-date with current initiatives and new ideas.
- Deploying staff wisely, considering carefully their experience and qualifications.
- By staff being aware of the importance of teamwork and the need to treat each other with respect and consideration, through training and role modelling.
- By the Staff reading, understanding and implementing the policies, with the view that not only are they working documents, but that staff will be involved in their review and amendments on a rolling programme.
- Through monitoring, evaluation and assessment of working practices and time management, and reflective practice by the Directors and Manager for the strategic development of Allsorts Childcare.
- By providing a handbook for staff and for parents and addressing all areas that will be helpful and useful to both parties in their roles.
- By setting targets that are Specific Measurable Achievable Relevant and Timed, and meeting them within an agreed deadline.
- By offering appropriate play facilities.
- Ensuring the rights of the parents/carers to take responsibility for and become involved in the activities that are being implemented.
- Promoting and endorsing an ethos of equal opportunities for the all within Allsorts Childcare community.
- By producing action plans and schedules of work that relate directly to the Early Years Birth to Five Matters (2021) and the Statutory Framework for the Early Years Foundation Stage (2021).



Allsorts has four individual settings that are registered for a different amount of children and open at various times. The settings cover Weymouth and Portland.

Brackenbury is a Portland nursery registered for 42 children to attend at any one time and to provide care for children age 0-6 years. Opening times are Monday to Friday 08.00 until 18.00, for approximately fifty weeks of the year.

First Steps is a designated toddler room it is registered for 16 children to attend at any one time and to provide care for children 2-3 years. Opening times are Monday to Friday 09.00-15.00 for approximately 38 weeks of the year.

WOEC is a designated preschool room is registered for 24 children to attend at any one time and provide care for children 3-4 years. Opening times are Monday to Friday 0.900-15.00 for approximately 38 weeks of the year.

First Steps and WOEC are both situated in the same building at Weymouth Outdoor education centre.

St Augustines Allsorts is based in St Augustines primary school. It is a preschool registered for 28 children to attend at any one time and to provide care for children 2-10 years. Opening times are Monday to Friday 07.30-17.30, for approximately fifty weeks of the year.

Currently, for all the settings, there are 120 Children aged 0-5 years on roll, there are 80 children on the roll for breakfast and after-school club and there are 70 on roll for holiday club.

We are registered to take the Government's Early Years Free Entitlement (EYFE) including two-year funding, and three and four years funding both the 15 hours and 30-hour funding. We also take/claim Early Years Pupil Premium, Childcare Vouchers and the Government Tax-free Childcare. The children that attend Allsorts come from wide and varied backgrounds; within this number are children with English as an additional language (EAL).

We have children across all the settings with additional needs, these needs are varied and need support from the adults in different ways. Donna Hounsell is Allsorts Childcare Special Educational Needs Coordinator (SENCO). Donna liaises with professionals working with the children outside the settings to enhance their progress and assists the keyworker and staff to support the children with their additional needs through their Individual Plans.

A speech and Language Therapist (SALT) visits all the settings regularly to support children with speech concerns. The SENCO follows the SALT language programs, working with the child's key worker and their parents to ensure an integrated approach.

All four settings have a qualified deputy SEN lead who supports the staff to deliver the care the children with additional needs require. All the staff in all the settings have received training in PIEC-D, which is used to support the children to develop their non-verbal communication skills. All of Allsorts settings promote sign language throughout the children's sessions, this is used to enhance all children's language development.

All childcare practitioners in all four Allsorts settings are First Aid Trained, Prevent Duty trained and Food Safety trained. All staff attend safeguarding training regularly and Allsorts has a clear safeguarding recruitment procedure in place, which includes all staff having enhanced DBS checks.

Allsorts childcare employs 38 staff with different levels of qualifications.

Role	Qualification	Number of staff	Working towards a qualification	Level of qualification
Operations Director	Level 4 Business Administration	1		
Childcare Director	Foundation Degree in childcare	1		
Offices Manager	Level 3 Business Administration	1		
Room Manager/ Deputy SENCO/Deputy safeguarding Lead	BA Degree & Early Years Teacher	1		
Room Managers/ Deputy SENCO/Deputy safeguarding Lead	Level 3 Childcare	2		
Deputy Room Managers	Level 3 childcare	3		
Deputy Room Managers	Teaching Degree	2		
Childcare Practitioners	Foundation Degree in childcare	1		
Childcare Practitioner	Level 7 in childcare	1		
Childcare Practitioner	Level 3 Childcare	9		
Childcare Practitioner	Level 2 Childcare	9		
Childcare Practitioner	Unqualified	4	1	Level 3 in childcare
Cleaners		2		

Section 2: Parent's, Children's and Professional's Views

Parent's Views

We believe parents and carers to be part of our team as they are their child's first educators. It is because of this that we encourage a two-way flow of information between ourselves and parents. This is done in the form of the settling-in process, learning journeys, parent's evenings, and daily interactions during pickup and drop-off times where key persons and parents exchange information and ideas with regard to children's learning and development. The parents have many opportunities to give their views. We have a great relationship with our parents and feel that the majority of things can be discussed on an informal daily basis.

Allsorts is a committee-run group and all parents are welcome to join. We hold regular committee meetings to obtain their views and we work closely with all our parents as their views are important to us. Regular communication allows us to obtain our parent's views and in all our settings we have an open-door policy that encourages communication and parent partnership.

At the very start of a child's journey at Allsorts, children have settling-in sessions where their parents join them. This gives the parents and staff the opportunity to begin to develop a relationship and an effective way of communicating. The parents have the opportunity to meet with the staff and discuss their child with their child's key worker and fill out the all-important 'Getting to know me' form. This practice helps the families to feel welcome and valued, and enables them to freely communicate their views to the staff about the setting.

To enhance our open communication further with our parents, once the child has settled in, we have a key-worker system that promotes parent partnership and enables the parents to have a point of contact to discuss concerns or share information.

Parent's views and comments are also sought out throughout the year in the children's learning journeys via our online system called Family. We also hold 1-1 meetings with the parents and their child's key person during the year to discuss the termly progression of their child and during the transition period to school. We encourage the parents to add their own observations on Family and these can also link in with the assessment and next steps for the child. We also produce biannual reports for the parents so they can keep track of where their child is and the progression they are making. We constantly encourage parents to become involved and hold many parent and partnership events such as play days, general stay and play sessions, and much more as well as welcoming parents into the setting whenever they wish to come and join in. The summer trips, sports days and big events are always well supported and popular with parents and grandparents. We also have a complaints folder if parents wish to record their thoughts.

We send out annual surveys to all parents asking for their opinions on many aspects of our provision. If we have any particular areas of need for change or concerns, we will send out additional questionnaires to ensure we have the parent's views as part of reviewing our practice.

We have a parent committee and therefore regular committee meetings and fundraising events which also builds relationships with parents enabling them to pass on their views and opinions.

Following feedback we have received from our parents over the years, we have changed and adapted our provision to incorporate those recommendations and improve our service.

Children's Views

At Allsorts we obtain the children's views by talking, listening, and observing them. The children in all of the settings are confident in selecting their own resources and activities, and requesting further resources to extend their play.

Children are confident in doing this as we have adopted the planning in the moment strategy in all of our settings. Planning in the moment is a very simple idea – observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment. Planning in the moment is child-led which is regarded as one of the most effective ways for children to learn and develop because it is based around the children's needs, interests, and their individual stages of development. It also allows children to be fully engaged and involved in their play and activities, which is linked to better brain development in children. Planning in the moment is about children having a natural desire to learn and explore. Instead of holding their hand through a variety of presented activities, you can allow them to find their own interests and use this to enhance and build upon their existing knowledge.

Planning in the moment is broken down into three stages:

- **The child's spark** – this is when the child first shows an interest in something. There should be an air of fascination around the object and concentration in what they are now doing.
- **The teachable moment** – The teacher will notice this and approach the child. This is the opportunity to extend their interest, by asking open-ended questions and considering ways to apply this interest to other resources and activities within the environment.
- **The documentation** – At a later date, you can document the observation. Include the spark, the teachable moment, and what you did next. This will help you to map out each child's interests and plan an environment that works for them.

This way of planning allows the staff to listen, teach in the moment and observe the children's play. By doing this the staff can identify the children's schemas, interests, play ideas and preferences, as well as any needs or weaknesses they might have and need support with. The provision in the setting is kept fun, fresh, and exciting for all the children. Key persons work hard to really know their key children and, with the parents, they plan next steps to help move the children forward in their development, knowledge and understanding.

During key person time, circle time and other interactions with children, practitioners ask children about how they felt about certain activities. We also discuss the setting and use their ideas to help set up the play spaces, continuous provision and activities. We also observe the children and how they interact with different play spaces and use this information for our planning and the general development of the setting.

All of the Allsorts settings use the characteristic of learning, the Leuven involvement and well-being scales. These methods assess how involved the children are in their play and how stimulating our activities are and assess their emotional well-being. These scales help the setting alter the environment and the opportunities to support the children's emotional well-being and enjoyment of what learning opportunities we offer.

Staff Views

Staff are very important to us and we always welcome their views. We work well as a team and value the opinions and ideas of the staff. Staff are included in full staff meetings, senior staff meetings and 1-1 meetings. We regularly send out email newsletters and questionnaires to remind, praise and encourage our staff, as well getting their thoughts and input.

We conduct effective supervision three times throughout the academic year, as well as having one appraisal which takes place during the summer holidays. We feel we can then support any staff member as needed, and identify any safeguarding or SEN needs regularly. During these meetings, staff are asked about their views on practice and procedure, safeguarding concerns, personal development, sharing information on their key children, as well as discussing their own health and well-being.

We have a very strong team with clear goals and we enjoy reviewing and improving practice all the time as a team. We have close links with other settings, where we attend briefing meetings and are able to discuss practice and setting ideas. We also have positive links with the local schools and their staff.

Staff always have the opportunity to speak to the Room managers and Directors at any time and are welcome to visit the offices in the setting. Allsorts has a clear structure of roles within the setting so staff knows where to go and get support, advice, or discuss any concerns.

Other Professionals

Allsorts successfully work in partnership with a variety of professionals that are involved with some of our children. This includes Speech and Language Therapists, Portage Consultants, Social Workers, community nursery nurses, and health visitors. The Childcare Director/ SENCO and the managers of each of the settings attend regular meetings with professionals about EHCPs, IPs, Child Protection and Child In Need Plans.

Allsorts has a thorough and clear two-year check and these reports are sent to the child's Health Visitor so that children are supported with their health and development. Our local authority support is from Jane Barter. Jane comes into each of the settings at different points of the year to help support the managers with their settings. We also know that we can contact Early Help if we need support or advice on any situation.

St Augustines Allsorts works closely with St Augustine's RC Primary School reception teacher. We hold meetings to discuss taster sessions, partnership working, school readiness, and discuss how to provide a smooth transition for the children moving up to school. The manager of St Augustine's preschool has a transfer meeting with the reception teacher to go through each individual child's development and needs as well as discuss SEND and extra support for children with additional needs. This provides the children with a smooth transition and a clear baseline for the reception teacher.

All of the other Allsorts settings, as well as St Augustine's, have teachers from other schools visit to have the same discussions with the managers and key workers about each child's development and needs, and any extra support needed for children.

Our SENCO (Special Educational Needs Co-ordinator) works alongside practitioners, parents and other agencies to ensure all individual children's needs are met.

Section 3 Quality of Education

Allsorts Childcare's approach to children's learning and development is to treat each child as an individual, to listen to them, to observe them and be flexible and reactive when doing activities. Each child can then follow and expand on their own interest, and learn to their abilities.

Allsorts has a varied curriculum following the Early Year's Foundation Stage. Our staff understand how children learn and develop and can plan effective learning opportunities through planning in the moment and high-quality purposeful play. This promotes the development of the three prime areas and the four specific areas of learning. It also enables the characteristics of effective learning and cultural capital, which prepares the children for their next stage of learning and school.

Allsorts curriculum provides a free-flow, active learning environment, where the children freely access the resources both indoors and outdoors. There is a balance of child-initiated and adult-led activities, which follows the children's interests. Children can independently select from a wide range of resources and activities which are easily accessible on low-level shelves. We focus our sessions around high-quality play which develops independence and active learning skills.

We know that everything we do is helping the children progress, as we are continually observing, assessing, and creating the next steps for all of the children. As we record observations on the children, we can see a clear progression or identify gaps or areas to give additional support that might be needed. Using Family to record everything the children do we are able to make a note of each child's achievements and developments. The observations are linked to the EYFs, CoEL, and the Leuven scale as well as giving the parents regular updates when an observation is completed.

Family has also enabled parents to see what children do during their day with us, including what they have eaten, how long they have slept for, any observations, assessments, and developmental progress reports. Parents can also add their own observations and these are included in the child's online learning journey. This has enhanced the parent partnership between the setting staff and parents.

The parent's input in the learning journal gives the key person important information about the child's learning and development outside the setting which they do not see. Parent meetings are carried out termly, within these meetings the key worker and parent/s discuss the child's development including their progress and any concerns there might be.

The key person is responsible for a child's online learning journey and their progress reports. The learning journeys and reports are monitored by the management team to ensure that all the children are making steady progress and that staff are meeting the needs of the children.

Assessing the information on each child allows the practitioners to plan purposeful learning activities to meet their needs and be able to plan in the moment. An important part of the process is working in partnership with our parents and we involve them in the whole process, which provides consistency between home and childcare, and supports home learning and the child's progress.

This process also allows us to identify a wide variety of vulnerable groups such as funded twos, EYPP children, summer born, boys, EAL, SEND, teenage parents, children on CPP, and many other vulnerable groups. We track these groups in order to narrow the gap of their achievements through planning, opportunity, support and intervention.

Having an excellent key person system, reviewing techniques, appraisal, and supervision system means that we easily identify children's needs, whether they need additional support, gifted and talented support, or family support. We have clear pathways to achieve this, with a highly knowledgeable staff member dealing with Special Educational Needs in specified timescales to ensure the best approach for the child. The SENCO works alongside the key person and the family to ensure all are in agreement and working to help the child in the best way.

EAL children are supported in the setting with time, patience, examples of their own language, and a talking pen to assist us with any language barriers. We also have dual-language books and posters of multiple language phrases around the room. We ensure any child from a different culture, religion or country has ample opportunity to learn about their background as well as showing the rest of the children a multicultural attitude. The work we are doing with the children around different cultures helps them to understand each other's wants and needs, and to improve their behaviour towards each other which is also embedding British values within the setting.

Before each child starts at Allsorts we encourage parents to come in and visit with the child and discuss the child's and family's needs. They can familiarise themselves with the setting and the routine. We then ask parents to complete a registration form with all the required information along with a starting points form about the child. This gives us plenty of information about the child, regarding their development and abilities so far as well as likes, dislikes, and needs. On this form we also gain information such as the child having any comforters, pets they may have, favourite toys, books, and songs etc. We feel that the more information we receive the easier we can make the transition for the child and the family.

The settling procedure is very relaxed and gradual, taking it at the child's pace. On the child's first session a 'settling in session' we will welcome them, introduce them to other children, and to their key worker assist them in choosing a preferred activity or toy. The key person will explain the routines and the key person system and discuss the online hub, Family, that we use and the importance of it.

Parents are encouraged to stay and we make it clear that they can stay as long as they feel is necessary to settle them and the child. At the end of their first session, the child will be rewarded with a certificate to mark a successful first day.

Once the child has attended for a few sessions the key person will complete a settling-in observation to give us additional information to start their learning journey. As with all other observations and record keeping this will be completed on Family which the parents can see. Keyworkers will also share information like the child's next steps, interests and ideas, which will help with further progress and development.

The learning environment is vitally important to us and we are always looking at ways to improve what and how we offer to the children, to cover all areas of the EYFS, prime and specific. Using clear but flexible planning and routines we offer the full curriculum indoors and out. We operate a free-flow system for some of the sessions allowing the children to follow their interests and learn in the best way for them. We also plan for adult-led activities

to expand and support the children's learning through quality 'teaching' and planned interventions.

Each staff member is there to facilitate the children's learning, not just to supervise and observe. Staff role model, question, expand and introduce ideas, vocabulary and critical thinking and problem-solving. We work hard to ensure we are using open-ended questions that will enable even the quietest child to think further and give their version of answers.

We use the environment indoors and out to introduce the children to new and exciting play, natural materials, and multiple textures. Creative areas are enhanced by freely accessible materials to allow the children independence, choices, and creativity. Most of our resources are easily accessible for the children and are clearly marked and identified.

We use the additional EYPP funding directly for use with the children concerned. Looking at their areas of weakness, strength or need, and finding innovative ways to support the learning opportunities for these children. We monitor virtually every observation that is completed on Family to ensure a high standard of observations and assessments and to support the key worker to improve any areas necessary in their own ability.

The needs of the children and their individual interests are at the centre of our curriculum. Each child has regular observations to ensure all areas of development are being catered for. Keyworkers keep a check on the next steps needed in order to move children forward and keep them interested and motivated. We listen to the children in play, in discussion, and in social groups. We watch them and note down interests and themes within their play in order to cater to and expand on their interests and learning. We look not only for their achievements but their progression, areas of need, characteristics of learning, and their involvement in play using the Leuven scale.

The most important thing we believe is to be flexible, adaptable, and positive to change, whilst maintaining a high standard of care. The environment that we provide for the children and the opportunities within it, both indoors and outdoors, are exciting and stimulate the children's thirst for knowledge.

We encourage the parents to be involved in their child's learning and development by keeping them informed of topics and themes. We also encourage parents to come in and stay for sessions, encouraging their child to bring items in from home for discussion time and we share information on a daily basis whether it is face to face or through Family.

We have cuddly toys that go home with the children. The children and their families write about what the cuddly toy has done with the child at home. This can then be fed back to all the children in the setting. In addition to this, we also have a chatterbox that is sent home for the child to choose a number of items to go in it that are important to them that they can bring into the setting and talk about them with their friends. This is to encourage communication. We also have a library where the child can borrow books to take home and read with their families, encouraging socialising and communication.

Allsorts works hard to ensure a positive transition for any child leaving whether to go to school, to another setting, on to another room within the Allsorts settings, or key worker. Before the children start school we provide many opportunities for the children to talk about school. We try to make sure we have a set of uniforms for all the local primary schools and encourage the children to try them on and get used to dressing and undressing in preparation. We contact all the transitioning schools to ensure links are made, and any SEND or EAL or vulnerable children are identified early on to ensure a smooth transition.

We complete transition forms to the schools with the parents, and earlier in the year complete school readiness forms with the parents to identify any areas of weakness or concerns. This gives everyone time to support the child and family in order to be ready for the transition. We meet up with the school teachers before the children move on to discuss individual, needs and backgrounds.

Allsorts is proactive in supporting British values within the setting and ensuring staff, children, committee, and parents are aware of not only the importance and the meaning of British values but also the way we embed this into the day-to-day routine and running of the setting. Many staff have been on British Values and Prevent training and we are in a continuous cycle of ensuring its importance within the setting.

We view equality and diversity with high importance. We look at each child, family and adult within the setting and ensure that they feel included, supported and accepted no matter their religion, culture, language, gender, age, ability, or background.

Section 4: Behaviour, Attitudes and Welfare

Allsorts aim is to provide a warm, happy, secure and welcoming environment that supports all children's emotional well-being. The staff team have very high expectations of children's behaviour and this results in good standards, supporting engagement in learning and respectful relationships towards each other and adults. It is clear to see that the children in our care are confident learners who are secure within the environment and understand how to respect others, be kind and have positive behaviour.

The children's learning and behaviour are supported by our golden rules as well as practitioners encouraging and modelling appropriate language and positive behaviour. This empowers the children to try and understand right from wrong and how to be kind and respect others.

Our children and their safety and wellbeing are at the heart of all we do. Our practice is driven by their welfare and holistic wellbeing. Through educating the whole child we believe that our children develop as well rounded members of our society and leave us eager and able to take on the challenges of their primary education.

Allsorts support children's behaviour and attitudes, including helping children to manage their own feelings and behaviour, and how to relate to others by promoting the following:

- We have a very friendly and caring environment in which children develop friendships, learn respect, and how to tolerate differences.
- There is mutual respect between children
- Children are kind, considerate, and thoughtful of each other
- Children and adults respect each other
- We talk to the children and promote discussion about this during our weekly circle times
- Throughout the academic year we celebrate faiths and festivals from our own culture and others.
- The provision is inclusive, enabling children of all abilities to participate fully at an appropriate level
- Discrimination and bias are challenged as and when situations arise

- Practitioners encourage children to talk frequently, and with confidence, about their home cultures and their similarities and differences, likes and dislikes, and different experiences.
- Children are given the opportunity to try foods, listen to music and stories from different cultures
- Our Behaviour Policy guides staff as to how to manage children's behaviour in line with their age and stage of development.

Allsorts also has a clear anti-bullying policy. This ensures that all children are learning to have positive behaviour, play co-operatively and respect others.

We believe the welfare of the children at Allsorts is promoted very well and effectively through all areas of our provision but there is always room for improvement.

We help children to be healthy in many ways. We encourage as much indoor and outdoor physical play as possible in all weathers. Staff help children to note the effect this has on their bodies as well as encouraging them to think for themselves as to what they should be wearing appropriate to the weather. We offer all areas of the curriculum in the outdoor environment and are continually looking to upgrade and improve the outdoor provision.

All children are aware of hygiene routines and why they are important and are continually reminded of these as appropriate. We also have visual prompts for handwashing. Children are encouraged to take simple steps for themselves such as blowing or wiping their noses and covering their mouths when sneezing and coughing. Lots of praise and encouragement are used when children show healthy habits.

Cross-contamination and infection control are dealt with by cleaning routines and adherence to policies, staff training and supervisions. Many staff have completed basic food hygiene training with the remainder to complete it before the end of the school year.

Parents are clearly reminded of exclusion times for illness and advice is given when required by parents.

We ask parents to provide a piece of fruit or vegetable for a snack, which is offered on a café style basis with milk or water to drink. The children are encouraged to be independent at snack times; choosing, pouring and cutting as much as possible. The children are aware that drinking water is freely available at all times and we ask parents to only provide water for their children during preschool. Children's dietary needs are taken into account when cooking or food tasting, and alternatives may be offered to ensure a child with special dietary needs doesn't feel excluded. We have lots of cooking and food-tasting activities which allow the children to discover different tastes, textures and foods from many different cultures.

Children bring packed lunches into preschool and we encourage parents to ensure they offer a healthy balance of foods by giving them information on healthy lunchboxes. We also ensure that parents are aware that we do not offer cool storage for lunch boxes so any perishables need to be removed and placed in the fridge or a cool pack placed in the lunchbox. We do not allow sweets or chocolate bars within the lunches and limit the number of junk food items a child is given by guiding the parents and giving them ideas for fresh and healthy lunchbox items.

The majority of staff are currently first aid trained. Some staff also have had training in specific medical conditions such as the use of EpiPens, and the control of epilepsy and diabetes. Occasionally we have animals on the premises but we ensure that the animals are

healthy and do not pose a risk. We also ensure that there are no allergies to the animals concerned and we inform parents that the animal will be attending.

We do have a few children with English as a second language and we ensure that they are aware of health and hygiene routines through role modelling and gestures, praise and visual prompts.

At Allsorts, we help children to prepare for lifelong learning by providing them with the skills needed. If a child feels valued, they will achieve more. We will always try to give the children choices in as many areas as we can to encourage decision-making. To assist in this, we make the equipment and activities accessible and available wherever possible for independent selection.

The children, on the whole, have a very positive attitude to learning and show great excitement when more new activities, experiments, and problems are put to them. They are able to share, take turns and cooperate, and often self-manage this issue amongst themselves. Our positive attitude to learning rubs off on the children and they show a positive attitude towards new experiences, making decisions, friendships, and adult relationships.

Allsorts ensures that all staff safeguard and promote the welfare of the children by way of implementing the health and safety policy, recruitment policy, safeguarding children policy, collection procedures, outings policy, their staff/student/volunteer induction procedure, continual risk assessment and a safe environment to play and learn.

The children are encouraged to think about staying safe through daily risk assessments and jobs that they help with. They are reminded about safety issues throughout the day. We have small topics dealing with safety issues such as road safety, sea and sun safety, and stranger danger.

All accidents occurring in the setting are dealt with quickly and appropriately as the majority of staff are first aid trained. The accidents are recorded on Famly for the parents to see and acknowledge straight away. Accidents are reviewed periodically to ensure there is not a run of similar accidents that could be avoided. If a child has a head injury, we will contact parents by telephone to inform them and complete a 'bumped head' form giving parents signs to look out for after a head injury. This is in addition to the normal accident form.

Medication that is required to be administered during the day must be recorded on Famly with all the correct information and acknowledged by the parents. Medication will only be administered if it is brought into the setting in the original box and container, with a label that clearly states their name and dosage. Medication will be stored accordingly to requirements.

Visitors to the setting are required to sign a visitor's book on entry and leaving. Any regular visitors will be asked obtain a DBS.

When children are collected we ensure that only named persons are allowed to collect the child. In an emergency, parents can phone the setting to advise of a change of persons collecting, but they will be required to have a password as this will be asked by the staff when the person collects the child.

Outings are also planned carefully with risk assessments completed and care is taken to cover all eventualities.

We try to ensure that all staff are trained regularly in safeguarding and also inclusion.

For the children that are with us still in nappies or pull-ups, we have a rota of staff that will deal with nappy changes. A record of every child that is changed is kept on Family, detailing who changed the child's nappy and why.

In the term before the children leave us to go to school, we work to ensure the transition is a happy and smooth one. We work with the schools to ensure all the children have visited and/or met their new teachers. We also work through some activities that will help prepare them for going to school. We will also have a meeting with the parents around this time to reassure them about the transition of their child into school and their progress.

Sun safety and awareness is also a huge priority as much time is spent outdoors. We advise all parents to apply sun cream before bringing their child and we check that this has been done before the parent leaves. We can then reapply sun cream later when needed or apply if the parent has forgotten. We insist that children wear hats in the summer months outdoors and parents are asked to supply the hats. During hot weather, we ensure plenty of shade is provided for the children and drinking water is always available. Staff monitor to ensure children are accessing fluids regularly. In extremely hot weather we may make the decision to limit outdoors to ensure the well-being of the children. We encourage staff to role model the same behaviours we expect from the children such as wearing hats outside.

We monitor attendance and encourage parents to contact us if a child is not in for any reason. If we have not heard from a child's parents for a couple of sessions we will contact the parent to ensure all is well and encourage a return. For any child whom we have concerns with or who has a high absence, we will contact them on every occasion of absence and work with the parents to overcome the issue preventing attendance.

Section 5: Personal Development

Children feel safe and thrive at Allsorts, because they understand expectations and consistency is provided through the routines of the day. We find that this ordered approach enables children to focus on their learning because they feel secure and quickly build positive relationships. The Personal, Social, and Emotional aspect of the curriculum is paramount in enabling children to develop into happy, confident, caring, and sociable little beings who are able to learn effectively. There are clear procedures in place to keep the children safe and protected from radicalisation and extremism and all staff have undertaken the prevent duty training.

The staff's secure relationships with the children creates a safe place in which children can challenge themselves and learn through making mistakes. We encourage them to become independent and develop the skills they need to become proactive learners, instilling within them a life-long love of learning.

Our key worker system ensures that we develop a secure attachment with the children and their parents. Parents are given information about their child's key person when they start; this includes the key worker's photograph, information about themselves, their experiences, and qualification. A baseline assessment is carried out on a new child once they have settled this is rough 4-6 after they have started with us. The baseline assessment gives the key worker a clear start as to where the child's development stage is and any additional needs. Parents are involved in this process and provide vital information to the key person about their child. When children find it difficult to settle or adapt to Allsorts life we work in partnership with parents and carers to ease their transition, building up time gradually and focusing on positive reinforcement.

Our routines with each of the settings encourage all children to work independently as well as in groups of varying sizes. This supports and inspires playing and exploring, active learning, creating, and critical thinking and develops positive attitudes to learn and be school ready.

We use picture exchange communications systems so children with SEND can show or point to the pictures of what they need or be able to follow routines and transitions. This improves their learning outcomes for the future and their communication skills.

Children's behaviour is very good at Allsorts, with all children involved in negotiating boundaries and rules. Children understand why we must have rules and take account of the feelings of others, often helping their peers to make good behaviour choices. Most of our children behave well at all times, and when there are instances of inappropriate behaviour these are swiftly addressed by staff. Children are frequently observed supporting each other and working collaboratively while engrossed in their learning.

Allsorts is a fully inclusive learning environment and is accessible and enjoyed by children from a wide range of backgrounds and with a very broad range of additional needs. All our children have a rich variety of experiences, there are no activities we cannot or do not adapt in order to make them accessible and inclusive for everyone.

Allsorts put inclusion at the forefront of our practice and procedures and believe that being inclusive means that we are doing the best for everyone. Allsorts staff treat all the children fairly showing no discriminatory or stereotypical practices. This is not achieved by treating the children the same but by treating them as individuals, in order that their own personal needs are met.

Allsorts is exceptionally safe and secure for children, many of whom present as being vulnerable. Our safeguarding and child protection arrangements are strong. Risk assessments are carried out on activities, equipment, our building, and visits. Risk assessments for day-to-day activities in Allsorts are reviewed regularly with an emphasis on measures that can be controlled to allow children to feel an appropriate level of risk and challenge.

Section 6: Leadership and Management

The Management of Allsorts Childcare have high expectations of children, staff and themselves and use these to drive continuous self-evaluation and improvement. We feel that we can never stand still, that there will always be improvements to achieve, and that we need to take into account all opinions in order to tackle change and improve the quality of the provision.

The whole team is important in forging the success of the setting. We work hard to keep up to date with policy and rule changes, and to be ahead of the game with knowledge and understanding of the children's issues and aspects of learning. We are a positive team who sees the possibilities to improve as ever-changing and fluid. We are not afraid to change what is going on in the setting if it benefits the children and their learning environment.

Allsorts Childcare believes that well-motivated and passionate staff inspire the children to learn and develop in a fun way. We believe the quality of staff is vital to the achievement and development of the children and we pride ourselves in our dedicated workforce. The Directors and Managers of Allsorts are highly qualified and motivated mentors that support the staff in all their roles.

Allsorts Directors have attended safer recruitment training to ensure we are adhering to current guidelines with recruitment. All staff have a clear DBS completed before they do any personal care and we ask for two references – one from a previous employer and one character reference. We have a 6-month probationary period with a comprehensive induction procedure lasting 6 months. We ask all staff to sign annual health and criminal activities declarations, which also include close family and partner's criminal activity. We have strong behaviour guidelines which includes our mobile phone and camera policy, social networking, and behaviour outside the workplace.

Allsorts has a clear organisational structure that staff understand and are able to follow and know that they will be supported and guided. All staff are monitored assessed and encouraged to work on their continuous professional development. All staff are logged on to the Dorset Council's Nexus and Educare for training. We also ask our staff to complete self-initiated learning. The senior team ensures that they are available in many ways to help support, guide, and encourage staff to reach their full potential for the benefit of the children.

The Directors and managers of the settings foster a warm, caring, reflective environment that ensures the safety and well-being of all children and adults, whilst providing the best learning opportunities. Directors work in partnership with staff, parents, and the committee to ensure the very best care and learning opportunities are provided. Management oversees the curriculum planning in the setting to ensure we are meeting the requirements of the Early Years Foundation Stage (EYFS). Allsorts practice reflects the Early Years Statutory Framework. All staff receive training in Safeguarding, First Aid, Food and hygiene, and Prevent Duty.

All practitioners are included in discussions and decisions, and their views and opinions are respected. All new practitioners will be provided with an induction period. Students and volunteers are welcomed into the setting. All staff, students, visitors, and regular helpers are DBS checked to ensure they are suitable to work with children.

Allsorts evaluates everything done to ensure quality, interest, and relevance, this is monitored and shared with the team. Accident forms, medication forms, prior injury forms, and incident forms are regularly reviewed to ensure we are risk-assessing everything and working to improve them. Risk assessments themselves are reviewed to ensure we are doing the best we can to safeguard the children. Policies are reviewed as and when needed to ensure they are still relevant and up to date.

We track many different cohorts of children in vulnerable groups, key groups, ages, etc, and review these trackers to ensure that children are progressing and achieving in the best way they can. These trackers may identify issues or gaps that we can intervene and address,

Each term Allsorts Childcare action plan is reviewed to ensure we are progressing and delivering the best care and learning opportunities for the children in our care.

Directors and Managers have a fantastic relationship with the staff and everyone works well together as a team supporting and providing for each other. Everyone is aware of the needs, strengths, and weakness of the setting and work together to make improvements and changes where necessary.

We follow the statutory ratio requirements, and deploying staff is done on a rota basis with adequate cover at all times. We have a good emergency staffing system to cover sickness and holidays. Staff themselves are able to deploy wherever necessary within a session in

the setting and can think for themselves if more staff are needed in any area due to the number of children moving independently around the setting.

Some activities are allocated staffing to ensure safety and adequate supervision. The space in the setting is used effectively but this use is often reflected upon and sometimes changes are made. Much of our space can be multi-purpose but we do have set areas for some things such as a cosy reading area, our role play areas, our exploration area, our creative area and a malleable area.

Resources within the setting are clean, varied, and of adequate amounts for the children. This is covered frequently in evaluations when staff can inform management of equipment running low, damaged, or extra resources needed or suggested by the children. All of the resources in each of the settings are suitable for each of the age ranges of children. Many of the resources have multiple uses and the children often mix and match resources to accommodate their play and interests.

Our admission policy is comprehensive and inclusive of all children. We admit children when space allows as they become old enough to start regardless of race, religion, need and gender. We aim to ensure all our policies are inclusive and effective by constant monitoring and reviewing. All parents are made aware of the policies when they join Allsorts and a copy of the policies is kept in the preschool room for parents to view and are informed when changes are made. Staff and volunteers are given copies of policies when they have their induction and again when changes are made after the review with the committee.

We aim to make all children feel special and welcome and a part of the Allsorts family. Premises are kept safe with gates, locked and key-padded doors, and close supervision. All visitors are required to sign the visitor's book and are supervised at all times. When doors are open for parents to come in or leave a staff member is also in attendance at the door and will not leave the position without shutting the door to ensure the safety of the children. Daily risk assessments are carried out by both the children themselves and the staff with the children recording their findings. Other risk assessments are done annually or as and when needed such as trips, visitors, maternity risk assessments, etc.

It is very important that we work with parents and others to safeguard children. We use a password system for the collection of children and any adult that arrives to collect a child must know the password before we allow the child to leave. If we are in any doubt we will always call the parent to clarify the situation. We have a named DSL and a deputy at each of the settings. All staff are aware of the signs and symptoms of abuse and the next steps to take if they suspect anything with a child. All staff have been made fully aware of the terrorism act, prevent duty, and their role in this. Continual updating of training is also vitally important.

Newsletters are sent out to all parents and memos are sent in between when necessary, these are posted on Family for all to see. Keyworkers speak to parents on a day-to-day basis and share observations and next-step information. We also provide time as and when necessary to discuss a child's needs on a one-to-one basis. The child's learning Journey is available through Family for the parents to view and comment on and add to along with the child. As previously stated we have a starting point form, and a very comprehensive registration form that gives lots of important information and relevant information even before the child starts with us. We have found the Family system to be highly beneficial in involving the parents in the children's learning as they can access the information as and when they wish to. We use Family to produce at least two reports annually for each child highlighting

their achievements and their next steps, encouraging the parents to assist in their child's learning too.

All of the team here are unified and working extremely well together to provide the best possible care and education we can. We have a fantastic team spirit with all levels of staffing feeling able to have a say in changes and improvement but a senior that pulls it all together to give the best results. Responsibilities are divided amongst staff to assist in a feeling of ownership and trust. We are all keen to develop our skills and qualities and this is reflected in the amount of training the staff attend and achieve. We work reflectively always evaluating and monitoring evaluations to give us clear and ongoing actions to improve on.

Senior members of the team are keen to assist and cascade their knowledge and learning and work with other team members to secure their knowledge and understanding of what we are doing.

Section 7: Evaluation and Overall Effectiveness

At Allsorts, we know all the children make significant progress in their learning and development whilst with us because of the high standard of individual care and opportunities we provide, the close relationships with the children and their parents/carers, and the individual way we approach planning and assessment. All children are tracked to ensure progression individually and as a group. Through analysing these tracking results we can see issues arising either with key worker moderation, additional needs or if we have a weak area of learning that needs additional support.

Our process for identifying and supporting children with additional needs or vulnerable children are robust and effective. All children are dealt with as individuals and their own needs and interests are taken into account to provide a very individualised progression. We are clear on signposting parents and carers to give them extra support when needed. We recognise that many of our 2-year-olds are coming in with additional needs or specific social issues and therefore more time and effort may be needed with these families to ensure we get things right. This is an ongoing learning process needing good communication from other professionals as well as confidence in the way we work. We aim to expand the range of possible vulnerable groups and opportunities to narrow any gaps in these children's achievements.

We believe the requirements for the children's safeguarding and welfare are exceeded but we are always looking for ways to improve further.

Key persons begin to build trusting, secure relationships with our children and families at the earliest opportunity. Key persons work closely with parents to ascertain children's "Starting Points" in development, which enables them to plan meaningful, appropriate experiences from the offset. Such practice enables children to make rapid progress in their learning and development. Children's progress is regularly evaluated to ensure they are achieving appropriate levels of development. Interventions are swiftly implemented should a need be identified. Practitioners support children to become independent, confident individuals who have an intrinsic will to play and learn using creative and critical thinking.

The Childcare Director and Room Managers have undertaken the Incredible Beginnings program. This has been implemented into practice and the outcomes from this course have been clear to see.

Evaluation and continuous improvement are vital elements in Allsorts success. There is always something else to be achieved, reviewed or improved.

Section 8: Action Plan-how we plan to move forwards

- Continue to review and evaluate our practice and procedures and implement new evidence-based practices that will improve the outcomes for the children.
- Continue to update all staff training and knowledge, and implement new initiatives, including completing Dingley's Promise.
- To continue to develop a transition to school to support school readiness in the children.
- To continue to develop smoother transitions when children move rooms and are new to settings.
- Practitioners to continue building children's confidence and independence through the challenges and activities provided.
- Continue to implement into practice the Incredible Beginnings Behaviour program.
- Continue to develop the WellComm Toolkit to provide a clear assessment of language development.
- To continue to provide children with a safe, secure, happy environment that offers rich learning opportunities, differentiated to include all children.
- To continue to embrace the different cultures, backgrounds, languages, and needs of all our children and their families.
- Children with additional needs to continue being supported well by all staff within the nursery and with the involvement of outside agencies when needed.
- Practitioners to continue encouraging parents to be involved in their children's education, with staff communicating via Family, phone calls, social media and email.
- To continue with Management encouraging practitioners to work well as a team and share a clear vision, sharing the responsibility to deliver outstanding practice as well as individuals continuing to contribute their thoughts and ideas.
- Continue to develop our planning using the strategies from Planning in the Moment
- To continue to have a reflective environment that provides the opportunity to review practice and provision on a regular basis.

