

Date Submitted: 09 June 2013

Your setting

In this section describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.

Little Dragons Pre-School (formerly known as Great Bromley and Frating playgroup) has been operating since 1977 and is Committee run. In 2009 a new Deputy Manager and Manager were appointed. These changes have had a positive impact on the setting and have allowed the setting along with the support of our Committee, staff and parents to win three year battle for planning permission to operate its own premises on the grounds of Leonard Cheshire Disability, Great Bromley. The three bedroom bungalow has been converted into a pre-school with ramp access into the main building. This leads on to the main play space, office, accessible toilet, children's toilet area, kitchen and a conservatory. The outside play space is divided into three areas: a free flow play area whereby the children access from the main play space, a large field and a focused investigation area where the children can plant and access wild life via the enclosed shallow pond and log pile. We have a shed which the children have named the 'Story Shed'. This is used for circle time and small group stories. Once renovation works are complete we plan to have another shed which will be our 'Sensory Shed' allowing the children to have access to sensory equipment including tactile boards, music projectors and fibre optic lights.

Our new location is central to the village and feeds into the local primary school. We are now within walking distance to the school which enables parents to make one journey to access 2 settings. This allows staff easier access to shared school events and training. We are next to the church and take regular walks over to have a look around and participate in church events for example The Flower Festival and Messy Church (an arts and craft day once a term for children and parents). We have access to the grounds of Leonard Cheshire Disability and take regular walks to explore the large grounds in both the snow and sunshine. The children are regular visitors to the lake and enjoy observing the ducks, geese and rabbits along the way. The children learn the importance of exercise and how to be healthy whilst developing their physical skills walking around the grounds.

We currently have 10 children on our SEN register. Four children under Speech and Language, three children who need behavioral support and three children with specific medical diagnosis. All children receive support from our setting SENCO Lydia Forrest and their key person. No external funding has been allocated at present. We seek guidance from our Area SENCO Debbie Juniper when necessary. Lydia is the Lead Professional for two of these children organising TAC meetings and liaising with all relevant professionals.

We do not have any children who attend our setting at present with English as an additional language. However we ensure all children and their families are welcome through signage, labeling, dual language books and other procedures.

Since January 2013 Little Dragons Pre-School has been operating Monday to Friday from 9.00-3.30 from Church Meadow Bungalow. We have space for 24 children. In addition to these pre-school sessions parents have the option of a Breakfast Club run by pre-school staff and an extra 30 minutes of child care at the end of the day. Therefore pre-school opens at 8.00am until 4.00pm if the demand exists. We are currently open term time only but with the option to open an After School Club and Holiday Club if the demand is there in the future. We offer 2-3 year old funding if the child meets the funding criteria and 3-5 year funding also.

We currently employ seven members of staff, five Early Years Trained and one Administration Assistant/Mid-day Assistant who holds a current Paediatric First Aid Certificate.

Manager: BA, EYP, First Aid trained, Safeguarding Level 2 and 3, H&S Level 2, Food Safety, Safer Recruitment, Designated person for 2-3's.

Deputy Manager: Currently in Year 3 Foundation Degree in Early Years. Progressing to EYPS September 2013, First Aid Trained, Safeguarding Level 2, H&S Level 2, Food Safety, ENCO.

Senior Early Years Practitioner (part time) - Level 3 in Pre-School Practice, First Aid trained.

Early Years Practitioner (part time) - SENCO trained, - Level 3 in Pre-School Practice, Elkan-Level 3, First Aid trained

Early Years Practitioner (part time) - Level 3 Pre-School Practice, First Aid trained.

All CPD certificates are kept in our CPD file. As staff we regularly attend our Learning Community meetings and hold training at our setting. We take these opportunities to reflect and implement change to our practice. We hold three staff training days per academic year.

Having recently moved to our new converted pre-school the children now have the added advantage of free flow play allowing them to have choice and initiation of their own play. Activities and interests can continue for days rather than sessions as we no longer have to pack away as we previously did in the village hall. The wider local community is now in safe reach of our setting allowing children to have daily access.

Our new office with computer and internet access allows staff to have a base to work from to complete learning journeys and CPD training including online modules. Our staff notice board allows for documentation to be accessed more easily, articles to be displayed for example information about 'Mud Kitchens' and Safeguarding providing staff with regular updates on early years practice.

Views of those who use your setting and those who work with you

This section should record

- the views of the children and their parents or carers who attend your setting
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in
- the RAG rating the local authority may give you to indicate the level of intervention they offer.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of their views.

Reflective practice is embedded in our Ethos at Little Dragons Pre-School.

Through continual reflective practice with staff, committee, parents and children's views are listened to and changes made. Monthly staff meetings now take place, allowing staff to work together to plan activities, share observations and reflect and make changes to the settings practice. Visit notes from professionals are shared with staff and changes are made. For example when we made changes to the age of the children we admitted to pre-school it was suggested the room layout needed to accommodate 2 year olds. We used our Tesco school vouchers to purchase a 'Community Friendly Space'. Visit notes from our local authority are shared with our committee at meetings informing them of actions and how we have addressed them. They are then filed in our Reflective Practice file.

Termly parent evaluations are conducted. The comments and suggestions from these evaluations are addressed and a summary of findings sent back to parents. When the setting offers parents an opportunity to attend a work shop (for example Mark Making or What is a learning journey?) parents are asked to complete an evaluation, which in turn informs future practice. Most recently we held a meeting to discuss 'School Readiness'. Feedback from the parents included "Getting the children to practise getting ready for PE is a brilliant idea" "Very informative and helpful". These evaluations are kept in our Reflective Practice file. Our new parents noticeboard contains information about the EYFS, 2 year progress check along with an explanation of the role of Key Person, parents views of our home visits along with additional useful information. Termly Dads weeks were introduced after a student completed a research project on the 'Impact of fathers in the Early Years' Photographs of children playing with their dad's are recorded in their learning journeys. Comments from the dads are recorded to enable us to plan further opportunities.

We are a registered charity run by our parents. Committee meetings are held termly and are open to all parents and carers from our setting. An agenda is set by the committee including a report from the manager updating the committee on the previous terms events, visits etc. There is an time allocated for any other business. This is a time for parents to express their views and ask questions.

The views and opinions of the children within our setting are valued. By building close relationships with our key children we are able to respond to their needs. On a weekly basis our children have the opportunity to talk about what they would like for snack, allowing them to have ownership over what they like to eat. This allows the children to be involved in decision making, helping them to build confidence and self-esteem. When planning special events and parties for special occasions (for example end of year and Christmas) the children are actively involved. They decide which food they would like to bring and which party games and music they would like. When collecting vouchers for schools, the children select the equipment they would like. For example, we have recently collected Morrisons vouchers. At circle time staff sit with the children and discuss what equipment they might like for our outdoor environment. The children devised a list and now that equipment has been ordered. When planning activities children are encouraged to mark make on the Children's Planning sheet. This encourages mark making from our youngest children upwards and values their interests. Children have regular opportunities to reflect on their own learning by looking at their learning journey with their Key Person and logging comments. Discussions take place with the children and their work is shared with peers and families. Daily diaries are one form of regular communication between the key person and parents. Both parents and key persons will write in these diaries. A record of activities or information, which been gathered throughout the day, will enable a discussion to take place between child, parent and key person.

We have close links with our Area SENCO Debbie Juniper who visits our setting to give advice to our SENCO Lydia

Forrest who then cascades information back to relevant staff. Debbie has fed back how pleased she is with our paperwork on our current SEN children and the strategies we have put in place for relevant children. We have effective links with Speech and Language Therapists, Outreach workers and NHS professionals. Any advice given by these professionals is adhered to and put in place where necessary. We work closely with parents and other settings following our Information Sharing Policy, this is particularly relevant at present as we are supporting the transition of 13 children leaving for Primary School at the end of July.

We have been awarded a Green RAG 3 years in a row. The manager has completed her Level 3 Designated Person and Safer Recruiting training for Safeguarding which was the only action under last years RAG (2012).

Quality of Provision

How well the early years provision meets the needs of the range of children who attend

This section is about the impact of your provision on children's learning and development.

The quality of our provision is continually reflected upon and our overall approach to learning is of key importance. In order for children to succeed in life they need to feel happy, secure and motivated to learn, our environment provides opportunities for children to do just that through adult and child led activities. Our setting is welcoming of all children, parents and staff.

Planning within our setting is based around children's individual needs, taking account of their age, stage of development, gender, culture, religion, ethnicity, home language, family background, learning difficulties, disabilities and abilities. Observations allow us to highlight children's interests, skills and talents, which form the basis of our planning. Through observations, next steps are planned in line with the Prime and Specific areas of learning (depending on age). Weekly 1:1 time is allocated by each key person to spend time with their key children on activities linked to their next steps, observations are recorded in their children's learning journeys stuck in by the key person or children themselves along with photographs that the children have taken of their own learning.

The weekly continual provision planning records activities planned for individual children's next steps, along with activities children have selected from the children's planning sheet, taking account of the styles in which children learn and schematic behaviours. A calendar of festivals and celebrations allows us to provide opportunities for an inclusive education, alongside the children's ideas. However, a set topic format is not considered best practice in our view as it is not always meeting the individual needs of our children. An example of this a child was very interested in 'space' he brought a book in from home to share with his peers. His key person supported his interest by having a discussion with him about space they began to create a 'space station role play area' his mum offered to bring in a large box which the child had said he wanted to paint like a 'rocket'. Over the course of two weeks the child experienced a range of opportunities which challenged his thinking and allowed the key person to scaffold his learning. The learning was recorded in his learning journey and linked to the Characteristics of Effective Learning. The expressions recorded on our children's faces through photographs shown in our displays and in learning journeys highlight excitement and joy!

When children start at Little Dragons Pre-School a home visit is carried out. Initial observations at the home visit form the beginning of every child's learning journey. A baseline assessment is carried out towards the end of the first term/half term (depending on attendance) by the child's key person and shared with child and parent. We have a designated person for 2-3's who has completed Best Practice for 2 year olds and has carried out a 2 year old Audit, which is used to reflect on our provision for our youngest children. The 2 year progress check is completed by the child's key person during 24-36 months along with the parents. Parents are informed of this at the home visit and consent is obtained along with explanation of our Guidelines for the Progress Check at 2. Thereafter every child is assessed under the Prime/Specific areas of learning (depending on age) at the end of every term and parents are invited to look and add their comments during a meeting to discuss their child's learning journey and next steps. Progress wheels are completed in addition to the termly assessment reports. Weekly home activities have been introduced to support the link these activities are used a talking point with child and key person and added to the child's learning journey. Our 'WOW window' promotes children's achievements from home to pre-school as parents record their children's 'WOW' moments and share with peers and key person.

Free flow indoor/outdoor play is available once the parents have said their goodbyes. Our children access both areas linking the 2 together by bringing resources from one to the other. Our newly introduced 'Mud kitchen' supports the Characteristics of Effective Learning, open ended resources such as guttering, pot stands and planks of wood support children to initiate their own play and think critically. Our large play area lends itself to supporting children's large motor skills through opportunities to climb in and out of tyres, ride bikes and balance.

Our front garden provides opportunities to look closer at our environment through nature led activities for example looking for mini-beasts under our log pile, observing tadpoles in our pond and planting seeds. Our children use this as opportunity to record the changes in our environment through drawing pictures of what they see and taking photographs.

We are able to access the library bus on a fortnightly basis in small groups, through visiting the library bus the children

begin to understand the process of borrowing a book and begin to develop a love of reading both fiction and non fiction books. Termly cooking activities are carried out at pre-school by a grandparent who has her own catering business. These cooking activities link to celebrations during the year for example Chinese New Year or Harvest. The children enjoy the opportunity to prepare their own ingredients using their own chopping boards and cutlery. Staff also carry out cooking activities linked to the children's interests for example we placed some children's recipes in the home corner to support reading and mark making. One child began to use the "recipe" to make cakes in the home corner, when his mummy arrived to collect him he showed her the recipe and asked if they could make them at home (they did and evidence is in his learning journey) the following week we made them at pre-school and the child was able to share his past knowledge of the recipe with his peers.

At Little Dragons Pre-School we ensure that the inside and the outside environment meets the needs of all children to enable them to learn and develop. Risk assessments are carried out for individual children, for example for a child who is visually impaired we have picture frames in the craft and mark making areas to allow her to focus her vision when doing an activity, plain coloured mats/table cloths are used. We are thoughtful about the layout of pre-school and the rooms are adapted where necessary to provide inclusion. IEP's are written by Lydia in conjunction with the parents/carers, Key Person and child.

Your priorities for improvement.

1. To continue to try and find effective ways to link the indoor and outdoor environment.
2. To continue to develop our investigation garden by creating a sensory/herb garden.
3. To continue to develop our large garden space with opportunities to create tunnels, hills and walk ways to develop children's physical development.
4. To develop our children's voices through asking their opinions on which activities they have enjoyed during their pre-school day.

My Practice is: **Good**

Contribution for children's wellbeing

The contribution of the early years provision to children's wellbeing

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy.

Our overall approach to learning is of key importance. For children to be happy, secure and motivated to learn the environment has to be welcoming to all children, parents and staff. In September 2009 we introduced home visits. An initial introduction to the setting is arranged where the parents and child can come and visit the setting during a session. This is an opportunity for staff to explain our provision to the parents and for the child to meet their key person and peers. During this time a home visit is arranged, should the parent accept a place. A member of the management team and the child's key person will attend the home visit. Having the opportunity to offer these visits allows for a secure attachment to begin. During these visits information about the family is recorded and the opportunity for an informal discussion regarding the child's development can take place. Our registration form is completed along with security passwords for collection, emergency contact numbers, dietary information and other relevant information. By meeting in the comfort of the family's own home, this allows the parents to speak to us about sensitive and confidential issues, about their child, should they feel it necessary. Should parents for whom English is a second language accept a visit, then support can be arranged. Activities are taken for the child to take part in, should they so wish or we observe them playing with their own toys, and record this information as an initial assessment for the child's learning journey.

When the child enters the setting for their first day, their key person is there to welcome them and spend valuable time settling them in. Our digital photo frame allow parents to see what their child has been doing during their day at pre-school. Activities set up for their first day are linked to their interests and observations made by their key person at the home visit, therefore linking home and pre-school. Home visit comments slips are given to parents to enable us to reflect and address any questions which may arise through our home visit system. During the Summer term break transition post cards are sent out to new children who are starting in September which allows the link from pre-school to home to continue over the long break.

Each child is viewed as an individual and therefore a settling-in programme will be unique to that child. Setting staff are calm role models who respect children, parents, the Committee and each other. Therefore the children follow their model. Mr Tickle (puppet) has been introduced to the children and he now plays an active part in our setting. He too is a positive role model for all to see, including the parents. A self-registration system allows children to find their photograph and post, enabling them longer periods of free flow play. The children have their own register to sign in, which supports early mark making opportunities and allows key persons to monitor their key children's mark

making, which is stuck into their learning journeys.

Children's health is key to their mental, social, environmental and spiritual well being. At our setting we promote a healthy life style a variety of ways. Hand washing is a central part of our day at Pre-School as we provide breakfast, snacks and lunches. The children learn a hand washing song and posters of germs support their visual understanding of what germs are and what they look like. Stories and circle time often link to healthy topics, and familiar characters around the setting are reminders of good health and hygiene practice. Regular weekly walks to school with the walking bus support children's health and well being along with adult support about road safety. Daily access to our free flow play area allow the children to experience changes in the seasons and weather. When walking to the duck pond we recall what the pond was like in the winter and how cold it was walking in the snow and how it had frozen over, compared to how we can now we can see our reflections in the water.

The children participate in growing their own fruit and vegetables in our new focused investigation area, which they enjoy eating at later date for snack. Healthy snacks are available at 'rolling' snack time. Discussions take place during snack time about the importance of healthy snacks and how we can stay healthy. A member of staff supports the children at during mealtimes to model positive behaviour and support the youngest children. The children are encouraged to work independently following the snack routine: find their name, post, select their own cup and plate and choose where and with whom they would like to sit next to. This involves many skills including problem solving for example Child A wants to sit next to Child B but there isn't enough chairs! How can we solve the problem? The children are encouraged to make their own choices from the snack dishes using tongs to support fine motor skills, children peel their own bananas and spread their own cheese, which our youngest children do successfully with increasing skill. The children have a choice of milk or water to drink which they sign using Makaton along with please and thank you. Children successfully learn to pour their own drinks through controlled hand eye co-ordination using small jugs and cartons. Water is available throughout the day allowing children to decision make. When the children have finished snack they are supported to make a choice about where their left over food goes, compost bin for recycling? or rubbish bin? the children are beginning to learn about how we can help our environment through recycling activities such as these. The children then wash up their own cup and plate to promoting independence and life skills.

Positive behaviour is encouraged and reinforced by praise and rewards. When showing new parents around our setting our display of positive behaviour is highlighted. A star award system promotes children's positive behaviour as children are awarded a star for helping a friend or achieving a goal. The whole group stops to celebrate the achievement promoting the child's self-esteem, a photograph is taken, the child has the opportunity to print their photograph, cut it out and stick it on the display, the child is allowed to take the star award home to share with their family. The children show great listening skills during these special times of the day and they look forward to the celebration and the boost of self-esteem. A list is kept to ensure that each child receives a star.

Weekly adult led circle times for the older children support the promotion of effective communication skills and allow opportunities for meaningful discussion about feelings, behaviour and safety along with other issues that may arise from key person observations. Our youngest children have short carpet time sessions which include story and singing time, our youngest children are given the choice to come and sit and join in or continue to play.

Children with additional needs are supported by all staff, including our SENCO, and are fully integrated. Staff use Makaton within the setting and visual timetables, "first" and "then" cards are used as teaching aids, when thought to be appropriate. These all aid inclusivity. Photographs are taken on a daily basis and are used to display evidence of good practice.

Throughout the year, opportunities for birthday celebrations and festivals take place allowing us to celebrate the diversity of our world. Parents are also invited to farewell presentations, when their children leave for school. We also conduct concerts to celebrate achievements. All of these activities help to foster respect for each other. Children are encouraged to use their listening skills in a positive manner. Our pre-school rules created by the children support positive behaviour and photographs support their understanding of these rules, these are displayed at children's eye level and are referred to when necessary. Our oldest children (school leavers) become Big Friends in the summer term they have the responsibility of being positive role models for our younger children and help with jobs and "special" activities. The children really enjoy their new roles which promote their self esteem and confidence in preparation for school. A new transition programme will begin this Summer (2013) as we are now within walking distance from St Georges School. We have organised in negotiation with the Reception teacher an opportunity for the current Reception class to visit our pre-school leavers, the school has a Buddy system whereby they support a child's transition they are coming over to visit their children we have asked parents permission to share their child's learning journey, Development Matters and Progress wheels which will support the Reception teacher to form her baseline assessment on what we feel the children already know. We have planned an informal meeting with our pre-school leavers parents to discuss any of their concerns/worries before the school starts their child's transition period.

As we all know young children are vulnerable and it forms part of our role to encourage and support children to develop elements of safe risk taking. Risk taking in particular in the outdoor environment is regarded as purposeful and supported by staff. The children within our setting are aware of the rules for staying safe within our environment and the boundaries for promoting positive behaviour. Staff promote effective practice by being positive role models, for

example walking within the pre-school and offering reassurance to someone who is feeling sad. The key person approach plays a significant part in the promotion of feeling safe within our environment. The relationship, which has been built, allows the children to have the confidence to speak up. It also allows communication to take place between themselves and key person or other familiar adults.

Risk assessments are regularly carried out on a daily basis within the main play space, toilets, kitchen and the outdoor environment using a checklist system. Safety of equipment is paramount, and all staff are responsible. We have a designated Health and Safety representative who we report our findings to regarding premises issues.

Your priorities for improvement.

1. To plant fruit bushes to enable the children to eat their own fruit in addition to vegetables.
2. To research Forest Schools with the possibility of introducing this next year.
3. To introduce the role of 'Safety Officers' to the children and encourage the children to carry out their own risk assessments and checks on the garden area before the children go outside.

My Practice is: **Good**

Leadership & Management

The effectiveness of leadership and management of the early years provision

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

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- partnership working.

The commitment from both staff and Committee members is clear. We are all working to see this setting thrive. We want to be known for the quality care and provision we offer. All staff care about the service we provide and are committed to making continuous improvements. Each and every day we reflect upon our practice and aim to make steps to improve our provision. We have achieved our long term goal to have our own purpose built Pre-school which shows a passion, vision and dedication!

All staff have received training linked to the EYFS either through their Level 3 or training courses provided by Essex County Council. The manager attended training in July 2012 with regards to the Revised EYFS. This training was cascaded to all staff and additional training provided by Learning Community Meetings to all staff.

Changes to the way we assess children have come into place since April 2013, previously our home visit would form our baseline line assessment but upon discussion with Early Years quality improvement officer we have introduced a baseline assessment at the end of a child's first half term depending on attendance. This will give us a clearer indication of where each child is at under the 3/7 areas of learning (depending on age) when they enter and when they leave our setting.

Records also highlight special needs and an SEN log is kept, enabling us to make changes to our provision to promote equality and diversity. Our current policies reflect our provision with regards to equality and diversity. All staff are aware of the effectiveness of promoting equality and diversity and each child is viewed as an individual with many talents. It is our role as professionals to support and respect all families within our setting, through making them feel valued and part of our setting. At present we currently do not have any children with English as an additional language. However, through stories, posters, dolls and other resources diversity and inclusion are promoted in our setting. Visual timetables and makaton signs are used to support children in their understanding of routines, which take account of children's learning styles.

All policies, were updated inline with the revised EYFS 2012 including new policies and were re-adopted by our Committee and are available to view on our website. An amended induction programme has been put in place including students and volunteers. All students and volunteers are now required to complete an online Safeguarding module within 4 weeks of their induction, thus giving them an insight into safeguarding issues with children. All new members of staff will be subject to interviews based on Safer Recruiting Practices. Students and volunteers are required to attend an induction meeting whereby they have the opportunity to familiarise themselves with our policies, procedures and the way in which our setting thrives to achieve as well as being a signed a Mentor. All students are given our Student booklet which contains advice support for students along with copies of policies and important

information from example Essex Safeguarding website address and EYFS. New parents who attend our setting voluntarily are given our "lending a hand" document to read. This explains, in brief, how their help in our setting can assist in the learning and development of the children in our care. It also explains how they can do this in a safe and effective manner.

Each member of staff is aware of who the designated member of staff is for safeguarding and the process of what to do should they have a concern. Each member of staff including myself has completed the online Safeguarding Modules 2 members of staff are waiting to complete face to face Safeguarding Level 2 training and over the next year it is my aim (as manager) to provide an opportunity for each member of staff to attend safeguarding training.

Working in partnership with our parents, other external agencies and providers forms part of our ETHOS. Parents know their children better than we do but in partnership we can achieve great things! Working with other settings allows us to share good practice and support our key children effectively. Working with the local school supports the holistic child. Our setting offers parents the opportunity to be supported on visits to see Speech and Language therapist or attends outreach sessions with charities such as Barnardos, thus supporting both child and parent which in turn has a positive impact on the Key Person relationship and setting practice. We have very close links with the early years consultants at Essex County Council. We work closely with our area Senco with regards to supporting our SEN child. Our setting is part of PVI network and through this opportunity we are able to visit other settings and gain ideas of good practice and offer support to each other. We regularly attend Learning Community Meetings and we are the host of the next meeting in May which was one of my settings goals to hold a meeting as previously in the village hall this was not possible. As the EYFS states "When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning. Working with parents is essential to a child's well-being and at our setting we are committed to the involvement of parents. Whether it be by becoming a member of the Committee, parental support in conjunction with Sure Start, asking them to contribute to resources, lending a hand covering lunches or by simply sharing their child's learning journey with them. We welcome all families and value their skills and knowledge of their children. We provide termly setting workshops for parents and carers including one on learning journey observation at home, letters and sounds and mark making last term.

All staff have relevant Level 3 or above Early years qualifications and experience, and staff are planning to continue their professional development through attending long distance learning and local college courses. All staff have an annual appraisal where future skills are discussed along with their comments about their past years performance. Regular 1:1 staff supervision meetings take place whereby staff and myself the manager discuss any issues relating to their Key Children and themselves. Termly staff reviews support staff's continual professional development and give staff an opportunity to discuss their setting roles and responsibilities.

I set up the reflective practice in 2012 since then staff have begun to contribute to the file reflecting on activities they carry out and our continual provision. Specific CPD handouts allow staff to attend training and record new ideas to carry out in the setting thus reflecting on practice aided by training. Regular staff meetings allow all staff to discuss and reflect on our practice, opportunities to plan children's next steps and assess our continual provision.

Our action plan which is displayed on the staff notice board lists new ideas/actions which we would like to implement, timescale and who is responsible. Our SENCO Lydia Forrest and ENCO Christina Antoniou-Garcia have their own action plans too which they update and evaluate. This allows us to keep an effective log of how we would like to improve our provision.

The last Ofsted inspection was carried out in March 2011. Since that inspection many changes have taken place, including our move to our new building. Our new building allows us to have access to a lot of resources that would have been unassessable to children in our previous village hall setting, including limited displays. The action from our last inspection was to develop resources and activities relating to similarities and differences. We have created display boards which reflect age, gender and ability along with the introduction of Yasmin our Persona Doll.

Your priorities for improvement.

1. To update our website to include a blogging page and photographs of children at play in our new premises.
2. To look to achieve Quality Assurance Status.
3. To work with Essex County Council on their Talk, Listen and Cuddle initiative.

My Practice is: **Good**

Overall quality

The overall quality and standards of the early years provision

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement

and the grades you have awarded yourself.

Any further comments you wish to include

Children's progress is monitored as discussed in 'meet the needs' and evaluated termly with issues being addressed as soon as they are highlighted. Information is shared about children's learning and development with other settings (with permission unless safeguarding issues state otherwise). Children and staff and parents are happy and engage pro-actively in pre-school life. Close relationships with the child, parent(carer) and key person support each child to feel happy and secure. As a setting of fully qualified Level 3 and above members of staff who have a shared vision and passion to make each child's early years experience a wealth of creativity, engagement and excitement our continual reflective practice supports our ethos.

As a newly qualified EYP manager of Little Dragons Pre-school, I am very proud of our achievements to date. Since January 2013 we have made significant changes to all areas of our setting both physically and emotionally. Giving the children and parents a voice and acting upon their requests is only a small part. Having filled our ultimate goal of having our own converted pre-school solely for the use of Little Dragons Pre-School has had a positive impact on all involved. We look forward to completing our 4th RAG very soon from Essex County Council and strive to be GREEN. Our numbers of children are increasing and we hope this will continue with our new marketing team. Now we are here living our dream we look to our positive settled future in our new home.

My Practice is: **Good**

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