



Standards & Quality Report 2017/2018

Introduction

Cambusbarron Playgroup's Standards and Quality Report 2017/2018 provides an evaluation of the playgroup provision during 2017-2018 and shows the positive aspects of our playgroup and highlights the areas which the playgroup plans to improve. A summary report is also available. This report references the National Improvement Framework, the Health and Social Care Standards and How Good Is Our Early Learning and Childcare (HGIOELC) as benchmarks of how well our playgroup is doing. The report is compiled as part of a process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, our community, Stirling Council and Education Scotland. The report is shared on our website and via our social media platforms, is available on request and is displayed within the setting.

Context

Cambusbarron Playgroup is situated in a rural community to the west of Stirling. The Playgroup is managed by a voluntary management committee formed of parents of service users. It operates in partnership with Stirling Council and is open from 0915 to 1225 during school term times. The Playgroup provides a service for children aged 2½ to 5 years and is registered to take a maximum of 16 children per session. The Playgroup currently provides a service to 19 families and has a total role of 21 children.

The playgroup operates from a designated room within the local Community Centre with access to 2 large sports halls and a large paved garden. The playgroup also accesses a large local woodland to extend outdoor learning opportunities.

The playgroup identifies strongly with the community and mutual support ethos of a traditional playgroup and is considered to be a valuable resource to the community.

Playgroup has 2 qualified members of staff. Jane Bain, Lead Practitioner and Senior Playleader, has a BA (Hons) in Childhood Practice as well as a BSc (Hons) in Computing Science. She has many years experience working in playgroups and community environments and has previously worked in the financial sector. Jordan Sutherland, the Early Years Educator, holds an SVQ3 in Childcare. Jordan came from the private sector where she has many years experience. Playgroup also employs Sharon Doherty as administration officer. The staff team is completed by Moira Kerr, relief playleader, who is available to step in when required. Moira is a respected and popular childminder in the local community and brings many years of experience to the setting. The staff team is additionally supported 4 weeks of the year by a Stirling Council peripatetic Early Years Teacher.

The group has strong working relations with other community organisations and services such as Cambusbarron Library, Greener Cambusbarron, Cambusbarron Post Office, Cambusbarron Community Development Trust, Cambusbarron Community Council, Cambusbarron Primary School, Cambusbarron Church and Cambusbarron Co-op.

Our Values

At Cambusbarron Playgroup children are at the centre of all we do. In line with United Nations Convention on the Rights of the Child, 1989, we celebrate children's right to learn through play, we consult them on matters which affect them and we listen to what they tell us. As a traditional village playgroup we aim to not only support our children however but also their parents and our community. We aim to create a positive ethos based on respect, responsibility, fairness, community and kindness which is valued not only within our setting but in our wider community.

Our Vision

To provide happy respectful, warm and inclusive environments, both indoors and out, where children are happy and feel secure. To use a child centred approach to nurture and develop each child as an individual learner who is motivated to be a responsible citizen, successful learner, confident individual and effective contributor to his or her community. To provide a breadth of learning experiences which challenge, interest and inspire children. To allow children time and space to develop the physical and emotional skills which will be strong foundations for school and later life. To offer a welcoming atmosphere where we will build trusting relationships with families and everyone is valued. To be committed to work closely with our community and education and professional partners. To provide a quality service with a highly trained staff team who are committed to ongoing training and improvements.

Mission Statement

Our Mission Statement is

Cambusbarron Playgroup sessions run during school term time from 9:15am - 12:25pm. Children aged from 2 1/2 to pre-school are welcome to attend. Cambusbarron Playgroup runs in partnership with Stirling Council and can offer funded (free) places for eligible children. A payment of £10 per session is otherwise payable.

Our Playgroup is run by an experienced and fully qualified early years professional staff team who aim to

- Create respectful, warm and inclusive environments, both in and outdoors, where children are happy and feel secure.
- Use a child centred approach to nurture and develop each child as an individual learner.
- Provide a breadth of learning experiences which challenge, interest and inspire children
- Offer a welcoming atmosphere where we build trusting relationships with families and everyone is valued.
- Be committed to work closely with our community and education partners.
- Provide a quality service with a highly trained staff team who are committed to ongoing training and improvements.

We know that parents are the most significant influence in a child's early learning experiences. We welcome and value parental involvement in our setting.

Our Curriculum Rationale

We have begun the process of re-evaluating our curriculum rationale to emphasise our focus on learning through play, outdoor learning and role in the community. Learning for Life, our current curriculum rationale remains a focus and we maintain our aim to provide children with play activities which can be planned or improvised but which offer them a means to explore and understand the world in which they live. Direct and relevant experiences provide opportunities for children to acquire knowledge and skills which will be strong foundations for their future lives and learning. The Learning for Sustainability ethos which is considered to enable learners, educators and communities to build a socially-just, sustainable and equitable society is resonant of the playgroup ethos and current practice. It recognises that a whole school and community approach weaves together global citizenship, sustainable development education, outdoor learning and children's rights and creates coherent, rewarding and transformative learning experiences.

Consultation in this area is at a very early stage; initial suggestions place focus on the playgroup role in the local community. These suggestions have inspired staff to produce the following centre point for discussion.

Cambusbarron Playgroup



Rooted deep in a strong community

The Self-evaluation Process

Self-evaluation for self-improvement means carrying out a range of activities to find out our strengths so they can be celebrated and good practice shared; it is also to find out what is not going so well so action can be taken to make an improvement. Self-evaluation is not a series of one off events but a continuous cycle of self-reflection and evaluation processes and in best practice involves all children, parents/carers, staff and the local community of the setting. Evaluating and improving our service is key to its sustainability. We use a wide range of information upon which we determine our improvement priorities. Children have been involved in the process of self-evaluation. Their comments and opinions have been obtained through consultation, discussion and voting processes. Families have also engaged in the process through questionnaires, an information evening, comments and email. Staff have engaged in the process bringing their opinions and thoughts during professional dialogue during sessions and at meetings. Professional networks such as VSE, partner provider and training groups have also informed the process.

Evidence

A range of evidence has been used to inform the report, including

- feedback obtained from staff, parents and children through questionnaires, meetings and during session
- child observations
- comments made on social media, email and in person
- HGIOELC
- visiting, learning about and sharing good practice with local authority and partner provider colleagues.
- professional knowledge and research

Review of Session 2017-2018

The improvement plan for 2017-2018 used information gathered from children, parents, committee and staff, Care Inspectorate and HMI reports and a recent VSE to determine the following 3 priorities

- To develop our documentation to meet individual children's learning needs and progressions. To develop and make our learning visible within the playroom
- Review staff development and training needs to meet with changes within the playroom, adhere to partnership agreement with council and SSSC requirements
- Developing community links beyond the school and centre

A complete turnover of the small staff team during 2017 along with the expected annual changeover in parental committee have produced significant changes within the setting and have influenced the progress and plans set out by the previous staff team and committee. Progress in the priority areas however was achieved and is recorded in this report.

Improvement Priority : 1	To develop our documentation to meet individual children's learning needs and progressions. To develop and make our learning visible within the playroom
<p>Progress</p> <p>*</p> <p>*</p>	<p>Changes have been made in developing documentation to support individual children's learning needs and progress. Progress has been affected by authority wide approaches to develop Learning Intentions. Staff have moved towards recording digitally rather than in a paper format. Feedback from parents in a survey carried out in Dec 2017 supported this move. There have been several issues however in developing and managing a system with poor internet and old technology making the transfer and sharing of documentation between staff time consuming and frustrating. Staff, supported by Stirling Council, began developing learning intentions for children. As had been anticipated this process underwent several revisions during the year as staff reflected on its success or otherwise, made changes and then re-evaluated. Although progress has been made staff remain of the opinion that there is still room for improvement and this priority will carry on to session 2018/2019.</p> <p>The planning wall was similarly in a state of development, change and re-evaluation. The limited wall space and communal nature of the playroom force a compromise on the ability to progress. Moreover the significant time and resource required (particularly in terms of paper and printer ink) have limited progress.</p>
<p>Impact</p>	<p>We have worked collegiately with colleagues from other partner providers and from our VSE group to identify methods of recording information to support children's learning needs which are appropriate to our setting. We have also gained knowledge and experience through attending training sessions on learning intentions and performance criteria. We have worked collaboratively as a staff team, engaged in professional dialogue and then trialled some of these different methods. We have improved our digital approaches to recording information however progress has been hindered by unreliable internet access and old technology. Staff have remained committed to developing a system which meets their aspirations, ie which is financially affordable, which is easily accessed by children and families, which enhances the learning experiences and which is not cumbersome and time consuming thus freeing up staff time to be responsive to children's needs. Staff have been able to reflect on the experiences gained during the process and build on them to move towards a better system in the coming session.</p>
<p>Next Steps</p>	<p>We will build on the experience and information gained during session 2017/2018 to continue to develop improved systems in 2018/2019. In particular initial use of digital methods of recording in 2017/2018 has highlighted the potential ease and clarity of such systems as well as their availability to share with parents. This has encouraged staff to press forwards on purchasing an eJournal system. This has been identified as Priority 1 for session 2018/2019.</p>

Improvement Priority : 2	Review staff development and training needs to meet with changes within the playroom, adhere to partnership agreement with council and SSSC requirements
<p>Progress</p>	<p>* Significant staff changes have impacted on expected progress within this priority which was required because the previous staff team did not meet the qualification levels required by SSSC. The new staff team however is led by Jane Bain who is qualified in excess of requirements as well as being experienced in leading similar settings. Jordan Sutherland is fully qualified in line with requirements and experienced in her role as a practitioner. The administrator and relief staff member, Sharon Doherty, is registered with SSSC although this registration is subject to the condition that she gain an appropriate qualification within 5 years. Sharon is expected to begin her qualifications in the autumn of 2018. The new staff team in consequence meet partnership and SSSC requirements.</p> <p>* As professionals, staff are committed to continuing to career long professional learning and have engaged in a variety of training sessions for the benefit of our children and families during the session. Jordan has completed courses on numeracy, First Aid and an introduction to Makaton. Jane has completed training on Learning Intentions, Self-evaluation for self-improvement, Enhancement Makaton for Professionals and Play on Pedals. Sharon has completed training in First Aid.</p> <p>* Team relationships, particularly in such a small setting, take time to develop. All members however have worked hard to motivate, support and inspire each other and to work together as a united team. The introduction of staff meetings towards the end of the session have encouraged professional dialogue, constructive feedback and have allowed staff to take time to reflect critically on their work.</p> <p>* We have used professional knowledge and experience to improve the outdoor play area and increase the amount of outdoor play. This knowledge has also been the catalyst to developing woodland play sessions where the entire session has been spent in the local woodland.</p> <p>* We have worked hard this year to develop the use of Makaton within the setting and have been awarded Makaton Friendly status as a result. We have developed our own sign dictionary where children have developed their IT skills by using iPads to record videos of themselves signing and then inserted these signs into the dictionary. Parents and families have been included in the process and the dictionary includes videos of family members as well as of children. Much of this work has been driven by the children who have become confident in asking to learn new signs and in how to record and store them. At Christmas children and parents took part in a sing and sign carol concert in a local supermarket raising money for playgroup at the same time. Our efforts in promoting Makaton were rewarded when we achieved Friendly status. Our success was marked with an article in the local newspaper as well as a letter of congratulations from our local MP.</p>
<p>Impact</p>	<p>* Our staff team is committed to professional learning which improves our practice for the benefit of children and families. As a new team we have prioritised the building of effective relationships which support and motivate each other. We have worked collaboratively with each other and with professional colleagues, particularly from our VSE group and other partner providers, to improve our setting and to improve outcomes for our children. We continue to use our experience and knowledge of pedagogy to provide high quality experiences for children.</p> <p>* Professional knowledge and experience have also been drivers towards the development of outdoor play and Woodland Play sessions. These sessions have been hugely successful and beneficial to children in terms of their life skills, health and wellbeing. These sessions have been considered to be an asset to the playgroup service and increase its profile and client base to make it more sustainable.</p>

*	Our understanding of children's learning and development and how Makaton could be used to enhance communication in young children was the driver towards applying to become a Makaton friendly setting. Makaton signing has inspired and engaged the children and certainly developed their communication and literacy skills. Moreover parents and families have been engaged in learning to sign.
Next Steps	<p>As professionals we are committed to career long professional development and staff will continue to develop and improve their skills. Jane will update her First Aid certificate in the next year and both she and Jordan will undertake fire safety training. As the setting is now delivering more outdoor play and particularly woodland play, Jordan will attend outdoor play or forest kindergarten training in order to develop her skills in providing children with exciting and challenging learning experiences in the natural environment. All staff will attend training on eJournals in order to use them to best support children's learning.</p> <p>Staff will continue to review the service, reflect on practice, knowledge and experience to inform short and longer term progress in the setting.</p>

Improvement Priority : 3	Developing community links beyond the school and centre
Progress	<p>* The Improvement Plan for 2017/2018 was written with relationships between many community groups and the school already established and this improvement priority was to focus on groups beyond the school and centre. As a new staff team however even these links have had to be developed as well as working towards developing links deeper within the community. Being located however in the village community centre and therefore at the heart of the village has facilitated the development of links.</p> <p>* As major users of the community centre, staff and committee regularly attend centre management committee meetings forming links and relationships with the variety of user groups. The local library is also located in the community centre and staff regularly take children on visits to the library to borrow or look up books. The village Toddler group is held weekly in the centre and, as a result, relationships are developing. This co-location of the Toddler group and Playgroup benefits children as they transition into playgroup. Toddler children and their parents or carers are already familiar with the building and environment and see staff and Playgroup children moving back and forth between rooms. This allowed relationships to begin to develop from an early stage and facilitates positive transitions into the Playgroup setting.</p> <p>* The Knit and Natter group (a social knitting group) is held in the centre and is very supportive of the playgroup often donating knitted or sewn items, fabrics and wool. In return children often take items of their baking along for the group members to eat with their cup of tea.</p> <p>* An unwelcome spree of vandalism to playgroup equipment in the community centre garden has had some positive outcomes with relationships being created with a variety of groups and individuals in the community. Contact with the local community police officer has been established and children have been able to meet with her and develop positive relationships. Children were delighted to be invited to accompany the officers checking the speed of vehicles passing the community centre. Links with the school also developed as a result of the vandalism with playgroup staff accompanying the police officer to speak to children at the school.</p> <p>* Professional links have recently been established with the local nursery through staff training and have developed during transitional communication and visits with children. Professional links have also been established with other partner providers at partner meetings. Similarly links have been developed in a new VSE group where we are working with Thornhill/Kincardine in Menteith Primary Schools, Dunblane Primary School Nursery Class and Bannockburn Primary School Nursery Class. Visits from 2 Stirling Council peripatetic teachers and Stirling Council partner support officers have allowed links with other professional groups to be created. Training sessions such as for Makaton and Play on Pedals have opened up links with a variety of professionals working outside the early years field.</p> <p>* Our Christmas Kindness initiative where we undertook to do random acts of kindness within our community was a huge success. Although we are a small setting we have a diverse demographic and aim to be sensitive to individual family circumstances so there was a variety of kindness activities from the more traditional which involved children making mince pies (from scratch including the mincemeat) and delivering them randomly to people in the village to the more individual circumstance oriented. These kindnesses included children making book marks which were handed out to visitors to the library and Get Well cards to be given out with prescriptions at the local pharmacy. We made Christmas tree decorations to be handed to all babies celebrating their first Christmases and invited community centre users to join us for a lunch of home made soup, bread and butter. The children's love of video recording and watching themselves was utilised to create a Merry Christmas video to be shown on the village social media platforms.</p>

	<ul style="list-style-type: none"> * Our woodland play project has created a significant amount of interest within the village and advertised the benefits of child led play in the natural environment. This project has also fostered relationships with the Cambusbarron Community Development Trust who have recently received a funding grant to purchase the woodland used in the sessions. The aims of the Trust, to preserve the woodland habitat for the village, matches well with the playgroup aim for children to be more aware of their local environment and to care and respect it. Members of the Playgroup staff and committee attended the recent Trust AGM, links between the groups further strengthened as our committee member was elected onto the board of Trustees. Playgroup staff were invited to attend a Community Council focus group event representing the playgroup as an important village organisation. * Playgroup had a stall at the Christmas fayre in the Community Centre supporting the local school. Playgroup also had a stall at the annual village gala at the beginning of June. Our Playleader was invited by the Gala committee to judge the fancy dress competition. * Playgroup formed links with both Stirling University and Forth Valley College and welcomed a student from each to the setting for their early years placements. * More generally the playgroup was “rebranded” with an updated logo, new website and email structure and increased social media presence. This allows the group to have a world wide presence and to make links all over the world. Although this was a time consuming process with several hiccups the system is now in place to streamline the sharing of information. The website is updated regularly as is the facebook page. A new private facebook group for parents has been very successful and has enabled relationships between parents and staff to flourish.
Impact	<ul style="list-style-type: none"> * This co-location of the Toddler group and Playgroup in the community centre benefits children as they transition into playgroup. Toddler children and their parents or carers are already familiar with the building and environment and see staff and Playgroup children moving back and forth between rooms. This allowed relationships to begin to develop from an early stage and facilitates positive transitions into the Playgroup setting. * The inter-generational partnership formed with the Knit and Natter group is mutually beneficial. It allows children to see people engaged in traditional skills and encourages them to develop community values and an understanding of other people’s needs and interests. * Positive relationships with the police service are significantly beneficial to children in direct and indirect ways. More directly being involved in discussions about traffic and speed has improved their understanding of road safety as well as sparked curiosity and understanding of the speed gun technology. Indirectly, developing good relationships and positive behaviour in the community creates the right environment for effective learning and teaching. Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. * Links between the Playgroup and Nursery/School have previously been strong and staff have worked hard to nurture this relationship despite the turnover in staff. Such relationships facilitate the sharing of information and practice and ensures continuity for children between and across settings. Linking with professionals in other early years settings and more widely fosters professional dialogue and interaction. This promotes opportunities for the sharing of skills, practice and understanding and provides staff with moral and emotional support. Working in a small setting and small staff team this sense of camaraderie with other professionals is highly beneficial to staff health and wellbeing. * Christmas Kindness activities have raised the profile of the setting within the village while supporting the children’s sense of belonging and community increasing their confidence, trust and respect. Children were encouraged to consider the needs of other people and to appreciate that Christmas is not all about Santa and presents. The children’s love of digital technology was built on as they helped create and edit their Christmas video. This opportunity extended children’s learning and thinking and widened their skills.

	<ul style="list-style-type: none"> * The links formed with the Development Trust and Community Council raise the profile of the group within the village and deepen the understanding of the role and nature of playgroup. There is a wealth of experience and information available through these relationships, in particular we have had donations of plants, wood and sand for the outdoor play area and have been offered help in managing the garden. We have drawn on their local knowledge of the history and geography of the area and aim to use it to inform woodland play sessions. Such resources allow us to extend learning opportunities for children while allowing us to save our limited finances for other purposes. * Students have been very welcome in the setting and playgroup staff have been motivated to share experience and practice as well as to coach and mentor thereby developing their own professional and leadership skills. We have embraced the opportunity to be role models not only for our children but also to the developing workforce. The youth and energy of the students was appreciated by the children while the additional adult support allowed staff to dedicate more time to individual learning. * Rebranding of the playgroup has allowed the playgroup to have a more positive and professional profile. The website is regularly updated and contains useful and necessary information for parent who have children at playgroup or those who are making choices about where to place their child. The increased social media profile has been a significant success in developing relationships between staff and parents. Feedback and comments has increased significantly. Sessions are regularly reviewed (several times per week) with photographs and information. This has led to parents having a better understanding of what happens during a playgroup session as well as being able to continue the learning or to start conversations at home. Our diverse demographic means that some of our children have relatives abroad and our increased social media and web site presence has allowed them to share in the children's learning, experiences and learning.
Next Steps	Continue to work in creating and nurturing links to create opportunities to promote the service and improve outcomes and experiences for children.

CAMBUSBARRON PLAYGROUP

The correlation between the identified improvement priorities and the 2018 National Improvement Framework (NIF), Health and Social Care Standards (HSCS), and the Quality Indicators (QIs) from How Good is Our Early Learning and Childcare (HGIOELC) is shown below :

Improvement Priority	1	2	3
HGIOELC			
Leadership and Management			
1.1 Self-evaluation for self-improvement	✓	✓	✓
1.2 Leadership of learning	✓	✓	✓
1.3 Leadership of change	✓	✓	✓
1.4 Leadership and management of practitioners	✓	✓	✓
1.5 Management of resources to promote equity	✓	✓	✓
Learning Provision			
2.1 Safeguarding and child protection		✓	✓
2.2 Curriculum	✓	✓	
2.3 Learning, teaching and assessment	✓	✓	
2.4 Personalised support	✓	✓	
2.5 Family learning	✓	✓	
2.6 Transitions	✓	✓	✓
2.7 Partnerships	✓	✓	✓
Successes and achievements			
3.1 Ensuring wellbeing, equality and inclusion	✓	✓	✓
3.2 Securing children's progress	✓	✓	
3.3 Developing creativity and skills for life and learning		✓	✓

Improvement Priority	1	2	3
NIF Drivers			
School leadership		✓	✓
Teacher Professionalism		✓	✓
Parental Engagement	✓	✓	✓
Assessment of Children's progress	✓	✓	
School Improvement		✓	✓
Health and Social Care Standards			
1: I experience high quality care and support that is right for me	✓	✓	
2: I am fully involved in all decisions about my care and support		✓	
3: I have confidence in the people who support and care for me		✓	✓
4: I have confidence in the organisation providing my care and support		✓	✓
5: I experience a high quality environment if the organisation provides the premises	✓	✓	✓

Wider achievements :

We have remained an active playgroup. Being part of a small community means that most of our children are able to walk to playgroup. We enjoy weekly Enjoy-a-ball sessions promoting an increase in children's physical activity and expertise. Our staff have undertaken Play on Pedals training and plan to role out sessions next term. We have increased the amount of time children spend outdoors in the garden area irrespective of the weather. We embrace the concept that "There is no such thing as bad weather, only bad clothes".

We have promoted healthy eating and have plans to improve our kitchen so that we can continue to cook and bake during sessions.

We held a baking sale for Children in Need and raised over £50.

We hosted a family lunch at Christmas. Children made soup, bread and their own butter and invited their parents to share it with them.

We have joined the ChildSmile scheme and children have been brushing their teeth daily.

We have continued to issue Story Sacks to our children to promote literacy.

We held successful community events and fundraising activities such as our Hallowe'en and Easter Treasure Hunts and Race Night.

Comments from our parents :

"I just want to take this opportunity to say how impressed I am with the whole playgroup setup, communication and child centred approach. Child comes home chatting about it and with the Facebook updates, we can talk about it as a family."

"The work that you put in is above and beyond and I just wanted to let you know how much it is appreciated! "

"Child seems to enjoy his sessions very much and is always excited to attend playgroup."

"I appreciate the excellent communication regarding new initiatives and ideas"

"I enjoy seeing the daily photo updates of what the kids have been up to on the FB group"

" You seem very proactive when it comes to expanding the children's experiences and learning (woodland trips/Makaton etc) which I think is great"

"I love that you teach them how things are made eg playdough, baking etc"

Comments from our children :

"I like my friends"

"I like the water"

"I like playing with the tools and fixing things"

"I love my mummy and my daddy and I love you"

Comments from our parents about woodland play :

"You may have to move Playgroup outside altogether" (after the first session in the woods)

"I agree with you wholeheartedly about the benefits of outdoor experiences"

"Your ideas sound great and I will be willing to help"

I'm up for being as involved in this as I can"

"Lovely idea"

"the change in my child is huge in space of a year she would not have done this a year ago"

"Thanks for another great session"

"What a treat it is for all the kids to get out there and explore"

"Definite strengths are Woodland Play"

What the children said about woodland play :

"We need Fireman Sam to come"

"Maybe we'll see elephants!"

"Throw sticks"

"Have a picnic"

"go up the woods every day instead of playgroup"

"We could look for sticks and pretend they are swords. We need to find a sword shaped one"

"We'll see a dinosaur in. the woods, catching fish for his tea with a fishing net"

"Maybe my mummy can come. Maybe all the grown ups can come"

"No splashing! I am not going in the river !"

Comments from our students :

"not only did I watch the children grow and learn, but I myself have learnt a lot. I have learnt the importance taking time out of an artificial settings and toys and to allow the children to create, play and learn from natural resources that are on our doorstep. I was lucky to be able to help for all the sessions, and saw the improvement of all the children's physical ability and mental. Their confidence grew and many children who wanted a hand to hold, and guidance on where to go or play, by the end where almost oblivious to adult presence and created their own learning opportunities. The physical development of the children, I found amazing, they became more sure with how to walk on uneven ground, they became more aware of their surroundings and looked at where they were walking and where would be best to walk- which they were not doing during the first couple sessions. As well as this, the social dynamic changed by being in the woods. The children thrived on new challenges and would often help their friends to achieve these challenges as well. During my time observing playgroup in doors I did not find there were as many challenges to push their ability as there is outdoors in the woods. I observed children showing their friends how to get onto the hand made swing and helping them cross the river. I also heard more conversations between the children and shared imaginative games, during the pilot a stone was everything and anything to a truck, a cake and an ant. Compared to indoor play where a toy truck does not have as wide a scope for imagination. I myself have enjoyed every session of the woodland play session and often it has been the highlight of my week. I have enjoyed having at least one day a week of fresh air, I have enjoyed spending the time with the children and adults during these sessions. I hope if my uni timetable allows it I am able to continue my development while helping at playgroup."

Comments from the community :

"Fab pictures , keep doing what you do"

Appendix

We asked you : What are our strengths:

You said:

- Community links
- Outdoor play
- Doesn't have the feel of a private nursery working for profit
- Friendly staff
- Range of activities
- Great leadership
- Parental involvement
- Good communication with parents
- Focus is on letting kids be kids and learning new skills daily
- Confidence building
- Varied activities available to the children
- A small group of children in the playgroup allows all the children a better chance to learn and get to know one another
- Consistent staffing - the children are very comfortable
- Community inclusion - the children understand how to take a role in the community
- Location in the community centre has a nice relaxed feel and the children can utilise so many more activities e.g. library, kitchen, garden and the park
- Woodland activities available to the children
- Makaton signing
- Other activities like 'enjoy a ball' and visits from child smile team.
- Staff
- Local
- Convenient
- Ethos
- Education through exploration
- Friendly and welcoming staff and helpers
- Woodland play and all other nature activities are a definite strength
- Patience with children
- Encouragement with outdoors.

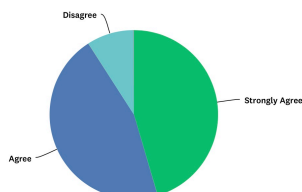
What are our weaknesses:

You said:

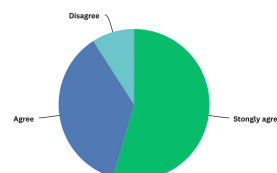
- Not enough parental, community and council involvement
- Lack of space.
- Can't think of any weaknesses, overall the service is fantastic.
- Only weakness I can think of is the starting time of playgroup. As a working parent the 9:15am drop off is rather late but appreciate that suits parents with children at school. Something like a flexible drop off, although this has issues so no easy answer.
- Lack of promotion of facilities
- Extended hours
- Haven't found anything yet
- Communication/process reports between parents

We asked our parents what they thought about the following statements :

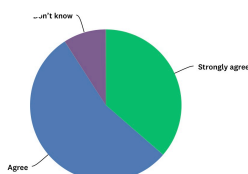
We use learning and teaching approaches which promote resilience and healthy lifestyles and are highly sensitive and responsive to the wellbeing of each child? (Q1 2.1 Arrangements to ensure wellbeing)



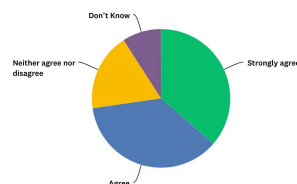
We actively promote and effectively develop the essential aspects for early learning: wellbeing, communication, mathematics, curiosity, inquiry and creativity to secure the very best outcomes for our children. Our practitioners set high expectations and aspirations for all children. (Q1 2.2 Learning and developmental pathways)



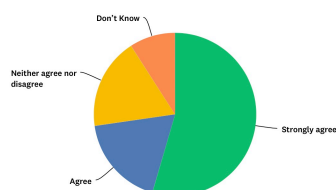
Children have time and space to follow their interests and deepen their individual learning. Learning is enriched and supported by our effective use of digital technologies. (Q1 2.3 Quality of Interactions)



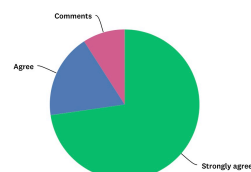
We plan appropriately over different timescales to meet the needs of babies, toddlers and young children across all areas of learning. Planned experiences are developmentally appropriate and tailored to meet all children's individual learning needs. (Q1 2.3 Planning, tracking and monitoring)



Our approach to capturing and recording children's progress and achievements at key points in time provides reliable evidence which leads to significant improvement to learning and developmental outcomes for children. (Q1 2.3 Effective use of assessment)

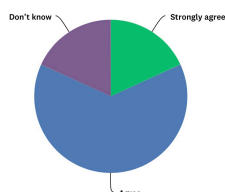


Children contribute effectively to the setting and its community in purposeful and innovative ways. They enjoy and are actively involved in learning through spontaneous play opportunities, well-planned, purposeful play and through relevant real-life experiences. They are highly motivated and fully engaged by the range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors. (Q1 2.3 Learning and engagement)

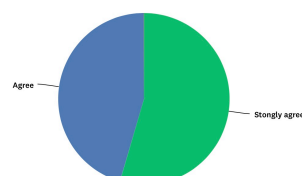


Within our setting, each child has regular interactions, and where developmentally appropriate, learning conversations with a supportive adult who knows them well. (Q1 2.4 Universal Support)

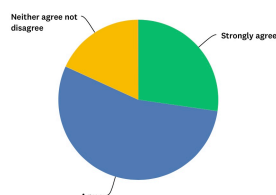
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Our setting values the contribution parents/carers and families make to children's learning. We have established positive relationships that are fostered to support confidence and self-esteem within families. (Q1 2.5 Engaging families in learning)



We listen to and act upon the views of parents/carers and children when planning and evaluating transitions (Q1 2.6 Collaborative planning and delivery)



We have highly effective partnership working with families which results in sustained high quality provision for children. Families feel very welcome and play an active role in the life of the setting. (Q1 2.7 Engagement of parents and carers in the life of the setting)

