

QUALITY OF CARE REVIEW

Self-evaluation template for providers of childcare and play services

Mae'r ffurflen gais hon hefyd ar gael yn Gymraeg / This template is also available in Welsh

Your self-evaluation

Self-evaluation is important in helping you to consider how best to create, maintain and improve your service so that it:

- Meets the highest standards of safe, quality childcare and play;
- Offers the best experience for children; and
- Contributes to children's well-being outcomes.

Your service's Quality of Care Review also fulfils your legal duty under regulation 16 of the Child Minding and Day Care (Wales) Regulations 2010.

When to use this template

You can use this template annually to record your Quality of Care Review. The template can be downloaded and saved to your personal computer and/or other portable devices such as tablets.

Your Quality of Care Review should be made available at inspection or when requested by your inspector.

This Review of Quality of Care (QoC) template is available to assist you when formatting your QoC report. If you use an alternative format, it must be compliant with the Child Minding and Day Care (Wales) Regulations 2010.

You do not need to send us a copy of your review unless specifically required to do so by your inspector. For those services due to receive a joint inspection by CIW and Estyn, you may use the template and cover all themes in the joint inspection framework, or use an alternative method.

About the self-evaluation template

The template is in two parts:

Part A tells us what those who use the service think of the quality of the provision you offer.

Part B gives you an opportunity to evaluate your provision and judge how well you view your service is doing.

Questions you will wish to consider in your evaluation:

- What do you do well?
- How do you know?
- What is the benefit to children?
- What is it you want to improve?
- How will you measure improvements?

Part A: Service details and views of those who use the service

This part of your self-evaluation must record:

- The views of the children who attend your service and those of their parents or carers;
- The views of other professionals who may work with you, such as local authority advisers/ development workers for Flying Start or Foundation phase education, Family Information Services health professionals; children's centre staff and any other childcare provision; and
- Details of any quality assurance scheme you participate in.

Please include examples of the ways in which you seek views, the numbers involved, a summary of the responses, and any action you have taken to improve as a result of those views.

Methods of collecting views

In the beginning of February 2025 Sageston Playgroup sent a link out to parents on our Seesaw app to fill in a questionnaire for themselves and their children (which all parents have the app for) asking for their views on the setting.

Parents were asked:

- **How long has your child been attending the setting?**
 - Less than 9 months
 - 9-18 months
 - More than 18 months

- **When you first visited the settling, were you given a warm welcome?**
 - Yes
 - No
 - Maybe

- **As a new parent, were you supplied with the information about the setting?**
 - Yes
 - No
 - Maybe

- **Was the above in written form?**
 - Yes
 - No
 - Maybe

- **Was there any information you would like to have received but didn't?**
 - Yes
 - No
 - Maybe

- **If you answered yes, please state what you would like to receive**

- **Were you encouraged to visit the setting before your child started?**
 - Yes
 - No
 - Maybe

- **Were you given an opportunity to settle your child into the playgroup in a way that suited you and your child?**
 - Yes
 - No
 - Maybe

- **Do you get the opportunity to discuss your child's daily routine and progress?**
 - Yes
 - No
 - Maybe

- **Do you feel welcome and at ease with the setting?**
 - Yes
 - No
 - Maybe

- **Do you feel updated and consulted about your child's progress?**
 - Yes
 - No
 - Maybe

- **Have you received or do you receive any funding to help with childcare costs?**
 - Yes (30-hour funding)
 - Yes
 - No

- **What do you like best about the playgroup?**

- **What changes (if any) would you like to see at the play**

- **Are you aware of how much Welsh language is used at the setting?**
 - Yes
 - No

- **Would you like to see more Welsh spoken at the setting?**
 - Yes
 - No
 - Maybe

- **Would you recommend the playgroup to other parents?**
 - Yes
 - No
 - Maybe

- **Are there any other comments you would like to make regarding your child's and your own experiences with the playgroup?**

A second reminder was sent out to parents followed by a verbal request to fill in the questionnaires. We had 11 responses, so I don't feel we have the full picture yet, however, we have an open-door policy where parents can and do make suggestions.

Here at Sageston it is paramount that we hear the children and give them a voice, we ask questions and listen to the child's wishes.

Children have choices during activities and can freely say their likes and dislikes.

Numbers of children and parents providing feedback

11 parents

11 children

Summary of Responses

Attending Setting	Less 9 months	9 – 18 months
Response	2	9

A warm welcome	Yes	No
Response	11	0

New Parent information	Yes	No	Not sure
Response	9	0	2

Written paperwork	Yes	No	Maybe
Response	8	2	1

More information needed	Yes	No	Maybe
Response	1	7	3

Responses
Possible streamlining
Electronic copies
Payment information

Encouraged to visit	Yes
Response	11

Opportunity to settle a child	Yes	Not sure
Response	10	1

Do you get the opportunity to discuss your child's routine	Yes	No
Response	9	2

Feel welcome and at ease	Yes
Response	11

Feel updated and consulted about child's progress	Yes	No	Maybe
Response	8	1	2

Receiving funding	Yes	No
Response	7	4

What's best about the playgroup
Lovely Staff The staff Different activities Friendly, welcoming Helpful Outdoor space Wonderful staff Class size

What changes would you like to see
Information sharing Development and progression Termly report Feedback Parents evening Different areas Playgroup hours

Welsh Language	Yes	No	Maybe
Response	2	5	4

Would you like to see more Welsh	Yes	No	Maybe
Response	2	1	8

Would you recommend the Playgroup	Yes
Response	11

Are there any other comments you would like to make
Staff Welcoming Opportunities Staff Happy Caring Information on children Lovely Playgroup Staff and space Updates on Seesaw.

Improvements you will make, or have made, as a result of the feedback

We have had some wonderful responses from the questionnaires and are very proud of our lovely service.

We have worked through the questions and have already implemented some changes i.e. a weekly sheet where the parents can now see and understand the week the children have had, and can interact with their children about the activities and topics. The sheet also gives information about food, toileting and there is an option on the back to show something the children can do, this is then a way of showing some progression towards mark making and name writing. There is also a box where we can state what they have needed help with so there is a link that the parents can then support at home.

We keep a copy within each child's files to prove as evidence. These sheets can then support parents understanding of the level of work we undertake and participate in e.g. Welsh, which has always been a focus achieved with a morning greeting song and feelings. We also do incidental Welsh. From completing these parents will now know what we are doing.

The 'Seesaw' app is a platform where we share photographs daily of the children and their activities. We have ensured that all parents have access. They have a responsibility to log on and check their child's account. We have moved to this platform to protect and enhance the environment (less printing and paper being used), therefore parents are missing photographs but seeing their children's development online instead as the pictures are placed in files such as numeracy, literacy etc. and now I ensure that there is also a learning objective so the parents can look at the files and see progression.

Our Facebook page is relevantly new and shows our lovely areas, the classroom and outside area, which have improved recently. I have also added pictures to the operational plan so parents can see the classroom before they have access to online provisions. This is provided in a written format.

1. Wellbeing

PATHS is a programme here at Sageston Playgroup that we undertake with pride and experience. It is about promoting alternative thinking strategies. The setting has won an award and been congratulated on its hard work. This programme has worked and is still working, the children are comfortable to express their feelings and can, with support, use the methods to support wellbeing. It can also be used with the transition to Nursery.

At Sageston Playgroup the children are becoming independent and starting to be confident. We promote this by showing it is ok to make mistakes and offer them ways to move on, have new experiences and have options for the children to explore and make decisions and choices through curiosity. In supporting the children to becoming capable we do trial and error activities, we praise and support, building confidence and self-esteem. We sit and play and interact using communication skills.

The activities are encouraging, and child led, with observations ensuring the children's interests are met.

It's important that the children are given jobs and work together to tidy up, having monitors of the areas helps support with independence e.g. milk monitor.

Trying to use real-life pictures within the activities and stories helps to bring warmth and familiarization, such as having real objects within the role play area i.e. a real telephone and clock, china cups etc.

We challenge the children and support them in the activities that we believe are appropriate for them but always ensure the children know how great they are and its ok.

Recently we have accessed the support of Mary Jones and her team to implement the healthy pre-school scheme which will support the individual from a holistic view.

Improvement

- We have set up a Facebook page and sent a link out on 'Seesaw' for parent access.
- We have ensured that assessment takes priority and that the planning represents the outcomes for the individuals through activities. Targets are then set with ways forward and all information is held within the children's individual files. This then helps build a picture for transition.
- On 'Seesaw' each child's pictures are entered into files which shows the developmental areas, such as literacy, maths etc. also, the pictures now have a description of the learning taking place.
- We have had an open evening where our floor book and pictures of learning were accessible to parents, together with a conversation about ways forward for individuals. We will ensure that this happens in line with the school parents evening.
- We have an open-door policy where anyone is welcome to come and meet with myself. I open the door in the morning where a handover from parents to playgroup takes place and then from myself to the parents at the end of their session. The new weekly update sheet will also support these handovers. I also ensure that any confidential conversations are by telephone first, or parents can use the room opposite for a quick chat.

Your assessment of well-being

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

2. Care and development

We offer a secure, safe environment where the children are thriving with confidence and independence. Language skills are improving, we achieve this with a calm, organised room with areas that show and encourage the children to play and interact. We also have a beautiful reading area that was previously an outside garden but is now a home scene with a fireplace and armchair and with relevant books based on our topics. The books are organised to be easily accessible for the children to use and put back, with a small sofa to read with a friend. Reading is paramount and so important within our planning; we always have a book which we dive into with activities and resources. We have two crates where we put the latest story and resource

into for enhanced provision, then finally when we have mastered the story the resources are placed in the story suitcase.

We have a curiosity and loose parts station which is changed regularly and can be used for sensory play, such as flowers and water, playdough and gems, spray bottles and metal teapots and a mug tree to put curtain rings on.

The maths area has tubs to pull out and choose an item to play with, we have Numicon and threading, number cards, the maths shed outside where the children can use Ten Town cars and mat, numbered balls, Lego with pictures on, and many more.

A typical favourite of mine is the small world where there are cubes with different scenarios such as a town, woodland area, the beach etc.

A role play area which the children vote for, and it has become a home and a hairdresser. We use the children to help make decisions on what we have.

I think we have captivated the best use of the room, with an area for stability for the children, to maintain consistency and freedom, they are beginning to use the areas with confidence from knowing where things belong, being able to sit and play, having communicational skills with peers, this is all shown in the children being happy and content.

Children's behaviour within the setting is very good, the listening skills and concentration is developing. This will benefit the children as they transition to nursery having been supported with independence and confidence.

The care and emotional support the children receive is very strong and we believe that it's important for that 'home from home' feel the children can then relate and work well when they feel safe.

We work as a team within Playgroup and support each other and follow the same principles and beliefs which helps make working practices easier. We follow all the policies and procedures, but I believe that the concept of treating others how you would want to be treated goes a long way. It's important to be firm but fair and consistent. From the questionnaire responses we can now see that we do this very well as most people commented on the caring, wonderful staff etc. This has the benefits of happy children = happy parents.

It's important that children are encouraged to play and interact with meaningful purposeful as well as having the freedom to express themselves. The outdoor classroom mirrors the inside where there are endless activities which cover all areas. The children can choose and play with who and what they prefer. We have planning in place that links both physical and emotional activities daily.

Another positive response from the questionnaires were the opportunities and activities the children have. Having these opportunities supports relationships with each other, offering stimulating activities with the child's interests promotes excitement to learning, even at a young age, hooking the children into a topic activity creates an environment of curiosity and then the magic happens as they communicate, offer ideas and create a team wealth.

We have a floor book which documents the work we achieve and 'Seesaw' where pictures speak volumes for the level of work we are achieving.

We have had two community link days since September where we had all the grandparents and parents in for Grandparent Day where we prepared and planted in our garden, we had story time

together and sat and engaged all together. The second was a Christmas nativity scene where the parents and children dressed up and had a photograph taken, we had mince pies, and the choir sang for us. These days are vital for wellbeing and a community feel, for parents to meet and engage with other parents and to make friends.

Priorities for improvement

I intend to continue to enhance the outside area, which I started in September and now want to promote outdoor learning and make use of this provision every day. I want to bring my experience of physical literacy (I took part in a case study for Parnith) to develop the ethos of the school to enhance Physical Literacy, music and movement in order to support motivation and confidence, physical awareness, knowledge and understanding, to value and take responsibility for the engagement of physical activities for life which will link to the healthy pre-school scheme. Activities such as RWI and maths can all be delivered in a fun and exciting way. Why are we asking the children to sit and conform to learning when learning can be on the go and more memorable,

Your assessment of care and development

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

3. Environment

The room is designed to support learning using most of the school and the facilities. We use the woodland area where we have a polytunnel and areas to sit and read, play, run and watch the nature around us. The children benefit from clean living, fresh air, planting and growing. We have a field where we can run free and enjoy the warm sun. We have also taken part in a whole school Iron Man run.

We now eat in the hall where I feel this is an important transition for social and independence skills as when in the classroom the children couldn't define between eating and playing. Since doing this, table manners have improved, as have independence and communication. More children are trying school dinners and parents are happy at the variety of foods that are being tasted. The mess is contained to one place and cleaned.

On rainy days we actually leave the room and the classroom stays clean and organised. This has benefited both the children and staff's wellbeing by leaving the room.

We feel supported and included by the school. We have built a lovely partnership with the school nursery and share topics with our own ideas and activities and work on progression within our own environments. I felt strongly about transition and would like to enhance the system for the next children to support their individual needs. This will benefit the children to a smoother transition.

Priorities for improvement

Transition have a clear plan with the nursery teacher, including detailed plans on the children with transition paperwork. They have some morning sessions in the nursery and have a meet and greet parent’s session to alleviate any worries.

Your assessment of environment

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>

4. Leadership and management

I have undertaken the role of Playgroup leader and have effectively enhanced the provision by meeting the requirements of the Welsh Government minimum standards and ensuring that the policies and procedures are being updated and that all staff are aware of them.

We now hold regular staff supervision where I support the ethos of the setting through best practices and ways forward with some facts for the staff to read and ensure they are taken on board. I always feel it is vital for effective partnership, that views and ideas are taken on board and people have their strengths to offer. This then links to professional development and staff follow a system where we use Hwb and have online training with certification. I encourage staff to check Dewis, a training facility where we book courses.

It is important to look at self-evaluation, pupil progress and performance development. The Headteacher undertakes our performance management, pupil progress is where the nursery teacher and I regularly discuss the children and ways forward.

I look at the provision of care and education and reflect on best practices, as well as the quality-of-care reports, and generally comments from parents to see how successful the provision is. We all are aware of the procedure for safeguarding; there are posters up in class and phone numbers and staff supervision. We undertake safeguarding training and recently myself and Mrs O’Leary have had level 3 safeguarding training.

We pride ourselves on the wellbeing of the children through the activities and the environment, the love and support for children's parents and community and the enriched topics, with assessments that cater for the individual. We recognise interventions, such as the Sally programme and bucket time to support with attention and engagement.

I believe I have made a good start in bringing the Playgroup in line with best practices that will support and enhance the children's school life, focusing on the holistic approach; the centre of the children, supporting the very core of their being, 'I am good, I am brave, I am worthy,' which then bring out their self-esteem and confidence, which supports independence and happiness. The children then thrive in a safe, secure environment where challenges and curiosity come hand in hand, promoting language skills. I believe this will continue and support confidence and independence with capable children being ready to enjoy learning in a nursery class, being able to sit and engage, mark making and using sounds, with a good physical approach.

Priorities for improvement

- Continue to enhance the provision, supporting the parents with some of the ideas, more open evenings and more community links.
- Continue to enhance assessments; Welkom is good as an assessment but I'd like to do a baseline at the beginning with more of a link to the school, especially if the children are transitioning to our nursery class.
- Transition sessions in class.
- View to electronically viewing all the policies for the parents.

Your assessment of leadership and management

My practice is (select one box only):

Excellent: my practice is exemplary	<input type="checkbox"/>
Good: my practice is strong	<input checked="" type="checkbox"/>
Adequate: my practice requires improvement	<input type="checkbox"/>
Poor: my practice requires significant improvement	<input type="checkbox"/>