

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

(Maximum 500 words)

St Joseph's wrap around is registered for sessional day care and is currently registered to accept 20 places for each session. Children using the service are 3-4 year olds. We are currently in the process of trying to increase our number of registered places due to the high demand for the use of our service.

This report was compiled as a result of gathering views from children, parents and staff members. Questionnaires were handed out to children, parents and staff before the Christmas break as this would have given new parents a chance to experience the setting and put forward their views. The setting also asked parents of the children who previously attended St Joseph's Cathedral wraparound to complete a questionnaire.

Due to the age of the pupils, staff members worked with individual children to complete their questionnaires. Pictures, photos of learning experiences and 'feeling' faces were used with the pupils in order to collate their responses.

Numbers of children, parents, carers and professionals providing feedback

(Maximum 500 words)

Just before the Christmas holidays we handed out forty two parental questionnaires and we received thirty two completed questionnaires back.

Four members of staff completed staff questionnaires

Twenty Nine children completed age appropriate questionnaires supported by staff. Photographs and resources in the setting was used to help the children understand questions in order to answer appropriately.

Summary of responses

(Maximum 500 words)

Parental questionnaires

The parent feedback forms were extremely positive and ranged from parents who's children had been attending the setting for 3 months up to 18 months.

100% of parents strongly agreed to their child being happy at the setting and felt that their child was treated fairly and with respect at all times.

All parents either strongly agreed or agreed that the setting has helped their child become more confident and encouraged them to be healthy and to be physically active and agreed that this had an impact on their emotional wellbeing.

All parents either strongly agreed or agreed that the setting addressed their children's individual needs with staff taking the time to get to know their children. 100% of parents would recommend the setting to others.

15% of parents didn't feel that the setting provided enough detailed feedback regarding their child's daily activities compared to other care settings.

10% of parents didn't feel they knew how their children were progressing in the setting.

Some parents expressed that they would benefit from having some input and advice on how best to support their child.

Some positive comments below:

"Very happy, really helped with Ella confidence"

"xxxxxxx really enjoyed wraparound, it prepared him really well for Reception. All the staff were so kind and caring towards him. I knew he was happy and safe whilst there".

"Mrs Dawkins would always be able to tell me what xxxx was struggling with"

"I strongly recommend wraparound to all parents, children get independent quickly"

"xxxxx looked forward to wraparound each morning and was always happy coming out"

"Fantastic service , all teachers were wonderful"

" xxxx finds learning hard, but i know when he is in wraparound he is very happy and settled"

Children's Questionnaires

The children's questionnaires were all very positive with 100% of the children stating that they like school and they feel safe. 100% of children were able to name a teacher they would speak to if they were unhappy or sad. All the children were able to show or say what their favourite activities were and all named a friend they enjoyed playing with. None of the children were able to give answers when asked how they could make wraparound better.

Staff Questionnaires

All staff strongly agreed that they felt valued and part of the community setting. All strongly agreed that their role in the setting was rewarding. All staff felt that they received appropriate training and are supporting within the setting. Staff strongly agree that they are fully involved in teaching and learning and the children have a voice in which they have the opportunity to lead their learning and this is incorporated in weekly planning.

All staff strongly agreed that they were confident in implementing the safeguarding

procedures and are actively involved in self-evaluation processes.

Not all staff were confident and clear about the social, cultural and economic context of some of our children. More training around this will be planned.

All staff strongly agreed that they respected each other and each other's opinions were listened to and acted upon and all agreed that good communication was established in the setting.

All staff agreed that the vision of the setting is clear and this underpins their work.

Children Questionnaires

No action required. Continue to develop pupil led planning. Purchase resources to help support authentic real life learning experiences.

Staff questionnaires

Ensure staff have key information about social and economic background of some children in the setting in order for the children and parents to be supported appropriately.

Continue to provide staff with as many CPD opportunities to upskill all staff. This equips staff to support children effectively.

Gather views and feedback about the service from outside agencies.

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

(Maximum 500 words)

Parental Questionnaires

As a result from the parental questionnaires it has been decided to introduce parental workshops which will support parents with home learning. This will be delivered by both the wraparound staff and outside agencies.

Family learning sessions- child and parent sessions. Parents will work with the children on strategies to learn sounds, learn new songs and develop strategies to work on number skills. Wraparound staff to lead.

Formal parental progress meetings will be introduced each term to feedback in detail to parents about the progress their children have been making.

Staff to devise daily feedback tick sheets to help parents have a better understanding of daily routines and activities.

Part B: The quality and standard of provision

This part of the template covers service evaluation and self-assessment rating.

Service evaluation – this is where you set out:

- Your strengths
- Any areas for improvement
- The actions you propose and how you will tackle them
- How they will be monitored and
- How you will measure success.

Self-assessment rating – it is important to include your own judgement to rate how well you are doing in the areas of:

- Well-being
- Care and development
- Environment
- Leadership and management

Please see the four ratings below that are used by us to inform your assessment of your practice.

Excellent: These are services with many strengths that are committed to ongoing improvement, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.

Good: These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.

Adequate: These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.

Poor: These are services where important areas for improvements outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being.

1. Well-being

This is about the progress different groups of children are making, taking into account their age, development and needs. It is about how your service is contributing to children's well-being, helping them to have a voice, develop their skills and become independent and confident.

Service evaluation

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

(Maximum 500 words)

Parent and pupil feedback confirms that our pupils are happy coming to our setting each day. Staff have built good relationships with both the pupils and the parents. Before pupils start in the setting individual parent admission meetings are organised and this helps us as a team to gather all relevant information which enables us to address the individual needs of all the children. There is an open door policy with parents and any issues or concerns are discussed at the end of each of the sessions.

Pupil voice is a very important aspect of our setting and we feel this is a strength. This was confirmed by a recent CIW inspector. Children have plenty of opportunities to make choices and decisions about their play and their opinions and interests are always reflected in the learning that is planned for them. During free play children are always encouraged to lead their own play making independent choices using the wide range of resources available to them. Weekly planning sheets and pupil work books reflect this clearly.

During monitoring exercises, when listening to learners about their work, it is evident that children speak and express themselves well, their independence skills and self help skills are being developed appropriately and staff give children many opportunities throughout the session to apply these skills. They are encouraged to interact and to cooperate with each other and staff confidently and purposefully.

Feedback from parents and children highlight that the children feel safe, happy and valued in the setting. Children are happy to come to Wraparound and always speak enthusiastically about the activities that they complete during their time at the setting.

Good routines are a strength of the setting. Children need these in order to develop important skills that we, as a setting, are trying to embed. For example each afternoon they enter the setting, wash their hands, eat their lunch and socialise with each other and staff. This prepares them well for their learning.

Progress of key developmental skills are monitored closely by all the staff, observation sheets inform future planning so that any key skills identified as needing more input can be addressed

through a variety of different learning activities. The setting uses an online resource to assess the children's speech and language skills and any gaps identified are incorporated into weekly planning through the different learning experiences.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

(Maximum 500 words)

Even though pupil voice is a strength of the setting, some parents felt that they would like to be more involved in their child's learning. In light of this we are planning to ask parents to come along to some of the planning sessions so they can offer their ideas and maybe also help with resources visits etc...

In order to make some topics more authentic and purposeful we will arrange visits to the local community and invite visitors to come to speak with the children so that they have first hand experiences in their learning.

We have many different children and parents who attend the setting who are from many different countries. We want to ensure we are providing an inclusive environment for these children we are hoping to do this by planning cultural days. Purchasing multi cultural and dual language reading books and also provide a translation service using 'The Big Word'. Questionnaires will help us to determine if we have been successful in ensuring our children and parents feel part of our community.

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

This is about how responsive practitioners are in meeting children's needs – how they help children feel emotionally secure and ensure children are physically, mentally and emotionally healthy. It is also about ensuring that children are being developed and build relationships with other children, become self-aware, confident and are achieve well-being.

Service evaluation

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

(Maximum 500 words)

All staff members are very dedicated and committed members of staff, they are constantly looking to further develop their own practice. Staff are well trained and regularly attend training sessions that have an increased impact on the children in the setting.

Staff have a very clear understanding of the school ethos and vision. Staff work hard to implement polices and procedures and implement these well and these are now embedded int the setting. They lead by example and work hard to ensure that the children are kept safe and healthy. Health care plans or behaviour plans are adhered to and monitored regularly, informing parents of any changes or issues. Staff have regular meetings with the person in charge of additional learning needs and any potential learning difficulties are highlighted so that early intervention can be put in place.

Staff have a clear understanding of the safeguarding policy and implement each stage of the policy with increased confidence. They have attended all relevant training, including "Prevent Duty" and are confident in implementing procedures. Staff are very familiar with the Welsh Government's best practice guidance and this is visible across all areas and aspects of the setting. The recent CIW inspection report also confirmed this observation.

All staff have up to date Food Hygiene certificates and are extremely efficient in ensuring the correct hygiene procedures are followed. All members of staff have full pediatric first aid training and are very competent in dealing with any medical situation that may arise.

The setting works hard to ensure that we value culture, diversity and individual preferences. Staff understand that this is key in order to contribute to a happy setting. Planning and children's workbooks demonstrate that a variety of activities have been planned for to ensure that the children learn and celebrate the many different cultures there are within our setting e.g we have tasted a variety of chinese food during Chinese New year. Staff are using the Welsh Government's best practice guidance, Food and Nutrition for childcare settings document to ensure that they are planning activities that will assist in ensuring the children meet the required standards.

Daily routines ensure that the children have lots of fresh air and the weekly and daily timetables allows for outdoor learning, as well as outdoor play. Children's curiosity and voice has led the setting into creating an outdoor garden where children learn about where and how foods are grown by planting various fruits and vegetables. This type of activity has had a positive impact on the children's social and communication skills, as well as developed their enthusiasm for learning. They take responsibility for watering plants and they provide a daily report on the growing process.

Behaviour at the setting is very good and age appropriate. All staff were involved in creating the behaviour policy for the setting and all agreed that positive behaviour needed to be a key element in order to support the children in our setting. Staff are highly trained and aware of the children's individual needs and address behaviour accordingly. Staff act as good role models at all times, they always model and lead by example. Staff understand the need to remain calm and they encourage the children by ensuring they give praise to the children at every opportunity. Parents are informed of our behaviour policy and the strategies that we use on entry into the setting. Day to day contact with parents ensures that any behavioural issues are addressed and advice is offered in order to support parents further.

Through daily observations staff promote and monitor children's play, learning and development well. Staff meet and plan weekly and discuss needs of pupils and skills that need further development. Weekly activities are then planned for in light of these observations, with resources being gathered in order to create activities which promote a natural, stimulating learning environment which encourages children's engagement.

Staff ensure that children with additional needs are monitored carefully, activities are tailored around their needs. Regular conversations are relayed to the person in charge of additional learning needs and appropriate outside agencies are consulted, along with parent, in order to support staff and children further.



Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

(Maximum 500 words)

We feel as a setting that it is important for us to support parents in ensuring that the correct messages around health and well being are relayed to their children and that children develop good habits from an early age. We envisage supporting parents with this by holding parental workshops/coffee mornings run by outside agencies and professionals which will cover topics such as healthy eating and exercise, health question and answer workshops and workshops that will support their children with their learning.

It is important to us as a setting to keep improving. It is important to visit other settings, share good practice, look at different resources and speak with colleagues to ask for advice and support.

To continue to develop the CPD of all our staff. Person in charge to ensure that staff attend all mandatory training as well as any training that will have an impact on the children's learning and progress.

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

This section is how you ensure that the physical environment you provide is of good quality and meets the needs of the children using your service.

Service evaluation

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

(Maximum 500 words)

Leaders work hard to ensure the safety of all the children in the setting is of upmost importance. Leaders ensure all risks and hazards are identified, minimised and eliminated. Risk assessments are written in order to ensure that all staff are aware of any potential risks.

We feel that the environment is safe and secure. Our electronic signing in and out system ensures that we are aware of any adults in the building. Externally, a fence and gate secure the play area and a member of staff supervise the children at all times in the outdoor area. Daily registers are taken to monitor the arrival and departure time of all staff, visitors and children on the premises. Fire drills are performed regularly, with staff having a clear understanding of their roles and responsibilities.

All electrical tests, heating tests, emergency lighting tests and safe keeping of chemicals or cleaning products are undertaken regularly and monitored by the leaders. Potential hazardous areas are segregated securely and out of use for the children.

The environment is well maintained, well decorated with bright and vibrant colours. The children's work is visible and celebrated in all areas of the setting. The room in which the children learn is on one level with doors leading into the outdoor area, this ensures that the setting is accessible to all, regardless of their needs or ability. Independent learning and decision making is key strength in our setting. We encourage the children to develop these skills by ensuring that all resources are accessible, age appropriate and stored in easy reach for the children to use. New age appropriate furniture has recently been purchased and children sit on appropriate tables and chairs to their height. The setting is well resourced with an abundance of learning and resources and toys to help the children develop vital developmental skills. New resources are purchased regularly to support new topics that are planned with the children.

The play space is large and arranged into many areas in line with the Foundation Phase. Staff understand that the design and layout of the environment plays a vital role in the children's development. The home corner, arts and crafts area, constructive area, sensory area and role play area provide the children with innovating and purposeful experiences. These areas are changed based on new topics, making learning fun and exciting for the children. The setting is beginning to develop the outdoor area, children use the planters to plant fruit and vegetables, they are encouraged to develop their sense of responsibility by looking after the plants. There are bikes and

scooters and a safe, flat area has been developed for them to use these safely. Sand and water trays have been purchased for the outdoor areas as well as indoor so that the children have more choice in where they would like to learn.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

(Maximum 500 words)

The setting recently added an extra toilet and sink in the bathroom area of the building. This has had a positive impact for the children. In order to improve the setting further we are planning to install an age appropriate sink in the art and craft area. This will develop independent skills further by encouraging the children to wash own paint brushes, pallets etc

The children have asked for more bikes to use in the outdoor area. Age appropriate bikes will be priced and purchased. These will further develop the children's gross motor skills.

Continue to develop the outdoor learning area, purchasing resources which link to authentic learning experiences for the children, as well as develop vital social and communication skills.

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

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

- Meeting the requirements of the Welsh Government 'National Minimum Standards'¹ and other government requirements e.g. 'Building for a Brighter Future'²
- Self-evaluation and improvement planning
- Performance management and professional development
- Safeguarding
- Developing children and contributing to their well-being
- Your vision for the service
- Management and development of practitioners and
- Partnership working.

Service evaluation

Questions you will wish to consider:

- What do you do well?
- How do you know?
- What is the benefit to children?

(Maximum 500 words)

Leaders feel that they have a clear vision which is shared effectively with all staff in the setting. This was also echoed by CIW inspector on a recent visit.

Leaders feel that monitoring procedures are robust and continually seek ways in which will improve the setting for staff, parents and children. We feel as leaders that Self evaluation is key to improving the service.

Nearly all parents feel that the setting is very well run and that staff are approachable and offer their children a wealth of learning experiences.

Our staff folders demonstrate that we follow an effective recruitment process and promote the development of staff through regular training opportunities. First aid training, hygiene, health and safety training, childcare play qualifications. All qualifications and documentations are available to view in the staff files. Staff questionnaires stated that staff felt valued and are motivated to to the

¹ For National Minimum Standards see: <https://careinspectorate.wales/regulations-and-national-minimum-standards-day-care-and-play>

² Building for a Brighter Future: <http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf>

very best for the children in the setting. Staff undertake annual formal appraisers where views and training needs are addressed in order to support staff development and well being. Leaders ensure that staff have the opportunity to plan together, this enables them to share information, ideas and strategies. Staff felt that they were given a 'voice'. This all has an impact on children's progress.

All staff are aware of the National minimum standards document. All policies and procedures are based around this document and it is constantly referred to when making changes in the setting. Our statement of purpose is reviewed regularly to ensure it complies with the regulations. All policies are up to date and reviewed annually. These are available for staff and parents to view at any time.

All parents receive an informative 'welcome pack' which contains all important policies, consent forms, medical forms etc. Parents are asked to provide the setting with any key information and are required to sign to confirm that they agree to the settings policies and procedures. Based on the information that parents provide, where necessary, health care plans and individual development plans are created to support children with specific needs.

Parents and carers are able to follow the children's learning journey on 'Twitter', this is updated regularly showcasing the children's work. A book is given to the children at the end of each term with photographic evidence and examples of pupils work, this highlights the many authentic learning experiences the children are exposed to.

We feel we have very positive relationships with parents, carers and outside agencies. This was highlighted as a strength in the recent CIW report. We have an open door policy and give daily updates on the children during pick up times. Staff are available daily to speak to parents in depth about any concerns they may have.

All parents and carers are made aware of the safeguarding policy and procedures of the setting. Any concerns are reported on a digital platform called 'My Concern' the person in charge and the responsible individual are instantly informed and act upon any concerns in line with the policy.

We feel that we have an innovative vision for the setting. We are very open and professional and feel we manage the setting well. We take pride in ensuring our staff have all the necessary training so that they can develop as practitioners and are equipped with the necessary skills to provide the very best for the children in our setting. We take pride and are enthusiastic when evaluating our setting. We continually plan for improvement and implement changes effectively.

Your priorities for improvement

Questions you will wish to consider:

- What is it you want to improve?
- How will you measure improvements?

(Maximum 500 words)

Keep up to date with CIW documentation and implement any changes.

Regularly review policies and procedures

Continue to develop staff CPD in order to upskill staff- monitor impact new strategies are having on the children through established monitoring processes.

Continue to listen to parent and staff views- on entry and exit questionnaires. Collate suggestions and address any issues.

Make links with other settings in order to share resources and good practice.

Apply for childcare grants that are available - purchase resources that will enhance the children's skills and learning experiences.

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"/>

Please use the box below if there are any further comments you wish to include

(Maximum 500 words)

A large, empty rectangular box with a thin blue border, intended for providing further comments. The box is currently blank.

Name of Responsible Individual/Registered Person:

Maria Davies

Signed: 

Date:

31st January 2020