

# **Newborough Kidz Club Self Evaluation Form**

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## **Background to your Setting**

*In this section include how long the club has been running for, the range of age and abilities of children attending, geography of the area e.g. urban/rural, the spaces available for club use, access to outdoor space, number of children attending daily, and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.*

Newborough Kidz Club was established in October 2013. It is a breakfast, after-school and holiday club set in the Davis Studio of Newborough C of E Primary School in Newborough, a rural village just outside of Peterborough. We accept children between the ages of 4 and 11, in term time we are open to children from the school however in holiday club we are able to open up to children in the surrounding areas. The club has spaces for 25 children per session.

We have our room and we also have access to the school hall and the playground with a canopy shelter for wet days. In our room we have a kitchen with cooking facilities and lots of storage for games and activities. Down the hall we have a toilet and disabled access toilet which we accompany the children to, to ensure their safety.

The majority of children who attend the school are Christian however we also have children from different religious backgrounds and we aim to celebrate all religious festivals to teach children about other cultures. We also have a few disabled children who attend, when they are in we make sure to set out the room in a way where they can access everything e.g. bigger gaps between tables when there is a child with a wheelchair. Most of the children who attend the setting have English as a first language however if a child has a different first language we have tools which can be used to help the child explain what they mean.

In term time our opening hours are 7:45am-9:00am and 3:15pm-6:00pm and in holiday club we run from 8:00am - 6:00pm in most school holidays (excluding February and October). We have space for 25 children per session, always pre-booked by parents either through email or face-to-face. We have a collection sheet of our 'regulars' and any extras are written on the bottom of this collection sheet. This collection sheet is updated monthly and the children use this to check if any of their friends are in session that day.

We have a total of eight staff members, three in term time, and five extra in holiday club. Our ratio is 1:12 and this is in place to keep children safe. In each session we make sure to have at least one paediatric first aid trained staff member, every staff member has had safeguarding training and at least one staff member holds a level 3 in childcare.

## Daily Routine

*In this section describe the main routine of your setting/your day-to-day. Include any days where the routine changes.*

Every session when the staff arrive they make sure to complete the health and safety checks, change the register to the relevant day, put out breakfast or prepare snack, set up activities and run the water for washing up.

In the mornings the children are brought to the club by their parents, they hang up their things and either sign themselves in or their parents sign them in on the register. We then watch the parents leave the school building to ensure the building is secure. We then offer the child breakfast (toast, cereal, brioche, yoghurts, porridge or breakfast biscuits) or they just choose to play. When we tidy up the children show their independence by checking the pictures on the wall and ticking off a sheet to say it's tidy. They then collect their bags and coats and we walk them to their outside classroom doors.

In the afternoon we walk to the children's inside classroom door. Collect the children we have booked in, sign them in on the register, line them up and walk down to the club. They hang up their bags and coats, wash their hands, find their name card, and sit at the table ready for snack to be served. We call up one or two children off each table to collect their snack and they are all encouraged to pour their own drinks. After snack, the children wash their cups, help to clear down the room then are offered free play indoors and outdoors until they get picked up by their parents. Most days we play outside, we get the children to wear appropriate clothing by the staff member wearing the same e.g. if we want the children to wear coats the staff members will also wear a coat to show that the rules are fair and everyone will follow them regardless of status.

In holiday club the children are brought to the club by their parents, they hang up their things and either sign themselves in or their parents sign them in on the register. We then watch the parents leave the school building to ensure the building is secure. We offer breakfast until 8.30am and Free play or planned activities until snack at 10am, at 12pm packed lunches provided by parents are eaten and a second snack is at 3.15pm. We tidy up before each snack/lunch time and ensure that everyone goes round to the toilet to wash their hands before each time they eat.

The only differences in term time routine is if there is a school fayre on (may or christmas) on these days once snack is eaten we take the children around the fayre in a group and parents pick them up straight from us without having to ring the bell as they are able to come straight into the building. On these days we have a post-it with all children's names on and we note what time they are collected which is then transferred to the register when we go back in the room.

We have an important information board which displays planning, the staff rota, term dates and any important dates e.g. school trips, discos, birthdays, holidays and cultural celebrations. On our "going home table" we have a parent's information folder and our policies and procedures and the register when we are in session. We have a children's information board which displays NSPCC information, the childline number, anti-bullying and anti-discrimination posters. We also have an e-safety corner with posters and information for both children and their parents.

## **Staff Members and Who We Work With**

*This section is about the leadership and management team, staff in the setting other organisations that you work with. It covers:*

- *Self-evaluation and improvement planning*
- *Performance management and professional development*
- *Partnership working*

The manager and deputy manager are both Level 3 in childcare, and all other staff members are either a level 3 or training to be level 3. Kim is lead playworker and is the Designated Safeguarding Officer and SENCO (Special Educational Needs Co-Ordinator) and the Key Worker for the EYFS Children. All staff members undertake constant training to ensure they are up to date. The minimum we require for each staff member is paediatric first aid training, safeguarding, prevent duty and food handling. We also require all staff members to have a DBS certification and have at least a level 2 in childcare or be working towards the qualification.

We work together in partnership with many organisations, mainly the school, however we also work in partnership with Ofsted, we understand that we're required to inform Ofsted of certain things, e.g. allegations against any person connected to Newborough Kidz Club, two or more cases of food poisoning from the setting, any broken bones, serious accident, illness, injury or death that has occurred in the setting, a change of manager or setting address or a proposal to change the company hours, change to the company name or change of registration number.

The EYFS Key person plans termly meetings with the EYFS teacher to discuss the children's progress and behaviour in the club and at school. If we have any minor issues or notes about children in other years we discuss these with the teachers at drop off or pick up during the day, if there is anything major we need to speak about we try to arrange meetings at quiet parts of the day.

If anything happens during the day or the teacher would like us to pass a message to the parents they come and see us at the club once all the other class children have been picked up.

We understand that only suitable people should work with children so our recruitment policy is that all staff are DBS certified and provide two references when applying, these must be the last two employed roles with no unexplainable gaps.

Our interviews are in two sections, one face-to-face interview which asks all the questions and then if shortlisted we have a play interview where we observe the potential staff member completing an activity within the children.

If the applicant is successful we provide the staff member with a contract, verify their qualifications and take copies of any certificates, complete staff information documents and a health declaration form, then they have an induction where we show all the relevant policies including safeguarding, and ensure they are read and understood. We ensure we have ongoing monitoring and appraisals are completed yearly.

In the staff contract there is a paragraph about disclosing any convictions, cautions, court reprimands or warnings that could compromise the Club (before or during employment) and in the policies it states no medication, drugs, alcohol or smoking on site unless the medication is prescribed by a doctor and if these are on site they are locked away in a cupboard away from the children.

Each year every staff member has an appraisal where we evaluate the staff members performance at work and how they may be able to improve in their care of the children or how they could improve their partnership working. The manager is also in contact with the Childcare advisor through meetings and by email/phone if needed any other time. The childcare advisor comes out to us at least once a year to check that the policies and procedures are in line with the local authorities standards and emails any new criteria that we should be aware of.

## **Views of the Setting**

*This section should record: The views of the children who attend your setting and those of their parents and carers. The views of any professionals who work with you, especially the local authority, your local children's centre or and health professionals. Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.*

We obtain the views of our parents through daily chats, email correspondence and through half-yearly questionnaires handed out in November and June. We make it our goal to welcome all parents into and out of the setting in both sessions to ensure they have time to talk to us in an instance where their child isn't present, however this can become an issue if more than one parent arrives at the same time. If there is a delicate matter, or a matter revealed to the parents while at home we encourage the parents to email us and we will respond as soon as possible.

We send out monthly email newsletters to include the parents on what is happening at the club and anything new we are planning to implement in the sessions. If anything else arises e.g. head lice outbreak, holiday club poster, reminders about Santa, any instances we would close etc. we send a separate email out on top of the monthly newsletter. We also have a notes section on the register where parents can write things down e.g. money/letters to be handed in, lost items or notes for teachers.

We have monthly meetings with staff members to discuss anything that has happened, any issues, positives, injuries, fire drills etc and we write these staff meetings down as a record ten out this in the Meetings folder. We have daily chats between staff while setting up and packing away to discuss the session, any improvements we can make, any children's problems, at things that need to be done that day etc. In holiday club, as there is a high rotation of staff we have a Staff Notes book which is written in daily.

We also provide questionnaires for the children to fill out and tell us their views. And once a year we ask on a large piece of paper for what they would like us to buy for club or improvements we can make. We have a "what I would like to do" box for the children to write suggestions of activities for the planning. When we plan special days e.g. Disney day/circus day during the holidays, we ask children for suggestions of activities to make the day the most fun it can be and give us activities that we would have never thought of before.

We have a Facebook page where we give parents updates on what we have done, or Christmas countdowns etc. We post updates, pictures and posters on this page.

## **Early Years Foundation Stage & Planning**

*This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing characteristics of effective learning and how your setting ensures the EYFS children are meeting the Early Years Foundation Stage learning goals and other government requirements.*

At Kidz Club we are not a traditional teaching environment like a school or other education setting, this means we teach them a large range of things mainly focusing on their skills rather than set topics. I believe we mainly teach the children how to develop their Personal, Social and Emotional Skills their Interpersonal Skills and Communication. The children are taught a range of skills including Manners, Respect, Boundaries, Pride in them and their environment, Kindness and Acceptance.

However we also focus on "normal" aspects of teaching e.g. maths, English, science however we tend to teach it in more of a learning through play setting letting the children decide what they would like to learn and helping to further this learning through conversations, activities, worksheets and research. For example, in a recent holiday club we had a "Water day" where we froze some objects in water and let the children play with the ice giving them tools to excavate the objects. We gave them protective eye equipment and explained about safety, talked about how ice is made and throughout the day while it was melting talked about why it does that.

As a fun way to teach the children about some of the more "boring aspects" that they don't want to focus on we use pictures or posters around the room and the use of our "Ladder of ..." this Ladder has all the children's names on and if they meet the criteria of the months ladder try get to move up a rung each session. E.g. in October we had "The Ladder of Manners" and if the child showed exceptional manners, remembered to use their manners or reminded other children when to use manners we would move that child up. This ladder helps to make the learning a whole club activity instead of focusing on adults teaching children meaning the children relate to the topics better and find it easier to learn. When a child gets to the top of the ladder we applaud them and they get a prize from the prize box.

All of the children that attend the setting have access to both the indoor and outdoor areas (dependent on visibility, weather and session plans) where they are able to use the natural resources around them and the climbing frame/playground. We also have a shed full of equipment including roller skates, bats, balls, hoops, skateboards, scooters and go karts which are used to promote physical development.

As well as the children planning their own activities daily and through the "what I would like to do" box that all of the children attending have the opportunity to add to, we plan 2 activities per session (3 per holiday club day) which the children have the opportunity to participate in. When planning we link each activity to the EYFS goals, meaning we can make sure we have focused on all developmental goals for the reception children. We plan a mix of child and adult led activities but find that the majority of the time children would prefer to choose their own activities than follow the planning as in the evening they have already spent a full day in structured lessons.

Both the manager and deputy observe the EYFS children and do the planning, the planning is based on observations taken and there is a tracking sheet in each child's folder to mark off when an observation shows a learning goal being met; this means that at a quick glance we know any areas we need to cover.

If the children show an interest in a certain topic e.g. something in the news, Dinosaurs, Unicorns we make sure to plan activities on these and print colouring/activity sheets to nurture this interest. The other week one of the children had asked "what would happen if you dug into the middle of the Earth?" so we spent some time looking through books about the Earth, the layers of the Earth, volcanoes and lava. And another child had an interest in Brexit so we talked to the children and asked what they knew about this topic which links what they have learnt at home and school. At Kidz Club if a child doesn't want to partake in an activity we will not make them as we believe a variety and opportunity is the key to meeting everyone's needs.

With the EYFS children, if an area of development is noticed through observations or discussions within the parent or teacher we ensure that we can focus on that area as soon as possible, for example, if we notice a child is writing a lot but certain letters need working on we make sure there is an opportunity out for writing words focusing on that letter as soon as we can.

Before an EYFS child starts we ask the parents to help them fill out an "all about me booklet" as this gives us a starting point of the children's skills and gives an opportunity to show the setting writing, number and expressive skills along with knowledge about the family of the child and other aspects in the child's life that we wouldn't know otherwise. We have some limitations with observing the EYFS Children due to some not attending every session or not having set days.

On the intake day before the reception children start the deputy goes in and talks to the parents to share information about the club, after the meeting we are in our room so that parents have a chance to meet the staff and also ask any questions they have.

## **Safeguarding & Inclusivity**

*This section is about keeping the children in your setting safe in the room, how you prevent the children from being harmed, how you protect them, how you make them feel secure in the setting, how you ensure they have effective care in the setting, how you make all children feel included and valued, and how you ensure children respect others, regardless of their age, gender, sex, disability or health care needs.*

We provide a safe environment that is free from harassment and discrimination and where children's contributions are valued and where all religious, disability and gender stereotypes are challenged. We talk about different cultures and any festivals from other parts of the world and celebrate these festivals to ensure we are inclusive of all cultures.

As a way to include the children in the general day we ask the children what their favourite song is and we create a playlist of these to play each session.

We make sure the children in our care are safe by completing daily, half termly and termly risk assessments. Daily health and safety checks are completed prior to the children entering the setting to ensure the door areas are clear, the fire exit is clear, utilities and sockets are working correctly, toilets will flush, and that everything is secure. In the afternoon before going outside we ensure the gates are

locked so that outside people are unable to access the playground. In the morning and evening when we leave our setting we ensure all cupboards are locked and the building is secure e.g. windows and doors closed.

Half termly we check the room furniture and equipment/toys are in good condition and we wash them and if any are broken we throw them away and write this down and Termly we check the outdoor equipment and update all of our risk assessments. We have Policies and Procedures in place which help to deal with situations that may occur. Management routinely reads these policies and we revise them yearly to include any new guidance and change anything we need to update.

Each month we go through a section of the room or box in the cupboard to see how we can improve/implement it. For example, we have improved upon our sensory box to include kaleidoscopes, fly eyes and glow wands, and created a comfy corner with blankets, cushions, beanbags, teddies etc.

We make sure that all registration forms are read regularly and any dietary needs or allergies are displayed so no staff or volunteers or children are put in a position of risk. We have a 'no photos please' and 'no face painting' poster displayed so that at a quick glance the staff members can make sure they are following the parent's wishes without having to search for each child's registration form individually. If a child needs medication our policy states we will only administer medicine if it is a long term prescription as needs to be administered 4 times a day, otherwise we advise parents to work around the day with the dosages. If this could not be done we will administer the correct dosage then note this down or if the child administers it themselves we will sign as a witness.

There is a first aid box in the room at all times, this is checked termly and recorded. There is a first aid book in the cupboard along with other confidential information to record accidents. These must be signed by the parent/carer and the member of staff who recorded it and any staff witnesses, however all staff members will be told about the accident and first aid the child received. We have also recently implemented a "home accident log" to record any accidents at home the parents have told us about. We log these on this sheet so we can see if there are any patterns with any of the children.

Other information in the cupboard are registration forms, fire risk assessments, equipment risk assessments, staff/student information, meeting and newsletters, COSHH and allergen information, incident/cause for concern forms, food log and medication consent/administration forms. This cupboard has a lock on it and only two staff members hold the key, the manager and deputy manager.

We talk to the children about any needs other children may have (with permission from the child's parents) for example, one of our children is prone to seizures so we have explained to the children what seizures are, how to help someone if they have a seizure and we taught the children how to put someone in the recovery position. We regularly test the children on their knowledge on the recovery position by saying 'quick Child A, Child B needs help' Child B then lays down and Child A will put them into the recovery position, we then praise the child if they have done it correctly and talk to them about anything that isn't quite right.

## **Personal Development, Behaviour and Welfare**

*This section is about helping children feel emotionally secure and ensure children are physically, mentally and emotionally healthy, it is also about ensuring that children are prepared for learning and that they attend regularly and become self-aware, confident learners.*

We make sure the children are always aware that they can talk to any staff members at any time to make sure they feel secure in the setting and with all the people they share the club with.

We encourage the children to try and resolve their conflicts without adult intervention to develop their communication and conflict resolution skills. This also helps to develop their independence. If the children find it hard to come to an agreement between them then we will talk to all parties and fairly decide what should happen. The children set out their own rules in the first month of term everyone takes part that's attending that day and it's displayed in the room in the Kidz Club Rule Book and then if the behaviour in the setting is not going well we asked them if they remember the rules we made and talk to them about their behaviour. If a child needs some 'calming time' we get them to choose something from the sensory box and get them to sit and play there for 5-10 minutes depending on their age, using a sand timer as a visual representation to the child of how much time is left. After they have had calming time we talk to the child about their behaviour.

By dealing with conflict between peers, encouraging positive behaviour, discouraging negative and promoting independent choices we provide a safe and happy environment. We get to know the children through conversations with them and their parents, we support the children if they are unsettled when parents leave by offering structure, routine and security.

We have hand sanitizer on the side for all children to use, we remind them to use this whenever they have blown their nose, coughed into their hands, sneezed etc. and we also offer each of the children 'a squirt' before they go into school to promote being healthy.

We make sure to promote healthy eating by providing a good filling breakfast before school where children are not limited to the amount they can have and we have a choice of two healthy snacks when the children arrive from school, we have a main snack but we understand not all children like the same food so there is also an optional choice.

We believe that snack time is a great time for the children to socialise so we always have the tables set out in groups of at least 4. The children are able to choose their own seat by finding their name card in the box and placing it at the table. When the children are having snack the staff try to sit with them and join in their conversations discouraging any topics that may not be suitable while eating. Sometimes these conversations focus on the food they are eating, other times the conversation can be about what they learnt at school and sometimes it can be as random as 'what animal would you like to be'.

We also believe snack time is an easy time to promote independence to the children so we ensure they find their own name cards, pour their own drinks, collect the snack and hand out to their tables, choose their own seat, wash up their cups and wash the tables after snack time and sometimes prepare snack themselves e.g. butter their own crackers, peel their oranges etc.

We see the children's development through our photo albums/gallery walls and also through the children's individual scrapbooks which are started in Year 1 and given to the child as a leaving present in Year 6. The scrapbooks are filled with a collection of photos, drawings, paintings and work the children have made throughout the years.



## Outcomes for the Children

*This section is about the outcomes you have for the children in the setting and what you hope they will develop in their time at the setting.*

We hope that the children in our care grow up to be happy, healthy, independent people who explain their thoughts and feelings to others, know how to care for other people and themselves. We hope they can speak their mind and be the best they can be. We want every child to feel proud of themselves and their accomplishments, know that they can achieve anything they set their mind to and be anyone they wish.

**We aim for the children to be themselves and show everyone else who that is because every single person in our care is an amazing individual who is going to make a big impact on the world.**

## Evaluation of the Setting

*This section brings together the evaluation of all aspects of your practice.*

	Improvements that could be made
Daily Routine	Give the children more independence by giving them charge of the register when they are getting bags and coats.
Staff Members and Who We Work With	Ensure that staff members are continuing to improve their learning and refreshing their knowledge on courses when necessary.
Views of the Setting	Get more parents to return the questionnaires so we have a written record to look back on.
Early Years Foundation Stage & Planning	Observe the children at every opportunity
Safeguarding & Inclusivity	Continue to involve all cultures in planning and focus on celebrations the children wouldn't generally celebrate and ask children about any celebrations they would like to celebrate.
Personal Development, Behaviour and Welfare	Continue researching new activities that will help with a child's development

Do the children feel they are Valued? Cared for? Safe? Included? Happy?

**YES**

Do the children have Freedom? Choice? Respect? Independence?

**YES**

Do the children enjoy coming to the club?

**YES**

In my opinion, this is the best way to see if we are meeting the needs of the children in our care and through questionnaires and daily talks with the children we know we are meeting these.