



# ROMPERS PRIVATE NURSERY

## QI 5 SELF EVALUATION

### APRIL 2021



#### Children’s health and wellbeing

Quality Indicator 5.1: Children’s health and wellbeing are supported and safeguarded during the COVID-19 pandemic.

<p><b>How well are we doing?</b></p> <p><i>This is the key to knowing whether you are doing the right things and that, as a result, children are protected as staff take all necessary precautions to prevent the spread of infection.</i></p>	<p><b>How do we know?</b></p> <p><i>Answer this question with robust evidence. The quality indicator, along with the views of staff children, and their families can help you evaluate how you are doing. You should also take account of performance data collected by your setting</i></p>	<p><b>What will we do now?</b></p> <p><i>Understanding how well your setting is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop and prioritise plans for improvement.</i></p>	<p><b>Timescale Responsibility</b></p>	<p><b>Evaluation</b></p> <p><i>What impact has our practice had on children’s health and wellbeing?</i></p> <p style="text-align: center;"><b>JUNE</b></p>
<p><b>Staff CPD</b></p> <p>Staff participated in CPD during lockdown 1 including literacy, STEM, social development, ACES and neurological pathways. In December staff participated in further CPD focussing on outdoor learning (Digging Deeper), exploring literacy rich environments and recovery planning. Practitioners had the opportunity to feedback to all staff on the impact of their training and take this further forward. At all staff meetings the first part always includes a COVID update to reflect on</p>	<p>Staff CPD folders – see professional learning entries.</p> <p>Staff meeting minutes.</p>	<p>All staff recompleting NHS neurological pathways, breaking the chain of infection training.</p> <p>All staff to reflect on the impact of professional learning on their own professional development and consider the impact for the setting and children’s learning and</p>	<p>All Staff</p> <p>TL to encourage discussion around CPD in rooms.</p>	<p>Staff have all taken part in Infection control (Sidcup) training courses provided by management to keep all up to date with covid guidelines. Every month at staff meetings management will keep staff up to date if any changes and to check in with how staff are feeling regarding the guidelines.</p>

<p>practice and ensure all staff are confident in carrying out robust procedures.</p>		<p>development in a COVID context.</p>		
<p><b>MyWorlds</b> MyWorld COVID update forms have been completed by all families in August and December. Staff were responsive to this, reading through them and sharing within room teams. Key practitioners then actioned anything that was required to support children from their MyWorlds.</p> <p>In February, all key workers had a phone call with each parent to discuss their child's learning and development. During this call, MyWorld booklets were updated along with MyWorld COVID development tracker forms.</p>	<p>MyWorld COVID forms are in children's learning journals.</p> <p>MyWorld booklets have been updated.</p> <p>MyWorld Development Tracker forms are completed providing the key worker and parent with key priority.</p>	<p>Key workers to review notes from parent meetings and update MyWorld booklets. Key workers to reflect on practice, does practice meet child's development?</p>	<p>All key workers – Led by Management</p>	<p>Team Leaders have sent out a google form to parents to update any changes for their key children. Parents have been very responsive to this and we are currently awaiting the results to update my worlds. The form was made up instead of the phone call, so parents could have more time to think and give more detailed answers.</p>
<p><b>Children's Experiences</b> Children have full free flow access between the indoor and outdoors environment. Staff are assigned to an area (indoors/outdoors) to support the children; children are encouraged to stay with their staff member for the day however children can make the choice whether to be indoors or outdoors. Outdoor areas are open from 8.30am till 5pm. Appropriate lighting, clothing and shelter supports children in being outdoors at these times and in all weathers. All children are outdoors for at least an hour a day.</p>	<p>Children can be seen actively making choices where they wish to spend their time at nursery.</p> <p>Observations also evidence this.</p>	<p>All staff to engage in training at February staff meeting, 'High quality ELC during a COVID context'. This will allow management to reflect on interactions, opportunities and spaces provided since returning in January.</p>	<p>On going  Led my management.  All practitioners.</p>	<p>Access to indoors and outdoors is still working very well. Children have access to this throughout the day. Staff have now thought more about the experiences outdoors and what they can provide for children in this area. All children are encouraged to spend some time outside in all weathers and have taken full advantage of this, by wearing wetsuits and</p>

<p>Practitioners are providing a range of high quality indoor and outdoor experiences. Currently within lockdown 2, we are working at a reduced capacity. This is allowing, practitioners to spend more 1-2-1 time with key children supporting future possibilities and developmental milestones.</p>				<p>sunhats if weather deemed necessary.</p>
<p><b>Key Worker Groups</b> Key worker groups (Pre-school) are in place every morning to ensure the key worker and children can check in with each other. This time includes a morning welcome, routine, emotion check, weather check and 'project' discussion. Team Leader in pre-school has ensured friendships groups are maintained within the groups to ensure children feel secure and have a continuity of care and routine. Each child is spoken to as an individual. Children are encouraged to develop their own learning project. Children are developing confidence in their emotional literacy.</p> <p>All rooms sent home a key worker information sheet, focussing on especially children who transitioned through to a new room. This ensured the children felt confident in beginning back to nursery and know about their new room. We value relationships and understand the importance of them, especially during this time.</p>	<p>Learning journals on the app shared with parents.</p>	<p>Toddler and Baby staff considering how a 'key group' approach could be used to 'check in' with each child.</p>		<p>Preschool room children are very confident with their key worker time in the morning. Staff promote the 'feelings' check in and projects throughout the day. They do this by starting conversations linking to planning and give the children the cue of how to take this forward. 0-3 staff are still looking in to how a key worker group would look on their side. All children transitioning through have been placed with a key worker group that is beneficial to their development.</p>
<p><b>Arriving at Nursery</b> A video was made to show parents and children how they arrive and depart at nursery during the COVID period. This ensured children felt prepared</p>	<p>Engagement in ParentLink app.</p>	<p>Booklet has been updated in January, not to monitor the impact of this.</p>	<p>All staff.</p>	<p>All parents are sticking to the guidance Rompers put out about arriving at</p>

<p>and confident on how to arrive at nursery. Parents also felt reassured that procedures were in place to support government guidance. 'COVID Settling in at Rompers' booklet is emailed to parents with video and information relating to starting and arriving at Rompers. The viewing video regarding the ParentLink app is also shared with parents in this booklet, this ensures they are confident in accessing the app as this is currently the main point of communication between key worker and parent.</p>	<p>Parents following rules around when arriving and departing nursery.</p>	<p>Key notes for re-opening guidance are being put together, this is to be issued when re-opening. Key notes include feedback from practitioners.</p>	<p>Led by management.</p>	<p>nursery along with the stay safe buckets. These are still in place and</p>
<p><b>Effective Communication</b> Staff recognise the challenge of physical distancing and therefore to support effective communication whilst taking into account GDPR, our online app is being used more. Staff are putting on even more photos and observations and keeping these as up to date as possible to ensure children's time at nursery is celebrated and shared. This ensures communication between home and the setting continues and therefore children feel more settled and confident to come into nursery. Children in the Pre-school room are encouraged to send their own photos and pictures home with audio files if they wish. This ensures children have a voice in their learning and a sense of self. Home learning has begun for children in the Pre-school room, this is increasing communication between children still at home and their key worker.</p>	<p>Relationship between child and key worker is continuing to develop.</p> <p>MyWorld call – timetable and MyWorld Development Tracker.</p>	<p>Use communication/feedback from home learning to develop planning and possible experiences are child led.</p> <p>Reflect on MyWorld calls, did parents find this supportive? – survey.</p>	<p>All staff – led by management.</p>	<p>Parents have started to communicate on the app more, management have issued a video and guidance on how to comment and make observations on the app to all parents and we have seen an increase in this.</p> <p>Preschool communicate with parents in the app by sending home a learning question when they seek feedback on the planning and interests of the children.</p> <p>Team Leaders issued a questionnaire to parents seeking updated information regarding to</p>

<p>MyWorld calls will allow key worker and parent to reflect on learning and development.</p>				<p>their children's My World booklets. TL will update these when all feedback has been gathered.</p>
<p><b>Working with other Professionals</b> Staff continue to keep in communication with social work, OT's and Health Visitors when required to help support families with any challenges that staff may experience. Staff are aware of the need to consider the whole holistic view of the child and the importance of drawing on professional opinions and support. Survey sent to parents has been evaluated by TL's to ensure parents feel practice is supportive regarding COVID.</p>	<p>Chronologies have been updated according following visits/calls with other professionals.</p>		<p>TL's</p>	<p>Professionals have Been visiting the setting to see individual children in line with our covid-19 rules and procedures. All visits take place in the garden and no one enters the building. Staff take their temperature and record this in the visitor logs along with asking important questions if they have had any symptoms in the 72hours.</p>
<p><b>Setting In</b> First visits for new children starting have been changed to support social distancing guidance. These now take place in the garden to ensure the practitioner and parent have time to discuss important information and allows the nursery to develop an understand of the child's needs. This ensures the relationship between the family and nursery can develop. First visit information has been updated for parents 'Welcome to Rompers booklet'. Room information sheets and MyWorld booklets have been updated. Care plans have been edited to ensure children's development and needs are considered. TL's are analysing</p>	<p>Floorbook.  Updated guidance.  Communication with parents.</p>	<p>What did the evaluation of the survey tell us? – Next steps for practice. What impact does the setting in visits have on children?</p>	<p>TL's</p>	<p>First visits are still taking place outside in the garden area. Parents and children are happy with this. staff are able to social distance and still have an engaging conversation about important nursery information. Team leaders have are gathering the evaluations from parents and will be</p>

<p>feedback from parents, evaluating it and considering any changes. 'COVID Starting at Rompers' booklet support communication and expectations for parents. ParentLink video and details issued to parents before visits to ensure they can access app as we are aware the app is main communication between parent and key worker. Settling in time is allowing parent and key worker getting to know each other and begin building a professional relationship.</p>				<p>putting suggestions into practice for the new term</p>
<p><b>Implementing 1140 Hours</b> Due to the increase in government funding which Angus Council have gone ahead with, children are in for longer periods of time therefore allowing further opportunity to build relationships. This has also required the practitioners to provide additional support.</p>	<p>Fees schedule. Observations.</p>	<p>How are we ensuring each child's learning and development is progressing?</p>	<p>Key Workers</p>	<p>All children have taken their 1140 hours funding. This has helped key workers build and strengthen their relationships and have been able to track and plan the children's development appropriately.</p>
<p><b>Cleaning</b> Robust cleaning procedures are in place to ensure the safety of children's health and wellbeing. Our usual daily clean and weekly Friday deep clean are in place along with weekly sterilising. Cleaning procedures are enhanced with our 'Starbucks' clean and additional sterilising.</p>	<p>Cleaning schedules. Low/no infection rate. All staff are clear on procedures. Setting is able to remain open for families consistently.</p>	<p>Cleaning materials and procedures are preventing infection.</p>	<p>All staff</p>	<p>'Starbucks Clean' is still taking place every 2 hours and staff have adapted the times to suit their own rooms. This will continue to stay in place for the foreseeable.</p>