

February 2015

Parent questionnaires were given out to all those attending. Reminders were sent out to parents for their return and the feedback was discussed during a staff meeting. Responses to the feedback, including any actions to be taken are provided to parents and listed below.

Specific Areas of Strength

We are very pleased that every parent who responded either 'strongly agreed' or 'agreed' that they are clear about who their child's key person is; that they are happy with the information provided to them through the induction process and that information provided by them regarding their child is valued by staff. It is extremely pleasing to find that 100% of those who responded state that staff are friendly and welcoming and that they would recommend Banwell Buddies to another parent. We are also very glad to see that of those who responded 100% are clear about the role of the Voluntary Committee and that they are provided with enough information about how to be involved. We are particularly pleased as this was an action from the previous questionnaires sent out.

Specific Areas to Develop Further

Of the 24 % of parents who responded 18% of parents sometimes feel unclear regarding their child's backup key person. We try to ensure that every child has a specific adult responsible for their individual care each day/session they attend. As staff work part-time this responsibility falls to the child's backup key person when their key person is not in attendance. It is unfortunate that for 1 or 2 parents the responsibility has to fall to 2 backups which is not ideal but necessary due to staff rotas. I understand this may sometimes feel a little confusing when both backups are working at the same time. This issue has been discussed during a staff meeting. In future backups will ensure they approach those parents concerned on any day they have responsibility where possible. N.B. There are times when a

staff member is needed to calm and/or settle a child and may not be able to make themselves known straight away but every effort will be made to alleviate any further confusion.

We also received feedback from 9% of those who responded that it would be reassuring to receive further progress on their child's development between parent consultations. We agree this would be beneficial to all parents and as such will provide parents with an update of progress made towards planned next steps in each area of learning. This will be available in your child's drawer half way through the term.

Other Feedback

We received further feedback regarding the level of literacy and numeracy taking place. I would like to reassure parents that we are proud to have a very strong focus on these areas which are planned for on a daily basis. Children are split by age/stage every day for literacy. Their focus activities take place completely separately so there is no distraction and the activities are targeted appropriately. We plan literacy using Phase 1 Letters and Sounds phonics programme. This provides them with a very good foundation for literacy on which to build in reception year continuing into Phase 2. Activities for the younger age/stage include tuning children into sounds for example sounds in the environment, instrumental sounds and sound experimentation. With developing listening skills, children are able to work towards identifying and recalling different sounds. As well as focussing on listening skills, children carry out daily activities developing their speech using songs and stories for example. As the children progress with their literacy they take part in activities which develop an awareness of rhythms, follow sound patterns and rhyme. Alliteration is another area we focus on which helps the children identify sounds at the beginnings of words as they move into oral blending and segmenting. Providing children with these strong foundations for literacy really supports their developing literacy skills as they move through the Early Years Foundation Stage and into key stage 1. We would not want to hinder this development by expecting children to take part in activities they were not ready for.

In the same way, numeracy activities take place both as whole group activities and small group activities with their key person. There are many opportunities throughout the session to include number work such as counting, estimating, measuring, grouping, number recognition etc. and we take every opportunity to ensure children are learning about number while having fun!

Staff supervisions took place this month.

Policy Review: Escalation Policy, Anti-bullying and Achieving Positive Behaviour Policy were reviewed. The Anti-bullying and Behaviour Policies have been combined into one policy.

Training: *Advanced Interagency Child Protection Update* – attended by Lead Safeguarding Practitioner Lisa Banwell. This training is updated every 2 years. Any additional information gained is shared with the rest of the team.

Inclusion Cluster Meeting – attended by Daniela. Changes were discussed regarding the way North Somerset are providing funding for children in receipt of Top-up Funding, relating to the link programme.

Quality Improvement Cluster meeting – attended by Lisa, Daniela, Helen, Katie, Kirsty, Lauren & Jenny. Settings shared good practice around physical development. We have a few good ideas which we will introduce to the setting to help support the children in this area.

Leaders, Managers and Owners Briefing – attended by Lisa and Vikki. Information was given regarding the introduction of Early Years Pupil Premium for 3 and 4 year olds from April 2015 as well as the introduction to baseline testing for children in reception and summer born school admissions.