

Adventure Pre-School Self-Evaluation: Summer 2019

Dear Adventure Family,

Taking a little time over the summer to reflect back on the year gives us a chance to self-evaluate and consider how we are doing. During the year we react and change as necessary but over the summer it gives us time to consider how everything is going and what other changes might be needed to ensure we are continuing in the right direction.

To complete this self-evaluation, we have taken on board key information about the setting including the views of families, views of the team and outcomes for children.

We have pitched our views against the new Ofsted inspection framework and strongly believe that we are still a 'GOOD' setting. In some areas, and on some days, we would like to think we have 'OUTSTANDING' aspects to our provision, and we know some of you do too. A few years ago, we might have been confident enough to self-evaluate ourselves there – but after a few turbulent years we know that being outstanding is so reliant on consistency that, for us, at the moment it is still an aspiration. By the time Ofsted visit us again we may have found our rhythm once more but, in this moment, we are happy to be good, but aspire to and see sparks of 'outstandingness'.

Thank you for helping us in this self-evaluation task and in our ongoing Adventure.

Love, The Adventure Team x

Context

- We are a fifty-place setting for children aged two to five years.
- We are in receipt of Government universal funding for 2, 3 and 4 year olds and targeted funding through 30-hour childcare funding, Early Years Pupil Premium and Special Educational Needs Inclusion Funding.
- As a sessional pre-school we operate from 8:40-3:30 daily during school term times.
- There are 10 full-time equivalent team members supported by 2 apprentices (working towards Level 3) and 1 part-time Play Therapist. Two of the team are qualified teachers, two have full degrees and one has a Foundation degree. All other team members have Level 3 qualifications.
- The setting was established in 2012 at an early stage of the creation of the Augusta Park housing development. The setting moved to the current location in 2015 and re-registered at this point. The community will consist of over 2,500 houses including about 40% social housing. We also take children from the neighbouring housing developments of Roman Way, King Arthurs and Cricketers Way. The majority of children attend for 15 hours per week before transitioning to local schools, primarily Endeavour school.
- The setting is run by Adventure Childcare Ltd, a small family business.

Our development over the years

2012/13	Approved, starting out and growing rapidly (Ofsted Dec 12 'Good')
2013/14	Learning from the first year; becoming established
2014/15	Coming to an end and the new start; (Ofsted register May 15) excitement but a challenge
2015/16	Doing the full cycle in the new home
2016/17	It turned out alright in the end (Ofsted Nov 16 'Good')
2017/18	Loss
2018/19	Finding our feet again, the challenge of change and consistency
2019/20	<i>Moving forwards in the brave new world</i>

August 2019 – Where are we now?

Quality of education

We have constructed an ambitious curriculum that is designed to give all of our children - regardless of their starting points – the knowledge and cultural capital they need to succeed in their lives. The curriculum is planned to provide a clear progression which builds on what children can do towards the appropriate skills and knowledge for them to make the most of learning opportunities at school.

We are confident in this view because:

Our educational programme, or curriculum, is designed to provide a broad experience for all of our children. We want all children to feel confident enough to try and keep going. Confidence comes from familiarity – our curriculum is based around a range of consistent broad ‘play areas’ which can be adapted to changing needs or interests. We focus primarily on the prime areas of development as we believe that these underpin any efforts to become effective learners.

Our long-term plans are pitched at the appropriate age/stage expectations but encourage flexibility and adaptability to ensure engagement and targeting of needs. These long-term plans ensure breadth of experience and also coverage of the knowledge, skills and understanding that all children need to be ready for their next stages of development.

To further support this we are:

Adapting our ‘groupings’ to enable a clearer progression for children. Georgie’s Den will cater for the developmental needs of our youngest two year olds. The Beehive will provide the transitional space for older two year olds and some summer-born pre-school children. Splitting the existing pre-school provision into two parallel groups will help to manage more appropriate experiences including adult-directed activities and story times.

As a result, children benefit from meaningful play experiences across a broad range of learning which covers the statutory requirements of the EYFS. Practitioners have good knowledge of the areas of learning, of the way in which young children learn and use assessment efficiently and effectively to check progress and inform interactions. This includes providing suitable challenge but also appropriate support. The focus of practice is on creating an environment that supports the overall curriculum aim with resources that meet children’s developmental needs and promotes learning.

We are confident in this view because:

Our learning environment and resources are planned and utilised by a team of practitioners who are genuinely interested in helping children to learn and understand. They balance a supportive and caring role with one aimed at inspiring and challenging children in both knowledge and skills.

Planning of the environment retains focus through long-term planning (ensuring breadth, coverage and pitched expectations) and targeted medium-term planning built on the developmental needs and learning interests of the children.

Short-term planning focuses on providing an initial provocation through which children can direct their own play; to explore; and to adapt or engage according to their own interests. The flexibility this approach provides helps the practitioners to reflect on and provide meaningful experiences in the moment. This builds on the training we received at the start of 2018 from Clare Devlin. Although too soon after our loss – one key concept has been gradually brought more in to focus: intentionality. Planning will enable key carers to consider the intention of their choices – the reason why they are teaching or exploring particular things. This will also help ensure that information gained through assessments is used efficiently and effectively.

To further support this we are:

Creating opportunities for key carers to lead more focused adult-directed experiences while enabling their 'partner' to focus observations to lead practice and next steps.

In addition, practitioners' interactions with children are positive and effective. This includes how information is presented and the level of discussion with children; the level of communication and how it is used to ensure understanding, identify and act on any misconceptions and provide explanation. This enables a responsive approach to interactions where practitioners meet needs in the moment. Practitioners engage with children positively in all aspects including through modelling of language, storytelling and other aspects of the EYFS. This helps children to make links between what they already know and new information. All team members are supported in achieving this level of interaction.

We are confident in this view because:

We see on a daily basis the rich interactions between adults and children. The team are dedicated to spending time with children in play throughout the session. Administrative distractions are minimised within sessions so that adults can prioritise positive interactions, conversations and teachable moments.

While volunteers, students or new members of the team are being inducted we ensure that they work alongside experienced and competent colleagues to gain first hand-experience of good practice.

To further support this we are:

Developing annotated documentation using photographs, observations, planning and key questions to illustrate learning, clarify misconceptions and use as a training tool for adults.

Children's families receive regular updates about their child's progress in key areas and become engaged in ways to support and extend their child's learning at home including through reading.

We are confident in this view because:

During the past year we have introduced an electronic system (Family) to maximise family involvement in a regular and accessible way. This has enabled us to move away from the daily postcard system. This was a well-liked system with some parents and children but meant that adults were pulled away from children's play to write them during sessions which led to less high-quality interactions, and lower levels of supervision. Using a closed social media system has enabled more parents to access the observations and photographs which has also helped us to engage more 'hard to reach' parents, split families, military parents posted away and those families with English as an Additional Language. Engagement has significantly increased with observations, regular posts and the 'photo of the week'.

We have also been able to re-establish a small trial of an 'honesty library' where children and families are free to select and borrow books for home.

To further support this we are:

To support family engagement in learning further we will be expanding our book loan scheme and focusing additional 'posts' looking at those aspects of the EYFS that are most suited to a home environment.

The impact we see on children's learning and development is that most children have a good level of knowledge and good language skills so talk freely about what they know; they enjoy and have a good level of understanding in relation to story-telling, early mathematical concepts, physical development and activity; and are ready for the next stage of their education.

We are confident in this view because:

In terms of outcomes the majority of children demonstrate age appropriate skills in both prime and specific areas of learning by the time they leave for school. Assessment snapshots at three points during the year provide in-depth analysis of both achievement and progress.

Where children are not making progress within the year this is identified and addressed through medium-term and then short-term planning. Alongside this, intervention groups are well-established in supporting developmental delays including listening and attention, receptive and expressive language and social interactions. A clear example came in the last year where assessment information for the majority of the pre-school cohort identified a slight delay in emergent writing skills. Over the spring term key carer planning created a range of experiences for the children to access which resulted in the majority of children being in line by the next assessment point, and using very good early writing skills across the summer term.

To further support this we are:

Have created a dedicated additional space for small group interventions to enable more consistent approach to assisting children who are not making progress. This space will continue to be run by one of our trained teachers and our qualified Play Therapist.

Behaviour and attitudes

We have high expectations for all children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly which is reflected in children's positive behaviour and conduct. All children are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them.

We are confident in this view because:

Children's behaviour at Adventure is mostly in line with expectations of young and pre-school children as set out both in Early Years Outcomes and in our position statement.

Where children's behaviour hurts other children, adults, themselves or property; practitioners quickly react to minimise any impact on other children. As a picture builds of triggers for reactions or actions (as identified through 'flashcard' response analysis) practitioners can become more proactive in anticipating and preventing children lashing out or reacting physically. In terms of behaviour incidents this year, we have had very few where there has not been a clear antecedent that we can recognise and use to understand why a child has behaved like they have and therefore we use this information to find the right strategies that support our policy to help prevent repeat incidents (not always an instant fix!)

In the few cases where children have repeated behaviours that hurt others or harm property, we analyse these behaviours to identify patterns, triggers or anything else that will help us in improving the situation. In liaison with their families and relevant external agencies we agree targeted individual behaviour plans. Although these have sometimes been 'adult input' intensive, in each case, incidents with these children have significantly decreased. Where appropriate, we have then shared these strategies with their upcoming school, inviting the teachers in to see them in action.

These plans and actions have shown that by taking time to understand children's reasons for behaviour we can reduce both the frequency and severity of negative behaviours. This therefore reduces the risk to other children but also helps us to support the child in developing greater self-regulation.

To further support this we are:

Setting procedures in place to engage children's families more quickly in gaining a better understanding of what is happening in the setting with relation to their child's behaviour. It can often be difficult for a family member to reconcile behaviour they see at home with that a child might express in a group situation. We want to make sure that any parents whose child is hurt (or has a child who is hurting others) has an opportunity to come in and talk through the behaviours, to observe the team managing interactions and to feel more confident in how we are dealing with behaviour incidents.

Children enjoy themselves at Adventure – they demonstrate the characteristics of effective learning in ways that are developmentally appropriate. They are curious, engaged, motivated and become independent. They develop a sense of right and wrong and express this in play with adults and other children. They learn to take pride in their achievements and overcoming barriers.

We are confident in this view because:

We see children enjoying themselves and being engaged! Most children are happy for most of the time. Where children find it more difficult to engage, we quickly respond by putting individual plans in place to support them with engagement or to overcome whatever barrier to learning they have. The characteristics of effective learning are observed throughout the year where children explore the setting, show interest in what they are doing and think critically about their experiences.

To further support this we are:

Continuing to plan exciting play experiences, prioritising adult time on interacting with children over paperwork and ensuring that our play environment enables children to explore and lead their own play.

Once children have formed attachments and appropriate support is in place to meet any needs they participate fully in the experiences on offer. This involves positive relationships with each other and the adults who care for them - which is mirrored in the positive relationships between their families and the Adventure team. Children feel safe and secure.

We are confident in this view because:

Children and families, in the vast majority, tell us they are happy with us, attend regularly and stick with us over multiple children. We value the role parents and other family members play in their child's life but also respect the role of being a parent and how challenging it can be. We are always happy to listen and to support where possible those parents who feel they can confide in us or need help. Our position statement on the child states how much we value parents and this is enacted each day.

The team of adults who work at Adventure also offer a good role model to the children in having positive relationships. We talk about being the Adventure Family. Like any family there are fallings-out but everyone cares for each other and wants everyone else to do well, to be happy and they will always keep an eye out for each other.

To further support this we are:

Enabling our Assistant Manager to have dedicated time around transitions to meet with family members who need to talk; not just about their child, but about being a parent.

Personal development

Our main purpose is to offer families child care. This means our focus is on caring for children. As we care we see their early education as important but we educate in a caring way. Care and hygiene practices are effective in helping children gain confidence, resilience and independence.

To ensure this happens our policies are clear and consistently applied so that all children get a positive experience and all team members understand how this can be achieved. The aim is always for children to become independent in their personal care needs to give them confidence moving forwards.

We are confident in this view because:

Essentially, when children are with us, they are our children. This doesn't mean they get away with everything and have everything done for them; in fact often it is the exact opposite – we care about the children so we want them to become independent so that they can get along without us. We care so we have high expectations of children. We support them with all their care needs but all the while encouraging independence and responsibility appropriate to their age and developmental stage. All children starting at mainstream school in the autumn are toilet trained and the vast majority of children transitioning into the pre-school are also toilet trained or starting to show more independence.

To further support this we are:

Inviting our children from the Beehive to come to the café for snack as well as the older children so that they can begin to learn the same routines in terms of self-service, hand-washing and using the toilet.

Children are provided with appropriate risks to their developmental stages and taught how to identify and manage risks both in their play and in wider experiences.

We are confident in this view because:

Accident levels leading to injury are low. We average one accident per session that requires a basic level of first aid (e.g. cold compress or a small wound to be cleaned). We carefully monitor accidents for their causes and severity so that we can appropriately and dynamically risk assess the environment and experiences. There are risks available for children to manage. The adult role is to talk these through with children, help them to identify them and monitor how effective children are at this. Our risk policy adheres to the HSE philosophy of 'safe as necessary rather than safe as possible'. No serious accidents is good; no bumps at all would be odd.

To further support this we are:

Dividing the larger pre-school cohort into two 'groups'. This maintains the same ratio of supervision but means the actual number of children interacting in the space is decreased. We identified transition between the two outdoor areas in particular caused a hotspot for accidents. The vast majority of accidents occurred in the outdoor play spaces with the older children. Through analysis this tended to be because these children are engaging in more socially collaborative role play which creates more bodies moving at one time. By having two smaller groups this should enable this type of valuable play to be continued but with less risk.

Our key carer system enables practitioners to prioritise the time needed to develop relationships and attachments. These positive relationships help children to settle, make progress, become independent and feel confident.

We are confident in this view because:

All children settled over time given the appropriate support to both them and their family members. Respecting children as individuals but also acknowledging the feelings they might have about separation helps children to settle. Although the settling policy sets out the 'ideal' this is adapted as necessary to help either the child or the parent feel confident enough to settle and play or settle and leave. Good communication through the Family system has helped with this, as has the quality of the team approach meaning that adults are welcoming to parents who have had to stay.

The team approach to key caring has helped to create more stability and familiarity for children and families if a key carer is absent.

To further support this we are:

Continuing to transition to a system where children come in to the setting on their own in the majority. When we switched to this system during the summer term it was amazing to see how most children, on most days, came in quite happily and with puffed out chests. This will take time in the new year but having this as a majority model means those children who can are not 'hindered' but their parents and can transition in independently. For those children who need a more individualised approach there will be more space and greater access to adults to facilitate this.

All children are given positive messages, and are encouraged through their experiences with us to make healthy choices in relation to physical activity, food choices, rest and screen time.

We are confident in this view because:

We see most children being active through their sessions, trying and enjoying the healthy foods on offer and recognising when they need to rest or have more quiet play.

To further support this we are:

Using our online system to help educate parents about key health messages.

Children are supported to understand equality and British values in a meaningful and relevant way. This helps them to understand differences and similarities, have respect for these and appreciate diversity. This helps to prepare children for their future lives in modern Britain.

We are confident in this view because:

Our children do respect differences and are exposed to diversity each day. Our setting has a very diverse range of children in terms of not just race, but family make-up, experiences, language and other factors.

To further support this we are:

Using story time and adult-directed time with older children to explore these issues more explicitly.

Leadership and management

The leadership team provides and communicates a clear and ambitious vision for the setting focusing on high quality and inclusive provision. The clear position statements set out shared values and a backdrop to policies and procedures. Leaders' roles are clear and they are held to account for ensuring the quality of practice. This includes effective deployment and resources in a sustainable, effective and efficient way.

We are confident in this view because:

Our management team are dedicated to the children, families and practitioners at Adventure. We have developed three position statements on what we consider to be our three core 'beliefs': our view of the child, family partnership and the need to value diversity and respect differences; play and the importance of understanding children's behaviour. These are designed to provide a clear picture of what we base decisions on and more importantly why we do this.

To further support this we are:

Enabling the Assistant Manager to focus primarily on family support and safeguarding as their main role; by moving the Manager and Deputy Manager even more closely into the daily experiences of the children so that they can provide hands-on assistance to colleagues & develop richer experiences with the children.

There is a very knowledgeable team of practitioners who are on an ongoing journey of development. Training, mentoring, modelling, moderation and discussion helps leaders to guide practitioners in terms of knowledge, practice, use of assessment, planning and understanding of children's needs and learning interests.

We are confident in this view because:

We have a culture of development where everyone is challenged to contribute to changes they want to see. Open dialogue about all aspects of pre-school means that team members can put forward ideas, ask questions and be involved in everything that helps makes the experience for children better. Leaders work closely with all team members on a daily basis and have a hands-on approach to supporting with the more mundane tasks to help other team members focus on the priority, which is playing with the children.

To further support this we are:

Enabling time for team members to meet with colleagues to plan, talk through ideas and have some autonomy over their planning.

There is effective engagement by the whole team with children, their families and others in the community including feeder schools and local service providers.

We are confident in this view because:

We have lots of experience in working with a whole range of different professionals and pride ourselves on our work with families, especially those who need support. Families trust us and we have a long track record of supporting the most vulnerable families and those families in moments of need. Over the past few years our experience of dealing with professionals from health, Children's Services, Family Support Service and the Local Authority SEN team has been on a daily basis. Team members are used to talking

with professionals about their key children and are keen to gain information and strategies from them. This has been particularly relevant for those children with SEN.

To further support this we are:

Re-deploying the Assistant Manager (safeguarding and family support) so that they have dedicated time around transitions to engage with children's families and prioritise safeguarding responsibilities.

Supervision is effective in both its structure and implementation. This helps to maintain a positive environment for all team members: managing pressures, ensuring realistic expectations, developing constructive management relationships and protecting team members from harassment, discrimination and bullying.

We are confident in this view because:

All practitioners receive effective supervision on a regular basis. During the past year on feedback from team members we acted to increase the frequency of supervision sessions to ensure that concerns, worries or queries did not have too long to fester before being discussed. Time was created within the team meeting schedule to enable fortnightly 'mini-supervision' sessions. These can keep dialogue flowing and extended time can be allocated where necessary.

To further support this we are:

Starting to engage an external supervisor for members of the management team.

Our statutory duties are robustly met including those relating to Equality, Safeguarding, Prevent and the Special Educational Needs Code of Practice.

We are confident in this view because:

Inclusivity, equality, diversity and safeguarding are all core parts of our daily routines and practices. We have strong policies in these areas and these are monitored effectively by leaders.

To further support this we are:

Reviewing our policies to keep them up to date, accessing update training on a regular basis and making sure that we act in a compliant way in all aspects of provision.

The culture of safeguarding is effective meaning that clear strategies are in place to identify potential abuse, help children and families to reduce the risk of harm from abuse and to manage safer recruitment and ongoing suitability of adults working with the children.

We are confident in this view because:

Our safeguarding procedures are clear, consistent and well-used. Our culture focuses both on proactive, preventative and reactive strategies to ensure all children are safe. Our work with vulnerable families is extensive and this enables us to monitor concerns and act in the best interests of the children.

All team members have regular update training on identifying signs of potential abuse and clear paperwork assists in documenting and tracking any concerns. Safeguarding and raising concerns is

discussed every day as part of team meetings and we also find that helping team members see the full picture of a child, their family and external agency involvement assists in remaining vigilant.

To further support this we are:

Creating more opportunities for team members to gain feedback on any actions taken following concerns raised or disclosures made. This helps to develop trust from team members that appropriate action is being taken and a greater understanding of the safeguarding thresholds and systems.

What happened in 2018/19

Main challenges	How we are overcoming these challenges
<p>Impact of team absence <i>Staff absence has generally been an issue in most years of operation but absences this year were more frequent and causes more severe. This created extra strain on the whole team, but also on those staff who felt guilty about needing to recover or have time off. With tightening budgets the core staff team has had to decrease which has led to less capacity to cover absence. Cover staff proved unreliable which added extra challenges.</i></p>	<p><i>Appointing a well-respected apprentice is a first step in enabling capacity but the biggest move is for the management team to spend more time directly working with children to create capacity. The search continues for reliable bank staff and funding cuts have been taken up with the local MP.</i></p>
<p>Significant changes to SEN Inclusion Funding <i>Due to the high level of need within the setting close attention was paid to the new criteria for additional funding from the Local Authority. Plans were put in place to maximise the benefit of this for the children and to make efficient use of funding. A strong case was put forward with supporting evidence. Frustratingly much of the autumn and spring terms were spent appealing the decision not to grant funding on an individual child basis (as anticipated) but on a proportional basis. Calculations put this deficit at over £20k. As much as additional support was put in place much of this came from setting reserves but the full plan could never be realised which added significant strain to both human resources and setting finances.</i></p>	<p><i>Although budgeting is tight the decision has been made to not plan for proactive use of anticipated SEN IF. A staged approach to additional support will be used. Although this could lead to some delay in providing the best support for children it is the only way we can ensure that sustainable support is provided. The specialist approach that had been used in Georgie's Den is no longer viable and would not be supported by the Local Authority. This means that a more integrated approach will be used which changes the expectations about provision.</i></p>
<p>Communication and expectations about behaviour <i>There were a few occasions during the year where the behaviour of a few children was the subject of complaints from certain parents. Communicating with children's families about expectations of behaviour and behaviour incidents proved challenging as there was a clear divide between perceptions of the causes of the behaviour and the possible outcomes to the situations. Reconciling parental perceptions of behaviour and supervision with a realities of a group childcare setting meant that plans in place to manage behaviour were not given time to take effect or that blame was unfairly cast on one side of a complex behavioural interaction.</i></p>	<p><i>On reflection we feel that we need to be more upfront with all parents about their child's behaviour at pre-school. Although our position statement on the importance of understanding is well researched, considered and implemented this is clearly an area in which there will be differences between our approach and home parenting approaches. We want to be more proactive in helping parents to observe how behaviour in the setting is managed so that their understanding and expectations of behaviour management can be more informed.</i></p>

<p>Increasing and complex child protection cases During the past year there have been an average of 15-20 cases open to either Family Support or Children's Services at any one time. Cuts to local services and a shift in the application of thresholds for Children's Services involvement has meant that a significant number of highly complex cases have ended up being led by one of the settings DSLs or bounced from Level 2 to 3 to 4 and back with limited impact on the well-being of children.</p>	<p>As the year progressed the Designated Safeguarding Lead had to spend more and more time on safeguarding compliance and advocacy. To ensure that this need can be met the management team will be further evolving to create dedicated time for this and for this to be the Assistant Manager's main role. Time has been created around transitions for the DSL to be available to meet with parents so that this can be done in a more structured and efficient way without impacting on transition arrangements.</p>
<p>Impact of complex needs As much as we have always had children with complex needs at Adventure; this year we faced perhaps the greatest number in total which severely tested our capacity. This was in terms of the day to day interactions with the children but also the increased administrative challenges (EHCPs) and liaison required with families and external agencies. Over 20% of the cohort had recognisable Special Educational Needs. This included seven children who either had, or were likely to receive, Education and Health Care Plans.</p>	<p>The majority of our children with most complex needs have now transitioned to either mainstream or Special Schools or nurseries. The new intake cohort has a lower level of complex needs and although our admissions policy is fully inclusive, given the funding situation, we are being more open with prospective parents about our capacity.</p>
<p>The ongoing impact of loss November marked the 1st anniversary of the death of Georgie and as with any grieving process the 'first' of lots of things weighed heavily on everyone's minds.</p>	<p>We have set one of our annual closure dates to mark the anniversary each year meanings that all of the team can take the day to remember Georgie however they feel best. There is also ongoing counselling available through the Employee Assistance Programme.</p>
<p>Access and security After a near-miss it became apparent that we needed to make changes to how we transitioned children in and out of the setting. As positive as it was to have children's family members come into the setting, we were unable to ensure that we could keep all children safe. Transitions had the potential to become chaotic.</p>	<p>We moved to a no or limited access procedure at transition times which decreased parental contact with key carers but significantly improved the safety and security of the setting. Children adapted very well and the majority of parents were pleased with the changes.</p>
<p>Maintenance As the building becomes older and more frequently used there have been ongoing maintenance issues which have required more of the managers time to deal with. There has needed to be ongoing liaison with the Centre Manager about a number of issues including the bins collection, fire safety testing, remedial work and ongoing snagging.</p>	<p>We are finally able to make the changes needed within the setting to make the most of the two back door exits. This has enabled us to 'split' the larger pre-school group into two 'classes' which will help manage safety and engagement better. The new arrangements for waste collection are enabling us to maintain a cleaner and tidier setting. Cleaning is having to move back 'in-house' due to financial constraints. Specialist equipment has been purchased to assist with this.</p>

<p>Changing management roles <i>Until the start of this year the management team had been three full-time staff covering roles and responsibilities in a supernumerary capacity. These roles included manager, SENCO, DSL, family support, food preparation, learning lead and other roles. To off-set any reduction in core staffing working with children due to budget cuts the decision was made to transition the management team back into core staffing.</i></p>	<p><i>The first change we had to make was to stop providing picnic lunches and switch to a packed lunch being brought. Although picnic lunches were a very positive offering it was not sustainable to continue. This created greater capacity within the management team. There was also a full reduction in outward facing work (e.g. Local Authority or University linked work). One member of the management team made the full shift during this year with a second making the move partially this year but full-time next year.</i></p>
<p>Funding challenges <i>Over the past 6 years the funding rate for the setting has increased only 0.5% whereas staff wage levels have had to increase by 14%. This has led to challenges ensuring the sustainability of the setting.</i></p>	<p><i>We conducted a full spending review and due to staff leaving did not need to consider downsizing our staffing model for at least the next year.</i></p>

Staff leaving during the year	Staff joining during the year
<p><i>Charnise and Lauren D (Bank staff) Spring Sam and Ellie (Bank staff) Summer Carol (full-time) May Darlan (apprentice) November Beth (full-time) December</i></p>	<p><i>Livvy (full-time) December Gemma (volunteer) July</i></p>