** Self-evaluation tool**

Name of service: Castle After School Care Club

Name of manager: Julie Smith

Date of self-evaluation: August 2022

**Quality indicator 1.3: Play and learning**

Children’s right to play. Fun. Joy. Value of play. Learning opportunities. Play types. Learning life skills. Children at the centre of play. Curiosity. Children’s interests. Child development. Supporting children to achieve.

**How are we doing?**

Children have fun as they experience high quality play, learning and development opportunities.

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| Unsatisfactory  | Weak  | Adequate  | Good   | Very Good   | Excellent  |
|   |   |   |  X |   |   |

Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

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| Unsatisfactory  | Weak  | Adequate  | Good   | Very Good   | Excellent  |
|   |   |  X |   |   |   |

**How do we know?**

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| **What did we do?**We asked the children specific questions about having fun, how they spend their time and making choices using questionnaires, together time chats and conversations.We observed children’s play and the choices they were able to make during their day.We got feedback from 19 family members through questionnaires and discussions at pick up time.We used the improvement and support questions from the quality framework to reflect on our practice.Asked staff in the school (teaching and domiciliary) for their opinionsWe got feedback from two other professionals working with the children for their views (OT, Social work, SALT)We reviewed eight children’s personal plans and folders.We reviewed programmes, documents and wall displays.We reviewed minutes of the last three team meetings.Considered the play work principles and play types.We observed staff interactions and practice on six occasions across a range of activities.**What did we find?**We saw that most children were very engaged in the activities however we saw that some of the older children appeared bored, distracted and unsettled at times.Children told us that they enjoyed ‘chatting’ times like the walk round to the club, the start of the session and snack times. They told us that they would like to be more involved in making decisions about what happens in the service.Feedback from parents included that they wanted children to do their homework at the club and that older children sometimes complained of being bored.Four of the eight personal plans that we looked at did not contain an up to date ’all about me’, meaning that there was limited information available for planning activities that reflected their interests. |

**What are we going to do now?**

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| * Set up regular opportunities for children to share their opinions. Discuss the possibility of a children’s committee and look at how we can ensure that all children get a say regardless of how often and when they attend.
* Look at links with the community and how we can bring in activities and experiences which children want more of e.g. the Red Squirrel conservation group
* Create more opportunities for children to be independent and develop leadership skills e.g. at snack time and programme planning
* Celebrate achievements by talking to the children to see how they want to do this – e.g. creating videos, giving children their own display space.
* Review how we’re using the space in the setting so that there are quiet places both indoors and outdoors where children can chill or do their homework, if they need to.
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**Improvement plan**

The childminder retains overall responsibility for completing and reviewing the improvement plan. This should be in a format which can be shared. Aim to review this plan regularly and make the information accessible so you can share it with the people who use your service, their families, staff and others involved with your service. It is essential that they are part of the review process and that they feel some ownership of the plan.

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| **Outcome**What do we want to achieve? | **Actions**How are we going to do it? | **Timeframe**When do we want this to be completed or next reviewed? | **Person responsible**Who is doing each action or responsible for ensuring it gets completed? | **Where are we now?**What have we achieved and what has prevented us from doing what we wanted? |
| Children have a wide variety of play experiences which are fun and interest them. | Talk to the children about what their interests are and what they would like to do.Ask children how they would like to be included in planning what we do. Feedback to be recorded in the floor book (already in place)Plan a timetable of together time opportunities for formal conversations as well as informal chats.For example, a children’s council/parliament – see if older children would take responsibility for representing the younger children. Look at how we can use snack time to get children’s opinions. Introduce a floor book which will be available for children to add comments and drawings to. | Gather feedback from children over the next three weeks.Review engagement and learning in 3 months' time.To begin in September 2023 | All staffLead PractitionerLead Practitioner | Completed and feedback gathered to inform our next steps.Children are good at talking about their interests and what they would like to do on a 1:1 basis. They don’t always listen to one another in a group situation. Some children are in the setting for a very short time each day. Others don’t attend every day. Formal group chats can take a lot of time away from their play so we need to find ways of gathering opinions and involving children which build on what we already do. |
| Increase knowledge of child development and how to question children to support their learning.  | Discussions to be held with each member of staff to assess their knowledge and confidence about child development and play principles. | During August’s staff job reviews. | Manager | Some reviews were postponed due to leave and sickness so reviews have been re-scheduled for October. |