



Name of Setting: Ambourne House		
Date of Assessment: 20-11-2020		Achieved
#Reflection	Criteria: What is the VISION of your setting?	20-11-2020 Setting Book 1 P1
	Evidence: Wonderful Mission and Vision of the setting. I love that you want to go above and Beyond the expectation set out in EYFS. You promote a happy safe dynamic environment, and this comes across well. You want parents to be confident in leaving their children in your Care and for the children to be happy, confident and secure. I love the words you use to describe your setting, amazing.	
#Reflection	Criteria: Demonstrate how you use parent questionnaires to reflect on the service you provide?	20-11-2020 Setting Book 2 P10
	Evidence: Parent Information Pack is a booklet providing information on policies and procedures given to all parents, they are encouraged to read through to understand each section fully. Parents are given a pack with tissue, biscuit and tea bag, lovely idea which helps to build relationships with parents. They are also set up on tapestry online journal system and the 'what to expect when' document allows the nursery to gain information about each child's development and what they are interested in before they start.	



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#Protection	Criteria: Demonstrate and evidence how you ensure all staff including cover, support staff and volunteers attend safeguarding training.	20-11-2020 Setting Book 2 P2-3
	Evidence: All agency, volunteers and students are inducted in the same manner albeit shorter as staff members. Induction process is completed, length depends on their time in the setting. Forms are completed on day one and they are made aware of key policies and procedures. They are informed who the DSL is should they have any concerns over safeguarding. Covid forms to see if they have symptoms. Great idea of a feedback form to be able to reflect on practice.	
#Protection	Criteria: Demonstrate and evidence how you record accidents in all rooms.	20-11-2020 Pre-School Book P3
	Evidence: Accident form is completed by the member of staff who dealt with the incident, it is then signed off by the manager or deputy manager/duty manager. For serious injuries parent will be informed. They will be advised on whether their child would benefit from being seen by a doctor.	



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#Interaction	Criteria: Demonstrate how you monitor staff interaction with children.	20-11-20 Tadpoles Book P69
	Evidence: Peer on peer observation form are used to assess how staff are getting on. There is a Feedback section so the staff member can say how they felt the observation went and what areas they would like to improve in. Impact is to gain more confidence and to become practitioners.	
#Interaction	Criteria: Demonstrate and evidence how children are encouraged to evaluate their own learning with staff being the facilitator.	20-11-2020 Baby Book (Tadpole) P27 Forest Book P21
	Evidence: Children plan for their own learning with a staff member being a facilitator and evaluate their own learning. They use their own ideas on their own and within groups to evaluate their own learning questioning their choices adapting their approach and using critical thinking.	



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#Inspiration	Criteria: Demonstrate and evidence how your indoor and outdoor spaces enable children to develop and learn freely and independently.	20-11-2020 Baby Book P55 & 57
	Evidence: By utilising the outside space for maths – filling and emptying containers, literacy – reading, literacy – writing, expressive art and design – by being imaginative. Physical development - taking risks and coordination. Understanding the world – small world play. Lovely pictures to show outdoor space and how the children learn freely. Indoor shows how rooms are Changed around to promote independence within the older children. I love the health and self Care area with mirrors, hairbrushes and more.	
#Inspiration	Criteria: Demonstrate and evidence displays are child initiated and designed by children.	20-11-2020 Toddler Book (Frog) P13 Setting Book 2 P18
	Evidence: Demonstrating displays that are child initiated and designed by the children. By Allowing the children the opportunity to be creative, think critically and to bring laughter into the lives of the learners. I love the bear that the children take on holiday to document the fun the children have outside the nursery. Wonderful idea. Evidence of display boards after children have done their 6 week placement at Forest School capturing their experiences.	



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#Progression	Criteria: Demonstrate and evidence how parents are involved in the tracking.	23-11-2020 Setting Book 2 P15
	Evidence: Parents are enjoying accessing training courses online to help their child at nursery and at home. Parents are excited and involved in the child's learning and there has been an increase in parental involvement in their children's tapestry observations.	
#Progression	Criteria: Demonstrate and evidence how staff knowledge is upskilled through training and development.	23-11-2020 Setting Book 1 P45
	Evidence: During Covid lockdown the team had access to the virtual learning environment of South Glos, which provided training. The team shared their views and recommendations of training and other training materials they had found.	
	All staff have log in details to the Virtual Learning Environment and can take part in different E-learning courses. Makaton training is held for staff, this need was identified from appraisals, peer to peer observations and general staff wishes.	Setting Book 2 P15



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#Collaboration	Criteria: Demonstrate and evidence how you collaborate with parents and carers within your setting.	23-11-2020 Baby Book P17 P18
	Evidence: Celebration of events e.g. Diwali and Ramadan. The children learnt about Diwali and then they painted their hands and fingers to make them look like candelabras. They then copied the adults in how to print their handprints onto black paper. This activity broadened the children's experiences and it opened their eyes to different religions and festivals and an understanding that we live in a diverse community.	
#Collaboration	Criteria: Demonstrate and evidence how you encourage schools to collaborate with you which will IMPACT on children's emotional well-being.	23-11-2020 Setting Book 1 P53
	Evidence: A meeting with a parent and Early Intervention held a TAC meeting via zoom with the child's new primary school. Discussing child's strengths, concerns, developments, inclusion plans and support. Parents were involved and the teacher gained knowledge of where the child is at and how best to progress. A virtual tour of the school is being set up (COVID) Excellent!	





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Overall Feedback	<p>A beautifully presented, thorough, well thought out accreditation. There is so much evidence presented it was almost too much information! I can see that it has been a real labour of love and a group effort that you should all be immensely proud of.</p> <p>Your vision and your mission statement is very clearly set out. I absolutely love that your mission is to go above and beyond the expectation set out in EYFS. The words you use 'empowering', 'freedom', 'potential', 'inclusive', mutual respect', 'compassionate', are absolutely amazing and show me how much love and care you put into adding Impact into children's lives.</p> <p>I think the Childcare Superstar Award for your team is just such a wonderful idea to celebrate when your staff go above and beyond in their job role. It makes them feel appreciated and encourages them to strive to be even better. I absolutely love this.</p> <p>There are so many great things I could mention like the parent information packs, your planning cycles, Summer Family BBQ, The Makaton sign of the month, Jo Jingles, sensory disco, pumpkin picking (love the pictures), the children growing the vegetable garden and Funky Yoga are a few things that really stand out to me.</p> <p>Love the homecooked menu, I will be round for dinner!</p> <p>Congratulations on achieving the Platinum Just Quality Award, it is thoroughly well deserved and you should be really proud of all that you and your team have achieved.</p>	24-11-2020
Signature of Assessor:	Kate Bennett	

