



National Day Nurseries Association

***Brighter thinking
for early years**



NDNA PANEL ASSESSMENT RESULTS

NEW BRIGHTON DAY NURSERY

“This setting goes above and beyond to provide high quality care in all areas”

Section 1: Play and Learning	Panel Score 1- Working towards 2- Meeting 3- Well-embedded
1.1.1 Observations of the learning environment show it is accessible to adults and children.	1 2 3
1.1.2 Observations of teaching show all children are included at levels appropriate for their development.	1 2 3
1.1.3 Observations of children show them actively participating in play and initiating play based on their interests and enthusiasms.	1 2 3
1.2.1 Observations of practice show that practitioners adjust activities based on their knowledge of individual children.	1 2 3
1.2.2 Scrutiny of assessment and planning documents show consistency of approach by different practitioners.	1 2 3
1.2.3 Plans and/or observation of practice show differentiation for more and less able children.	1 2 3

<h2>Section 1: Play and Learning</h2>	Panel Score 1- Working towards 2- Meeting 3- Well-embedded		
1.2.4 There are discussions about individual children at supervision and team meetings aimed at helping children make progress.	1	2	3
1.2.5 Observations of children and assessment shows that children have made good or outstanding progress from their starting points and most children are at least at expected levels of development when compared to other children of the same age or stage of development.	1	2	3
1.3.1 There are observations of the learning environment including what children access and what they don't.	1	2	3
1.3.2 Children help to design the learning environment.	1	2	3
1.3.3 Planning and observations show there are opportunities for children to experience all areas of learning in and out of doors.	1	2	3
1.3.4 There is evaluation of what needs changing and evidence this has happened.	1	2	3
1.4.1 There is regular review of resources for condition.	1	2	3
1.4.2 There are observations of how resources are used linked to the areas of learning and any gaps in resources identified.	1	2	3
1.4.3 There is evidence that resources are regularly changed and rotated in relation to children's interests and enthusiasms.	1	2	3
1.5.1 Observations show that children select resources independently and are helped to extend their interests by careful practitioner interventions.	1	2	3
1.5.2 The daily routine allows time for both active and quieter times.	1	2	3
1.5.3 The setting environment allows children to access quiet spaces and be physically active.	1	2	3
1.5.4 Observations show practitioners understand how to extend children's interests and when to leave children alone.	1	2	3
1.6.1 Assessment shows practitioners have a clear understanding of what children know and can do and any areas where they need support or challenge.	1	2	3

Section 1: Play and Learning	Panel Score 1- Working towards 2- Meeting 3- Well-embedded		
1.6.2 Plans show how children's learning is to be supported or extended (next steps) across all areas of learning.	1	2	3
1.6.3 Detailed plans show the steps needed to support progress for any children with developmental delay.	1	2	3
1.6.4 Outcomes for children demonstrate that most are at least at expected levels of development when compared to other children of the same age.	1	2	3
1.7.1 There is parental input into any baseline assessment for children starting at setting	1	2	3
1.7.2 Information is given to parents in a variety of ways according to parents' needs.	1	2	3
1.7.3 Parents are helped to contribute to learning at home through information sheets/parent meetings.	1	2	3
1.7.4 Parents contribute to assessments of their children throughout their time in setting.	1	2	3
1.7.5 Parents are involved in all decisions about their child where practitioners identify children may have additional needs.	1	2	3
1.7.6 Parents are supported and helped to access professional or specialist help for their child where this is needed.	1	2	3

Section 2: Health Safety and Wellbeing	Panel Score		
	1	2	3
2.1.1 There is a designated safeguarding lead that is appropriately trained.	1	2	3
2.1.2 The safeguarding policy includes all required elements (or these are covered in separate linked policies) and is reviewed and updated at least annually and after any safeguarding event.	1	2	3
2.1.3 All staff have safeguarding training including induction training for new staff.	1	2	3
2.1.4 Safeguarding is on the agenda of every staff meeting and supervision/performance management meetings.	1	2	3
2.1.5 Records of safeguarding concerns and incidents are kept securely and shared only with those that need to know the information.	1	2	3
2.1.6 There is evidence that records and concerns are shared with parents and relevant professionals where appropriate to do so.	1	2	3
2.1.7 There is evidence that staff share any concerns about children, staff and parents with their line manager and/or safeguarding lead.	1	2	3
2.2.1 Observations of practice show that practitioners are warm, caring and loving towards children.	1	2	3
2.2.2 Observations show that all children are included and no child is left alone for extended periods.	1	2	3
2.2.3 Observations show practitioners listen carefully to what children say and give them time to express their views and opinions.	1	2	3
2.2.4 Observations show children are eager to share their achievements with practitioners in the knowledge that they will be listened to and their achievements praised.	1	2	3
2.3.1 The setting has, as a minimum, the written policies and procedures required by legislation.	1	2	3
2.3.2 There is clear information easily available to parents and others about the setting's approach to care, hygiene and safety.	1	2	3
2.3.3 Observations show staff are consistent in their approach to children's care, hygiene and safety within the setting and that their approach matches with the setting's policies and procedures.	1	2	3

<h2>Section 2: Health Safety and Wellbeing</h2>	Panel Score 1- Working towards 2- Meeting 3- Well-embedded		
2.3.4 Training plans, supervision and staff meetings show that care and safety are high on the setting's agenda.	1	2	3
2.4.1. There is displayed literature showing ways in which parents can seek help.	1	2	3
2.4.2 There are established links with local help services such as children's centres, children's social care services, health services.	1	2	3
2.4.3 There are information-sharing protocols in place designed to help children and families gain the help they need.	1	2	3
2.4.4 There are both formal and informal opportunities for key persons to meet with parents and talk to them.	1	2	3
2.4.5 There are clear routes for practitioners to gain any extra help and support they need.	1	2	3
2.5.1 Observations show all staff acting as good role models for expected behaviour.	1	2	3
2.5.2 Observations/planning/recording show how the setting's policy is put into practice and any poor behaviour is tackled.	1	2	3
2.5.3 There is evidence that the setting ethos and policy is clearly explained to parents and children.	1	2	3
2.5.4 Observations show that children are aware of expected behaviour.	1	2	3
2.6.1 Observations show children interacting with their peers and adults in the setting.	1	2	3
2.6.2 Observations show children developing an understanding of their own feelings and those of others (age/stage appropriate).	1	2	3
2.6.3 Observations show practitioners acting as good role models for children through recognising and acknowledging a range of feelings.	1	2	3
2.6.4 Planning and observations show that children are helped to share, take turns and cooperate.	1	2	3

<h2>Section 2: Health Safety and Wellbeing</h2>	Panel Score 1- Working towards 2- Meeting 3- Well-embedded		
2.7.1 Information is made available for parents on menus and their nutritional content.	1	2	3
2.7.2 There is displayed evidence relating to dietary preferences and allergies.	1	2	3
2.7.3 The setting cook is aware of the latest nutritional guidance.	1	2	3
2.8.1 Planning and observations show that children have active and quieter times each day.	1	2	3
2.8.2 Planning and observations show children accessing a range of tools, equipment, materials and spaces allowing them to move confidently and develop manual dexterity.	1	2	3
2.8.3 Planning and observations show that children have opportunities to learn through using their whole bodies.	1	2	3
2.8.4 Observations show practitioners encourage more sedentary children to be active.	1	2	3
2.8.5 Observations and planning show children develop a good understanding of their own health and care needs.	1	2	3

Section 3: Leadership and Management	Panel Score		
	1- Working towards 2- Meeting 3- Well-embedded		
3.1.1 There is a system for quality improvement based on evaluation of practice, reflection of what needs improving and action planning for improvement.	1	2	3
3.1.2 There is a self-evaluation form (SEF) or other tools used to capture the results of evaluation and reflection.	1	2	3
3.1.3 Minutes from staff meetings and notes from supervision show how staff are involved in the quality improvement process.	1	2	3
3.1.4 There is a system for collecting parental views and evidence these have been acted on, such as 'you said, we did' displays.	1	2	3
3.1.5 Setting records such as complaints records and accident records are reviewed regularly to see if improvements are needed.	1	2	3
3.1.6 Children's views are sought as a matter of course and there is evidence of how these are used and acted on.	1	2	3
3.1.7 Views of fellow professionals such as testimonials and external evaluations are captured and acted on.	1	2	3
3.1.8 Outcomes for children are monitored regularly through cohort tracking and scrutiny of individual assessments to see if improvements are needed in any area such as practitioner knowledge.	1	2	3
3.2.1 Leaders and managers can clearly articulate their vision for the nursery.	1	2	3
3.2.2 The vision is shared with key stakeholders including staff and parents.	1	2	3
3.2.3 There is evidence of key stakeholders contributing ideas to the vision and helping the setting achieve its aims and objectives.	1	2	3
3.2.4 There is an action plan for improvement with clear timescales and success criteria.	1	2	3
3.3.1 The setting manager collects and uses data about the local community needs to forecast change or growth.	1	2	3
3.3.2 There is a business plan based on the needs of the community and underpinned by a clear financial plan.	1	2	3

<h2 style="text-align: center;">Section 3: Leadership and Management</h2>	<h3 style="text-align: center;">Panel Score</h3> <p style="text-align: center;">1- Working towards 2- Meeting 3- Well-embedded</p>		
<p>3.3.3 There is evidence that the setting priorities for action including resources and training are underpinned by the setting budget.</p>	1	2	3
<p>3.3.4 The setting manager is aware of any national or local changes that might impact on the setting's viability and has plans to mitigate these.</p>	1	2	3
<p>3.4.1 The setting has, as a minimum, the written policies and procedures required by legislation.</p>	1	2	3
<p>3.4.2 Policies and procedures all have a review date and evidence shows that these are adhered to.</p>	1	2	3
<p>3.4.3 There is evidence of review of records such as accident records and significant incidents resulting in changes to policies and procedures.</p>	1	2	3
<p>3.4.4 There is evidence that policies and procedures are an integral part of induction, supervision, staff meetings and training/continuous professional development.</p>	1	2	3
<p>3.4.5 Observations of practice show a consistent approach by practitioners based on the setting's policies and procedures.</p>	1	2	3
<p>3.4.6 Information about the setting's policies and procedures is made available to parents and others in a variety of ways.</p>	1	2	3
<p>3.5.1 The setting manager is able to articulate his or her responsibilities and, where appropriate, their own line of accountability.</p>	1	2	3
<p>3.5.2 Policies and procedures show the lead person for each area of responsibility and any lines of authority.</p>	1	2	3
<p>3.5.3 Practitioners are able to say who they would go to about any particular concern and this aligns with policies and procedures.</p>	1	2	3
<p>3.5.4 Parents know their key person and what to do if they have a concern.</p>	1	2	3
<p>3.6.1 There are clear arrangements for supervision and performance management and evidence that meetings happen at the setting's prescribed intervals.</p>	1	2	3
<p>3.6.2 The setting manager regularly reviews the arrangements for supervision and performance management to make sure concerns are identified and needs addressed.</p>	1	2	3

Section 3: Leadership and Management	Panel Score 1- Working towards 2- Meeting 3- Well-embedded		
3.6.3 There are setting and individual training or continuous professional development plans that arise from issues discussed in supervision, staff meetings and performance management meetings.	1	2	3
3.6.4 There are procedures to support individual staff member's wellbeing including at difficult times at work and, where appropriate, in their home life.	1	2	3
3.6.5 Observations show practitioners enjoying what they do and are warm and caring to children	1	2	3
3.7.1 There are information-sharing protocols in place that are understood by all staff.	1	2	3
3.7.2 Permissions are sought from parents on admission to share information on a need to know basis	1	2	3
3.7.3 There is evidence of partnership working including attendance at any appropriate multi-agency meetings to support individual children and families.	1	2	3
3.8.1 The setting manager is aware of and able to describe the community the setting serves including any cohorts of children who may be disadvantaged.	1	2	3
3.8.2 There is evidence that data on outcomes are collected and used to support improved outcomes such as data on entry, summative assessments and Early Years Foundation Stage Profile (EYFSP) data (England) to decide on any priorities for improvement.	1	2	3
3.8.3 There is evidence of cohort tracking for any groups of children who may be disadvantaged and leaders and managers can articulate how this is used to focus priorities and improve outcomes.	1	2	3
3.8.4 There is a system for moderating assessment so that leaders and managers know it is consistent and reliable.	1	2	3

<h2 style="margin: 0;">Section 4: Workforce</h2>	<h3 style="margin: 0;">Panel Score</h3> <p style="margin: 0; font-size: small;">1- Working towards 2- Meeting 3- Well-embedded</p>		
<p>4.1.1 Supervision and performance management systems are well embedded and happen at regular intervals.</p>	1	2	3
<p>4.1.2 There is training for team leaders and managers to manage performance effectively.</p>	1	2	3
<p>4.1.3 Peer observations are recorded and acted on.</p>	1	2	3
<p>4.1.4 There is time allocated for practitioners to talk about their practice and reflect on what they do.</p>	1	2	3
<p>4.1.5 Notes from staff meetings, supervision and performance management show there is a cycle of evaluation, reflection and action planning in place.</p>	1	2	3
<p>4.2.1 There is a training plan for each individual, based on individual needs arising from self-reflection and supervision/performance management.</p>	1	2	3
<p>4.2.2 There is a training plan for the setting based on the setting vision, common issues arising from self- and peer reflection, the results of cohort tracking and any external evaluation including inspection.</p>	1	2	3
<p>4.2.3 Training plans are evaluated against agreed criteria including improved outcomes for children.</p>	1	2	3
<p>4.3.1 There is a clear recruitment process based on legal requirements and the setting vision.</p>	1	2	3
<p>4.3.2 There is a clear process for progression in the setting including access to any further training required.</p>	1	2	3
<p>4.3.3 Performance management meetings and supervision are recorded and focus on an evaluation of performance and next steps.</p>	1	2	3
<p>4.3.4 New recruits have a suitable induction period and are helped to obtain the necessary skills, attitudes and attributes that contribute to the setting vision.</p>	1	2	3
<p>4.3.5 There is a clear training policy and annual plan with a budget that supports both mandatory training and professional development.</p>	1	2	3
<p>4.4.1 There is a clear system of peer observation recognising strengths and areas for improvement.</p>	1	2	3
<p>4.4.2 Each practitioner is able to describe the system for observation, assessment and planning and the contribution they make to this.</p>	1	2	3

Section 4: Workforce

Panel Score

1- Working towards
2- Meeting
3- Well-embedded

4.4.3 Each key person is able to demonstrate the progress their key children are making and the next steps they have planned for them in relation to the setting curriculum.

1 2 3

4.4.4 Observation of practitioners show they know the children in their room well.

1 2 3

4.4.5 Each key person is able to describe how their key children learn best, their interests and their needs

1 2 3

4.5.1 Each key person is able to describe their key children's interests and needs.

1 2 3

4.5.2 Observations show that practitioners are engaged in their work and take an interest in all the children in their room.

1 2 3

4.5.3 Each key person takes a pride in their key children's learning journeys presenting children's achievements with care.

1 2 3

4.6.1 Parental input is sought on entry and at regular intervals after this, including contributions to summative assessments.

1 2 3

4.6.2 Information is given to parents in a variety of ways according to parents' needs.

1 2 3

4.6.3 Parents are involved in all decisions about their child and especially where practitioners identify children may have additional needs.

1 2 3

4.6.4 Parents are supported and helped to access professional or specialist help for their child where this is needed.

1 2 3

4.6.5 There are clearly defined strategies for involving other professionals and key agencies and for sharing information with them.

1 2 3

4.7.1 Observations of practice show that practitioners support the development of each child and that key persons are aware of each key child's interests and capabilities.

1 2 3

4.7.2 The setting environment and resources show that the setting values and celebrates children's backgrounds, their interests and capabilities.

1 2 3

4.7.3 Observations of practice show that all practitioners know the children in their room well.

1 2 3

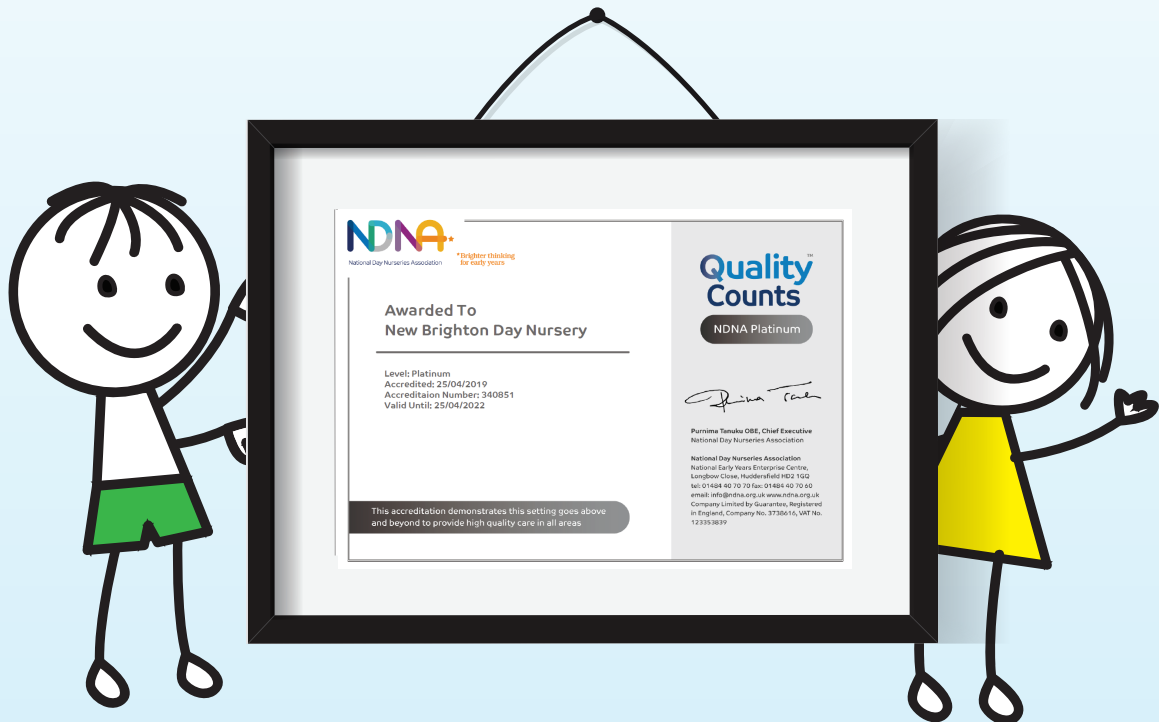


Early Years Excellence



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★ **Brighter thinking
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