

# Bristol Standard Birth to Five First Interim E-Submission



## Details of Setting

*Help with electronic submissions is available via Alfresco:  
contact your mentor for further details*

Submission date:	March 8th 2021				
Contact Name:	Jenny Brough				
Setting Name:	Out There Forest School				
Setting Address: East Winds, St Anne's Terrace, Brislington, BS4 4DY  252 Scout hut, Stonechat Gardens, Stapleton, BS31 2AW					
Contact tel	079948 674811		email	jenny@outtherekindergartens.co.uk	
Type of Setting	School	Early Years		x	Childminder
Local Authority	Bristol City Council	Ofsted Outcome:	Brislington	Inspection Date	July 18
			Stapleton		May 19
		URL/Link to your Ofsted page		<a href="https://files.ofsted.gov.uk/v1/file/50005068">https://files.ofsted.gov.uk/v1/file/50005068</a> <a href="https://reports.ofsted.gov.uk/provider/16/EY560249">https://reports.ofsted.gov.uk/provider/16/EY560249</a>	
Number of places per day:	26	Age Range of children:	2-5 year olds	Number on Roll:	Brislington - 38 Stapleton - 45
<b>Details of Practitioners</b>					
Number of practitioners (full-time equivalent)		Brislington - 5 plus 2 1:1 SEN support Stapleton - 5			
Qualifications of practitioners:					
<p>Jenny Brough - Registered person. Not currently working directly with the children. Primary and Early Years</p> <p><b>Brislington</b>                  Ella Ives (Co-founder/Manager) - level 3 in childcare, forest school leader                  Alex Rowson (Deputy) - unqualified</p>					

# Bristol Standard Birth to Five First Interim E-Submission



Lisa Phillips (Acting Deputy) - level 3 in early years education  
Kirsty Green (Key person) - primary QTS  
Ben Hanslip - Forest School Leader, unqualified  
Angela - Forest School Leader, unqualified  
Bessie (1:1 and cover staff)  
Ulrike Haller (1:1 and cover staff)

Page of

Full E-submission V0218

## **Stapleton**

Charlie Wildgoose (Manager) Primary QTS and Forest School Leader  
Georgia Bryant - (deputy manager) BA in Child Development  
Kim Ives - (Environment lead) Primary QTS  
Danni Hamsom - Level 3 EYP trainee  
Caroline Collingwood - BA in Education  
Lily McIntyre - (SENCO across both settings) Primary and Early years QTS

## Brief description of the settings:

We are a small preschool for children aged 2 - 5. We take children in the term before their 3rd birthday. We spend much of our day outside in the natural environment, whether that's in the garden or at the forest school site, going on nature walks or spending time in natural green spaces around us (the local park, the allotment).

We do not label ourselves as a Forest School but we do draw on the Forest School Ethos. Many parents and children differentiate us as a Forest school. We also draw on other approaches to early years; Steiner, Reggio, Montessori and the curiosity approach. for example, using the environment as the 3rd educator (Reggio).

We stand by our vision and values and are continuously reflecting on these as they guide our practice and provision. At the start of September, we met as a team across both settings to reflect on, reevaluate and reassert our vision and values. We made some small changes but our guiding principles are still the same;

Promoting children's social and emotional well being and development through the outdoors  
Holistic in our approach to the EYFS curriculum

# Bristol Standard Birth to Five First Interim E-Submission



Following children's interests and responding to child-initiated learning  
 Practical skills focus sees children progress in life skills such as using tools, cooking and gardening  
 Connecting children with nature  
 Using loose parts to develop language and creative thinking

Our children come from a variety of backgrounds. There is a range of social, economic and cultural backgrounds but we have no pupil premium children. Our children mostly live in East and Central Bristol.

Describe **how** you completed your self-evaluation, ie: **who** took overall responsibility and their position in the group? Who else was involved?

I (Jenny Brough, registered person) completed this particular self-evaluation using information from discussion with managers, team meetings, supervision notes, inset notes, observations, videos, general documentation, FAMLY (our communication system)

We work on our Bristol Standard as part of our manager's meeting which happens termly where we have a check-in with priority targets. We also have a check-in with SEF priority actions during weekly team meetings.

Everyone is involved in some way.

**This is a guide for all of the priority targets, not a template. Please add or merge boxes as required or add additional areas of progress**

## Priority Target 1 - Vision and Values

### Progress report on priorities identified in Full Submission

**Priority: To ensure the safety and wellbeing of our children and staff in relation to covid 19**

**Linked to Dimension:**

Describe the progress you have made towards this priority target:

It would be a huge disservice to everyone at Out There if we didn't include this as part of our Bristol Standard Submission given that Covid-19 has taken up so much of our time and energy since the beginning of Feb 2020 and ongoing. It goes without saying that our top priority over the last 12 months has been ensuring the safety and wellbeing of our children, team members, parents and the wider community. Everyone has worked extremely hard to make Out There as 'covid secure' as possible whilst ensuring the impact and disruption to the children has been minimal.

From the end of February 2020, the management have worked hard on writing and implementing policies and risk assessments in relation to covid which have been frequently updated in response to the demands of Covid. Many an evening and

## Bristol Standard Birth to Five First Interim E-Submission



weekend have been spent looking over and making sense of government guidance and at times it has been incredibly stressful and worrying. At other times there has been great relief and appreciation that we are typically outdoors anyway and the feedback from the team and parents about how we have responded has been positive and reassuring.

During the period end of March - beg of June we made the decision to close Stapleton and invite key worker children over to the Brislington site. This arrangement was well received and we remained open to around 10 children a day with 2 staff members. Half of the team worked on rotation to facilitate this whilst keeping in touch in parents and key children using a variety of platforms.

Recently, I have spent some looking back over what the team members got up to during this first lockdown in regards to keeping in touch with the children, maintaining those key relationships and sense of belonging and keeping up with the learning. There was an incredible amount of work that went into it and the dedication and passion for teaching and caring for young children is so evident. I am so proud of what the team achieved during this period for the children and families at home.

For example, one member of the team set up a youtube channel for people to post videos to their key children on. You can see all of the videos here but I have posted some links in the evidence box to my favourite.

People kept in touch using family and there were lots of messages exchanged, posts made of activities and stories and lots of comments and exchanges on posts. On top of this, in response to parents asking if we could arrange for children to see each other and keep in contact, there was a weekly check-in with key groups using zoom when key people led singing time, storytime, circle time and activities. I have linked some examples of these as evidence but I also attended Charlie's online key group times as the parent of Phoenix. It was a highlight of the week and we did lots of lovely activities such as making butterfly wings and having a fancy dress treasure hunt.

One person also took responsibility for sharing safeguarding and family support resources such as the children centre updates and other sources of support. We also kept in touch with those families we identified as vulnerable as opposed to the DofE's definition of vulnerable (these children were all in attendance). We offered the children of these families a place which some accepted and some declined but we kept in contact by telephone if they requested it.

### Benefits for children:

- I think most importantly children have felt safe, valued and listened to during covid as, in consultation with parents, we have shared information in a child friendly, child-led way.
- There has been minimal disruption as (so far) we have been fortunate that we have had no cases of covid at either kindergarten and staff attendance has been good meaning there has been a lot of continuity with adults and making and maintaining relationships.

# Bristol Standard Birth to Five First Interim E-Submission



- Children have kept physically active and disruption to their routines have been minimal
- even during the first lockdown and beyond there has been high standards and high expectations of teaching and learning.
- parents have felt well supported to do 'home learning ' and there were some great examples of parents sharing photos of the home learning that took place during the lockdown one.

<p>cope of covid policy, risk assessments and covid checklist for staff</p> <p><a href="https://docs.google.com/document/d/1kOzO1wUznWJ0f0-h9R7xeQITDNgJ7U8L0KIBwRj4kM/edit?usp=sharing">https://docs.google.com/document/d/1kOzO1wUznWJ0f0-h9R7xeQITDNgJ7U8L0KIBwRj4kM/edit?usp=sharing</a></p> <p><a href="https://covid19-jan2021policy.paperform.co">https://covid19-jan2021policy.paperform.co</a></p>	<p><a href="https://www.youtube.com/watch?v=YvRH4a-SdYk">https://www.youtube.com/watch?v=YvRH4a-SdYk</a></p> <p><a href="https://www.youtube.com/watch?v=1ExQJuUGM8E">https://www.youtube.com/watch?v=1ExQJuUGM8E</a></p> <p><a href="https://www.youtube.com/watch?v=GHMMRwjAl2o">https://www.youtube.com/watch?v=GHMMRwjAl2o</a></p> <p><a href="https://www.youtube.com/watch?v=ZHOPpuskBY">https://www.youtube.com/watch?v=ZHOPpuskBY</a></p>
<p><b>documentation related to Covid</b></p> <ol style="list-style-type: none"> <li>1) Covid Policy</li> <li>2) Covid staff form</li> <li>3) Covid Risk Assessment</li> </ol>	<p><b>One of many 'singing' videos Alex in Brislington did for her key group (the youngest cohort)</b></p> <p><b>Charlie from Stapleton reading the cautious caterpillar for her key group</b></p> <p><b>Kim from Stapleton reading a story for her key group</b></p> <p><b>Charlie doing a forest school activity for her key group</b></p>

# Bristol Standard Birth to Five First Interim E-Submission



cope of covid policy, risk assessments and covid checklist for staff

Hi Everyone!

This was my plan for the children this week - I have updated it and added some resources that I thought you could use at home. These are just suggestions, don't feel like you have to do any of them! If you do and are unsure of anything please just send me a message on here. I hope you are all doing well in these interesting times!

Charlie x

[Term-4-Week-5.docx](#)

\*\*\*\*\*

Thank you so much! Was just starting to think about how to do this 'home pre-schooling.  
@everyone: Just a thought, might it be possible to do some short video chats for the kids to continue to 'see' each other. Maybe within the key groups? At least Elliott is finding it strange that he can't go see his friends. Any thoughts?

(parent)

\*\*\*\*\*

Thank you all so much for attending the zoom meeting! It was so lovely to see you all and hear about/ see what you had been doing! It was also great to get an idea of how to Zoom with kids works - very different to zoom with grown-ups (lots more fun!) I will plan another zoom for next week and structure it with some of the ideas from the children this week.

Thanks again, it really was lovely!

Charlie xx

\*\*\*\*\*

Thank you! Wilfred loved his very own first proper zoom meeting 👍

(parent)

\*\*\*\*\*

Thanks so much Charlie, Joshy loved seeing his friends! X

(parent)

Hi everyone!

This Tuesday's Zoom will be at the later time of 11:15. You will need:

# Bristol Standard Birth to Five First Interim E-Submission



	<p>Large Paper (I will be using newspaper, any will do)          Card (cereal box, delivery box anything!)          String/Wool          Glue          Scissors          Paint          Sponge/brush to paint with</p> <p>Also, if you want to, feel free to dress up (as anything!)</p> <p>See you then!</p> <p>Chazza Cam is inviting you to a scheduled Zoom meeting.</p> <p>Topic: Key Group Painting Activity          Time: May 5, 2020, 11:15 AM London</p> <p>Join Zoom Meeting  <a href="https://us04web.zoom.us/j/74656676539?pwd=NIN1OUJlQzRZeFJpdUJxMEVUQVlGdz09">https://us04web.zoom.us/j/74656676539?pwd=NIN1OUJlQzRZeFJpdUJxMEVUQVlGdz09</a></p> <p>Meeting ID: 746 5667 6539          Password: 4Zm9PL</p>
<b>documentation related to Covid</b>	<b>comments on famly thread between Charlie and parents in her children's key group</b>

<h2 style="color: magenta;">Priority Target 2 - Progress report on priorities identified in Full Submission</h2>	
<p><b>Priority:</b>          Write a mission statement that draws our core values together in a short statement</p>	<p style="color: magenta; font-size: 1.2em;"><b>Linked to Dimension: 1 Values and Aims</b></p>
<p style="color: magenta;">Describe the progress you have made towards this priority target:</p> <p>In January 2020 we organised a workshop for both settings to attend to develop a mission statement which could be used as a guiding principle. I arranged for someone who has experience in sprint design to come in and lead the session. The idea behind Sprint workshops is that something can be achieved within a short time frame. The workshop was attended by a total of 11 people. The principles of a design sprint workshop can be applied to pretty much anything.</p> <p>We started off in groups of 3 and were asked to write a story about a day at Out There. This could be a typical day, a favourite day or an ideal day. When we had all individually written our stories we shared them with each other. This was a wonderful way to hear</p>	

## Bristol Standard Birth to Five First Interim E-Submission



from people their own experiences of OUt There and also what they thought Out There was capable of achieving for children.

The stories are a great reflection of what we all hold dear, our shared values. These values unify us and this is evidenced by the similarities in the stories being relayed. I have included the stories as evidence.

We then had to go through the story and highlight words and phrases in pink, green and orange depending on which category they fell into; places and people,

We then transferred these words onto post-it notes and stuck them onto a shared board. Where any words or themes repeated themselves we removed to just leave the one. The notes were transcribed onto the board to leave a list of 1) 2) 3)

We then had to sit in groups of 3 to develop a mission statement using the most frequently used words and phrases. The resulting 3 statements are similar but different as you can see;

- 1) Providing nature-based opportunities to encourage children's independence and confidence.
- 2) We inspire children to connect to nature by providing a reflective, physically challenging environment.
- 3) We encourage children to feel confident and connected to nature by developing an engaged and reflective community.

Finally, we had to work as one big team to come up with a mission statement we all agreed on, using the three examples above. This was by far the hardest bit and there was much debate to find the right words. The end result is the following mission statement; ***We encourage children to confidently connect to nature by fostering a reflective and inclusive community.***

We also made a short video to demonstrate and share our vision and values to the wider community as it was important to be able to get this across to parents who were unable to attend any of our see and play sessions. Here is a link to the video.

<https://www.youtube.com/watch?v=OptiDVvngIU>

Benefits for children:

I think the benefit that was written down in the full submission has been achieved through the above workshop.

*Create a values-based culture that informs practice but more importantly benefits the children and families well being; children will be happy, know they belong, be confident and display characteristics of effective learning.*

On top of this, I also think the benefits have also been ....



# Bristol Standard Birth to Five First Interim E-Submission



- prioritising and refocusing on the things that are most important to us and the children
- create a greater sense of shared values and connect with each other
- a refocus on nature connection
- encouraging children to become reflective about their experiences at Out There
- working towards becoming a more inclusive, diverse setting



photos from the workshop - sharing back words and phrases from the stories



photos from the workshop - grouping together themes

Continue to describe the progress you have made towards this priority target:

I would like to do more with the stories written. I have pulled together a list of values from the shared stories and want to use these to revisit our values and aims as stated on our website. We must ensure that the values and aims on our website match the values being shared by our staff team in the stories.

### Shared Values

Importance of being mentally and physically prepared and ready for the day

Quality time spent in nature

Quality interactions between children

Quality interactions between adult and child

# Bristol Standard Birth to Five First Interim E-Submission



Listening to the voice of the child

Encouraging curiosity

Importance of good weather for wellbeing

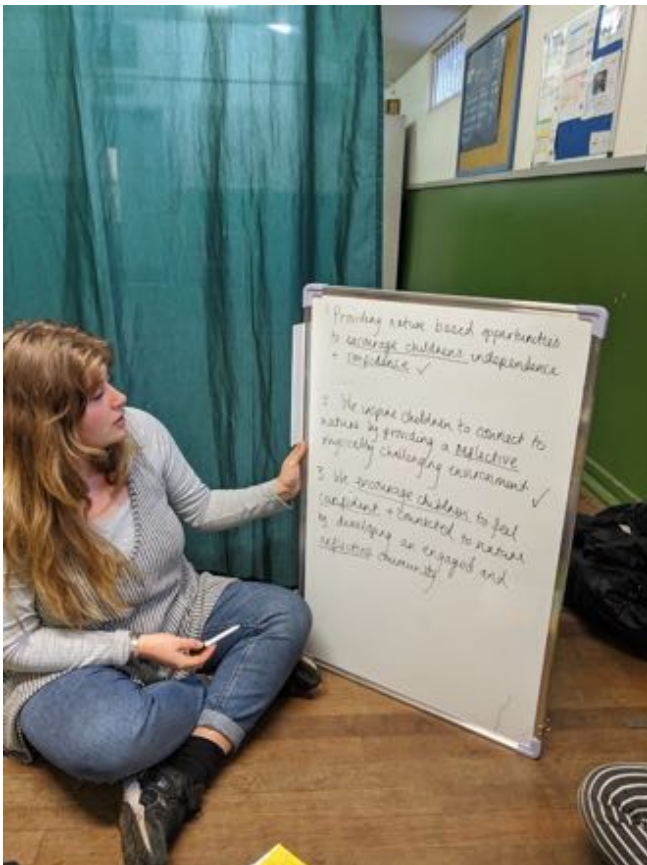
Stimulating physical environment

Warm, kind, welcoming, sensitive adults

Being in the moment and 'planning' in the moment e.g. using the kingfisher catching a fish as an activity to make fishing rods

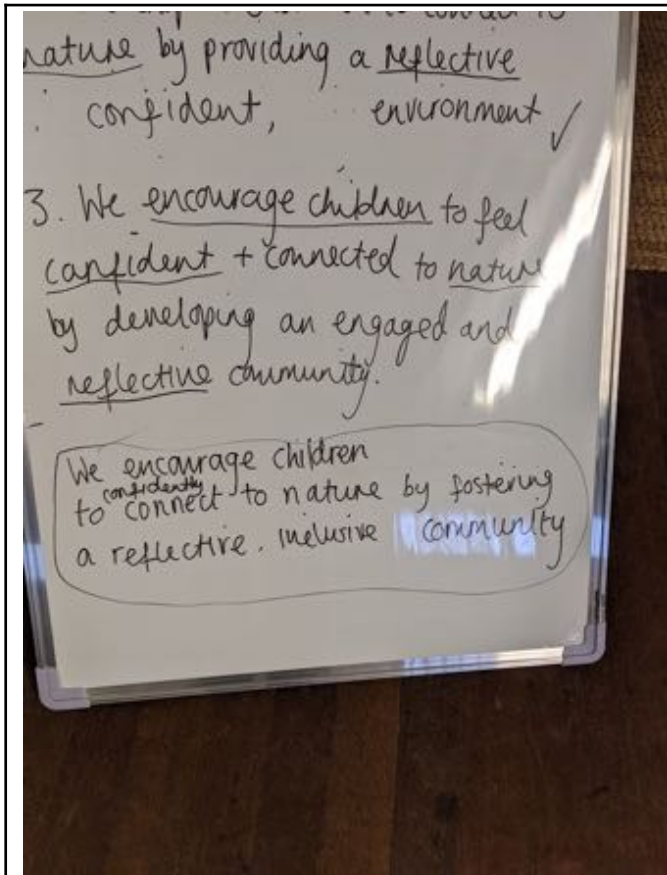
Having time at the end of the day to reflect

Link between nature and wellbeing for children and adults



*We sat in our key group times. The children helped each other take off each other's gloves. One child handed out the snacks and each child said thank you and they said the person's name. We all ate and listened to the birds. A Robin came down and sat one metre for us with all the children watching the robin intensely. After one of the children said "I love everyone" and another said 'group hug'. We talked about what a group hug was and all agreed they wanted to do it and we did a group hug. One of the children asked where the leaves had gone. We talked about the seasons and about change. On the forest floor were layers of leaves of different colours. Each one was varying shades of brown and then black under the black leaf was mud. We talked about how everything*

# Bristol Standard Birth to Five First Interim E-Submission



*returns to the earth and the circle of life. We then talked about the lion king.*

By Ben Hanslip, Brislington Kindergarten, key person and Forest School Leader

[https://docs.google.com/document/d/1c\\_IVxm2NXKlaDSUh3amVC\\_e84BO8UohDcuRIC0mLMrY/edit?usp=sharing](https://docs.google.com/document/d/1c_IVxm2NXKlaDSUh3amVC_e84BO8UohDcuRIC0mLMrY/edit?usp=sharing)

**finalising our mission statement**

**My favourite story and a link to all the shared stories**

# Bristol Standard Birth to Five First Interim E-Submission



## Priority Target 3 -

### Progress report on priorities identified in Full Submission

**Priority: Developing the physical environment in Brislington**

**Linked to Dimension: 4**

**Describe the progress you have made towards this priority target:**

As a team, we have always been aware that Brislington relies heavily on the woods as it's the primary physical environment. Over the years we have worked to develop the scout hut which acts as the base camp but it has always been tricky working alongside the scouts who are reluctant for us to develop the gardens. We are very lucky that we have such close access to the woods, and it provides a wonderful physical environment, but over time it has become more apparent that we need to develop the outdoor area at the scout hut, particularly the front area, which is used more during morning drop off and before afternoon pick up. Given the extreme weather we had from Oct 19 through to Feb 2020 (huge amounts of rain and gale-force winds) it became even more obvious that in order to provide high quality through times of extreme weather we needed a backup quality physical environment.

There has been a push to develop the space in the front garden to include more cosy spaces, areas for imagination, free play and space made to set up activities. Loose part resources have been developed and are frequently replenished from the scrap store. Planters have been installed and children started growing last Spring and into the summer. Other things that have been developed or inserted into the environment are the mud kitchen, music wall and mark making area.

Much of the recent developments to the physical environment took place during the first lockdown in April/May when children were unable to go to the woods. The scouts haven't been in since March 2020 and it has been amazing to be able to develop the site a bit more without having to pack down. It's given more opportunities for children to leave things and return to them the next day. For example, structures that represent rockets, ships or trains.

The front area has been made more welcoming by adding wood chips to the floor (previously gravel) and by adding bunting and other decorative items. We have also added some outdoor boards to display the child's voice.

Having listened to feedback from parents and staff, the indoor space in Brislington has been used more over the winter to reflect the different moods of children throughout the day, children's personalities and preferences and there have been a return to setting up more indoors.

**Benefits for children:**

I think the benefits written down in the full submission have been met.

*Children will know their experiences and learning is valued. Learning experiences will*

## Bristol Standard Birth to Five First Interim E-Submission



*become more embedded.*

*More opportunities for quiet (reading, reflection) time will be created. We will meet the needs of more children by creating spaces that reflect children's different moods throughout the day or children's personalities and preferences.*

And on top of this

- Children have more opportunities for imaginative free play
- There are more 'secret' hiding places/cosy spaces for children to be on their own or in small groups
- by offering an indoor space through the winter at key times during the day we meet the needs of younger children, those less resilient to the cold weather and those who like to spend time indoors doing more indoor suited activities such as art and craft, cutting, etc

# Bristol Standard Birth to Five First Interim E-Submission



# Bristol Standard Birth to Five First Interim E-Submission



In the photos, you can see the planters in the background which have already been planted in ready for the Spring. Also, one of the cosy spaces with bunting which children use for imaginative play but also as a 'secret' place. We fill it with soft furnishings to make it cosier. You can also see the giant crate for loose parts and the children playing in the baskets using them as vehicles.

The above photos show the wood chip, the development of the mud kitchen with herb planters and water butt. They also show some of the loose parts and another permanent wooden den structure with roofing that the children mark to make on.



In the background, you can see various activity tables set up as well as one of the role play shop/theatre structures with the green material warped around it.

In the background, you can see the two boards with photos of the children and speech bubbles that refer to the voice of the child.

# Bristol Standard Birth to Five First Interim E-Submission



## Priority Target 4 -

### Progress report on priorities identified in Full Submission

Priority: "Embed Characteristics of Effective Learning and Teaching and in the moment planning"  
rephrased to "*assess the quality of education referring to the new ofsted framework*"

Linked to Dimension: 3 Reflective Practice, 5 playing and learning, 6 observation and planning

Further develop 'characteristics of effective teaching' and 'in the moment planning' within the team so everyone feels confident about what it is and how we record it in observations and use it to identify and achieve next steps.

Describe the progress you have made towards this priority target:

I have stated the above target which was written in the full submission under dimension 5 but actually, the target has broadened to be more about the quality of education provided via our EYFS curriculum, its intent and implementation.

Though this wasn't identified as a priority target as such I think getting to grips with the new inspection framework became a priority and certainly before covid struck we were looking at the inspection framework and relating it back to our practice and documentation. Ella attended a course about curriculum **Talking About Curriculum - Strong Pedagogy and Practice in the Early Years** - via BEYTC and fed back during an inset in January in which we looked at our existing curriculum and learning and development policy and the inspection strand quality of education. We defined and discussed intent, implementation and impact in relation to our curriculum and long term planning. It was a really good opportunity to reflect on our curriculum and on how and what it delivers in terms of covering the 7 areas and meeting the needs of all children. There is still some work to do (I think ensuring challenge and differentiation could be the next priority) but overall we are very pleased with the curriculum and how it is rooted in our pedagogy. Only minimal changes were made to it, for example, we added in a section about the walk to the woods as this is a really important part of the day that provides so many opportunities for learning. For example, children listen and respond to the Forest school code of conduct which sets out how to keep safe, they show confidence in a range of situations such as meeting dogs and dog walkers on the way and they engage in conversations with their peers relating to understanding the world around them.

Tying in with this, the original target about embedding the *Characteristics of Effective teaching and planning in the moment* making it meaningful to practitioners so that it becomes an integral part of the everyday practice has been well achieved. I think all staff feel much more confident when talking about the COE learning and teaching. They use the language of COEL when interacting with the children and model COEL when



# Bristol Standard Birth to Five First Interim E-Submission



modelling and scaffolding learning. This is reflected in the observations and peer observations. Peer observations are becoming more embedded which are a great opportunity to observe the characteristics of effective teaching.

Benefits for children:

- adults assess (in the moment) what the children already know and what they need to know in order to move on so they are constantly being challenged
- children enjoy a wide range of activities throughout the day (it's not just playing in the woods;)
- a variety of learning styles are catered for
- adults respond to children's interests
- children are benefitting from a balance of child initiated free play and adult guided activities
- children feel safe and secure due to routines and rhythm of the day
- children co construct their learning with adults
- children and adults engage in sustained shared thinking to solve problems and become critical thinkers

<p><a href="https://docs.google.com/document/d/1G42thPqNOxsN1aNEEMVst1bWsoKn2pGZfKqR5J2kE5A/edit?usp=sharing">https://docs.google.com/document/d/1G42thPqNOxsN1aNEEMVst1bWsoKn2pGZfKqR5J2kE5A/edit?usp=sharing</a></p>	<p><a href="https://drive.google.com/file/d/1kLB6mPC-g3C-Ou0i7UrPdcNEVcQjwfX/view?usp=sharing">https://drive.google.com/file/d/1kLB6mPC-g3C-Ou0i7UrPdcNEVcQjwfX/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1UWZPhpP-PufNAsTdrjmWcFWZdL13ij1n/view?usp=sharing">https://drive.google.com/file/d/1UWZPhpP-PufNAsTdrjmWcFWZdL13ij1n/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1Tk66-ZeAo1k9O_jF3hj04KvAADFHohow/view?usp=sharing">https://drive.google.com/file/d/1Tk66-ZeAo1k9O_jF3hj04KvAADFHohow/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1zcxzd3aRAGFpNOv8ny7tZZ3RZICBib6Q/view?usp=sharing">https://drive.google.com/file/d/1zcxzd3aRAGFpNOv8ny7tZZ3RZICBib6Q/view?usp=sharing</a></p>
<p>a link to our curriculum and long term planning for Forest School</p>	<p>some videos showing key routines throughout the day which all have clear learning intentions as identified in our curriculum</p> <ol style="list-style-type: none"> <li>1) welcome</li> <li>2) key group time</li> <li>3) story times</li> <li>4) reflection time</li> </ol>

# Bristol Standard Birth to Five First Interim E-Submission



**Caroline Collingwood made an observation for  
Maisie B.**

**3 Mar 2021**

**Maisie**

**you were digging in the garden with Gil and you found a little green shoot. I wondered what it could be. You were able to explain your knowledge and understanding (PSED) and the changes and differences that happen over time and why they occur (UW)**

**"it's a sycamore. Sycamores fly like helicopters".**

**- where have they come from I wonder?**

**"they come from trees, sycamore trees. you can pick them up and make them fly like helicopters"**

**You and Gil examined it closely, pulling it apart to see what was inside. You both agreed that they fall from the tree to the ground.**

**"If you plant this it will grow into a sycamore tree," you told me.**

**- can we do it now?**

**You replied:**

**"we can do it a bit later on. It can grow in the garden I think. We've got to give it some water. It needs water"**

**-why do we need to give it water?**

**You told me "if it's not with water it won't grow. I need to put more soil for the sycamore tree. Not any rocks, cos it won't grow with any rocks," you said as you piled the soil around the shoot.**

# Bristol Standard Birth to Five First Interim E-Submission



<p>- Is there anything else it needs to grow?</p> <p>"No we just need to plant it," you said and then thought for a moment "it will take years and years to grow"</p> <p>I extended your knowledge as I explained to you that plants also need sunshine, and we decided the three things needed were soil, water and sunshine.</p> <p style="text-align: center;">Next steps:</p> <p>We can take one or two of the shoots we find and plant them in a pot and watch what happens. I wonder if you can plant some seeds at home? Where will be the best place to put your pots?</p>	
<p style="text-align: center;"><b>example observation which demonstrates in the moment planning</b></p>	<p style="text-align: center;"><b>example observation which demonstrates the characteristic of effective learning and teaching</b></p>

**Priority Target 5 -**

**Progress report on priorities identified in Full Submission**

**Priority: Staff wellbeing**

**Linked to Dimension: 7,**

**Describe the progress you have made towards this priority target:**

We had already made this a priority commitment and it seems even more relevant now with the event of Covid.

We started off by firstly improving the quality of our supervision. Conversations now start with 'how are you feeling right now?' 'what's going well for you?' can you give me a word to describe how you are feeling?' etc. We also introduced a dedicated 'wellbeing' section to the form. This allows for more in-depth conversations when it comes to managing people's mental health.

We have some staff members who by their own omission suffer from poor mental health (sometimes seasonally) and it is a good opportunity to talk about this.

At the start of September, we sent out a staff wellbeing questionnaire with the intention that it would inform a wellness action plan. The wellness action plan template came from 'mind'

[https://www.mind.org.uk/media-a/5761/mind-guide-for-line-managers-wellness-action-plans\\_final.pdf](https://www.mind.org.uk/media-a/5761/mind-guide-for-line-managers-wellness-action-plans_final.pdf)

and we adapted it into a 'paperform' <https://paperform.co/> which is how we are now documenting much of our work.

The wellbeing questionnaire was well received and from the submissions, we wrote a wellness action plan which we have shared with you. Some of the actions had already been implemented such as ensuring quality breaks and reducing paper workload.

As part of the wellness action plan, we agreed to offer more flexible working arrangements with some staff going from 4 days to 3 days. This has been tricky to manage but there has been an increase in motivation and a reduction in sick days overall.

We have reduced the workload expectation when it comes to writing observations as people were finding it difficult to get the required number in a term during their PPA time. We have now increased PPA time to 2 hours per week to allow sufficient time for planning, assessment etc.

We have signed up to thrive at work west of England programme <https://wearegrowth.co.uk/covid-19/thrive-at-work-west-of-england/> with the intention of prioritising mental health at work and becoming better managers

## Bristol Standard Birth to Five First Interim E-Submission



when it comes to responding to mental health in the workplace.

*This eLearning is for anyone who manages staff or who find themselves informally doing so. Learn how to recognise when a staff member is struggling and how you can support them professionally.*

*The course covers how to support staff who are experiencing a mental health problem and mental health in practice, and includes*

*The different models of mental health*

*How mental illnesses are diagnosed*

*The causes, signs and symptoms and treatment and support options that relate to stress, anxiety and depression*

*What organisations are expected to do for employees who are stressed, anxious or depressed*

*What individuals are expected to do for themselves*

*What to do when this doesn't work and the problem worsens*

*Appropriate language and topics for 1:1 meetings with staff who are struggling*

We still have things which we would like to implement. One of the things that a lot of the team feel is important are opportunities to connect and socialise with each other outside of our operating hours. In the past we have put on socials for the staff, usually, a meal at Xmas or an end of year bbq as well as going to the local for a drink after work. This hasn't been possible for obvious reasons but we value it as an important part of team bonding and providing opportunities for reflective discussion.

Here are some typical responses to "We would also like suggestions for staff perks as this year we are looking at how to 'reward' team members for their hard work."

*Something to do with eating out maybe? The lido is always lush.  
Social gatherings are my favourite*

*I'd love some time to 'hang out ' with my colleagues, maybe with some interesting wellbeing workshop to do or a crafty workshop that's fun and easy-going. Book me to do some storytelling around a fire with some tasty food for the team? Change in Nature offers organisational rejuvenating 'away days' for team wellbeing.*

We plan to organise an away weekend at a forest school camp in the summer if we are allowed to.

Benefits for children:

- children get the best out of the adults as they have more energy and enthusiasm to put into playing and interacting with them
- the quality of teaching is of a higher quality as staff feel more valued and take

# Bristol Standard Birth to Five First Interim E-Submission



time to plan for children's learning	
<a href="https://wellness-action-plan.paperform.co/">https://wellness-action-plan.paperform.co/</a>  <a href="https://docs.google.com/document/d/1zTn5gnP0MA9ANjaJMZqXX3qzteUE0S9PBTiNuatEN9g/edit?usp=sharing">https://docs.google.com/document/d/1zTn5gnP0MA9ANjaJMZqXX3qzteUE0S9PBTiNuatEN9g/edit?usp=sharing</a>	<a href="https://covid19-jan2021policy.paperform.co">https://covid19-jan2021policy.paperform.co</a>
<p><b>paperform wellbeing questionnaire and wellness action plan</b></p>	<p><b>checking in with staff about Covid</b></p>

## Dimensions Update

### Identifying progress / successful developments

#### 1. Values & Aims

I am incredibly proud of the work Out There does to ensure 'high-quality provision, high aspirations for the children and a commitment to excellence. This has been demonstrated through the team's response throughout Covid and particularly during the first lockdown. Through the first lockdown, the staff kept in contact with children and parents using various platforms. Since returning in September there has been extra focus on children's wellbeing, especially given the effects of the first lockdown and the impact this had on children. We have stayed true to our values throughout covid by placing emotional wellbeing at the top of our agenda alongside plenty of opportunities to be outside in nature and from what the managers have reported back at the managers meeting and through supervisions, I do genuinely think we have had happy children/happy staff this year. This is evidenced by the wonderful photos and observations of children which showed this year's intake of children settling into Kindergarten having had no see and play sessions prior to attending and parents having to say their goodbyes at the gate. In the reply to the question "how would you rate your mental wellbeing right now?" most recently asked in January out of 14 team members, 10 rated their wellbeing as good or better. I really do think that being outside has had the best impact on everyone's mental wellbeing this year.

#### 2. Relationships and Interactions

Despite the covid restrictions put in place in March 2020 we were able to do show rounds in the summer to up to 3 families at a time (1 parent and 1 child) where the parents and children were able to meet Ella and Charlie and see the setting. Socially distanced 'all about me' meetings also took place in the garden in September where the new starters were able to meet with their key person for the first time. Unfortunately, we haven't been able to hold family days so far this year but there is still a good sense of community amongst parents as they use family and WhatsApp groups to communicate.

The child's relationships with the key person, other adults and children remain central to their sense of wellbeing and security and key group times help embed this. Communication and language and emotional literacy are developed during circle time/key group time when children and adults check in with how they are feeling. Quality interactions remain a top priority and are evidenced daily with practitioners modelling

It has been a tricky year because the parents haven't been allowed on-site and have had to drop off at the gate but communication with the key person has been enabled via Family which is the online parent portal we use. Rather than feeding back at the end of the day, key people have had to spend more time messaging

## Bristol Standard Birth to Five First Interim E-Submission



parents and responding to messages on family but this has been an important part of building and maintaining relationships.

It has also been difficult because we have had to manage more staff absences due to Covid but we have been able to use a core team with who the children are familiar and haven't had to rely on using agency cover.

### **3. The Reflective Practitioner (new 6<sup>th</sup> edition title – previously - Supporting Play, Learning and Development)**

We have always considered balancing child-initiated free play with adult-led activities and this is reflected in our routines as children access circle time, key group time, a daily phonics session, a daily focus activity and adult-led forest school sessions.

It has been somewhat of a priority this year to review the delivery of adult-led sessions and assess their impact on children as more than ever we have a number of children whose parents have delayed their school start and we understand that the older the children should have more access to adult-guided sessions than younger children in preparation for starting school.

In Brislington, we had to ensure that the key person to the oldest cohort had the required understanding of child development and learning, and the teaching skills, to deliver such sessions. This involved them going to observe Kim (a teacher and previous lead teacher) who teaches the oldest cohort in Stapleton.

On top of good practice like peer to peer observations, most practitioners have also attended at least one course this year despite the covid restrictions as things have moved online. Here is a list of courses attended so far since September;

Conflict resolution to support self-regulation (attended by Bessie, 1:1 support worker)

Emotion Coaching (Kirsty, Ulrike and Lily)

Children as writers (Georgia)

Exploring EYFS reforms (Ella and Charlie)

Quality interactions (Ben and Danni)

Black Lives Matter (Jenny)

Characteristics of Effective learning (Charlie)

SEND courses attended include

Graduated approach part 1 (Alex and Georgia)

Supporting behaviour (Danni and Kirsty)

Using visuals



## 4. The Physical Environment

There continues to be a real focus on continuously developing the environment in response to the children in both settings. In Stapleton, Kim takes a lead in developing the environment and has produced some wonderful displays. The set-up indoors at Stapleton is such high quality and reflects our curriculum and long term planning.

Unfortunately, the space in Brislington really does not support having children inside for long periods due to lack of light and poor acoustics but we are now in talks with the scouts about building an outdoor classroom which will be a fancy wooden structure in the back garden.

## 5. Play and Learning Experiences

As always, the focus has been on the development of and the teaching and learning in the prime areas. Children continue to make excellent progress in the prime areas and communication and language are propelled forward by quality interactions from adults who model a wide range of vocabulary and higher-order questions. We have a few team members booked on the sustained shared thinking course and it remains a target for the future to hold some in house quality CPD on this.

## Dimensions Update (cont...)

### 6. Observation, Assessment and Planning

The OAP cycle is well embedded by now and a real strength of the teams. Managers quickly pick up on team members who need additional support through monitoring observations, assessments and plans. We have developed a way to analyse assessment data to improve outcomes for children and this now needs putting into a document so managers can take a more active role in using the assessment data to inform practice.

### 7. Staffing, Leadership and Management

We were fortunate that when the manager handed her notice in Brislington there was scope for Ella to return to the Brislington Kindergarten as the manager (the setting she co-founded and originally managed) and for Charlie to move from the role of deputy in Stapleton to the manager of Stapleton. This really helped with continuity for everyone.

As I referred to in priority target 1, staff wellbeing during covid has been a top priority and something we have all been very mindful about. Throughout Covid, supervisions have been carried out as usual (once a term), team meetings have continued as usual and staff have continued to access professional development opportunities.

Having a qualified level 3 award SENCO on the team has been a fantastic resource. Lily was really keen to work across both settings as part of her role and we have two children in Brislington. The Brislington team really benefit

I think next year we will look even further into more distributed leadership such as having an inclusion officer and environment lead in Brislington. I would also like to see more staff sign up to do their level 3 or even EYTT.

### 8. Equality, Diversity and Inclusion

This is something of a priority. We have a more detailed, in-depth equality and diversity policy which has been shared with staff but we are waiting to have an inset day in June to reflect on what we do well and what we could do better in regards to the above. We have made it a priority target.

I think the biggest development has been in having a dedicated SENCO work across both settings which has enabled it to be inclusive in terms of taking children with SEN.

### 9. Partnerships with Parents and the Local Community

We had lots planned in our full submission in relation to this but unfortunately due to covid, it has been put on the back burner. As soon as we are able to we would like to pick up conversations with Claire Littlejohn (family support) in regards to jointly offering a drop-in forest school session to the local community as was once run by Ian from the children's centre in Nightingale valley woods.

## **10. Accountability, Monitoring and Impact (new 6<sup>th</sup> edition title – previously -Monitoring and Evaluation)**

We have developed a self-evaluation document which details all of the different ways we monitor and audit our setting; Ofsted reports and actions, QUIF reports and actions, Bristol Standard, parent feedback forms, wellness action plan, safeguarding audit, BAND pre-Ofsted check etc. It puts everything in one place. We have added to the calendar 3 SEF meetings a year on top of having it as an agenda meeting item in the manager's meetings which happen every 6-8 weeks.

The idea of the SEF meeting is for the managers to have more time to reflect on progress towards priority actions in depth. At any one time, we are continuously working to action these improvements but 3 should be highlighted as a priority which is fed back to the team.

For example, in Brislington at the moment we know that their top 3 priorities are

- 1) addressing toileting regression amongst (some) children
- 2) embedding peer observations
- 3) ensuring equality of opportunity

In Stapleton, their top 3 priorities are

- 1) researching and then implementing best practise to record children's voice
- 2) researching and then implementing best practise of how to use analysis of COEL data to improve outcomes for children



## New Priority Target 1

**Complete this sheet for each of the new priority targets you set**

I have added some new targets but due to Covid I think we could easily carry over 3 of the old targets as we haven't actioned them yet.

These are;

- Developing parent workshops; on positive behaviour and the physical environment
- Developing an action research project (to be done in collaboration across the teams)
- Promoting our vision and values at local children's centre, playgroups and at community events

**In addition to the above I have added the following.**

Description of new Priority target 1

Linked to Dimension:

Prioritise changes to Early Years Foundation Stage Framework which will become statutory for all EYFS settings from September 2021. We have already made a start on this with both managers attending the EYFS reforms CPD at BEYTC in February. Our plan is to have an inset day in June once we have attended the meeting below.

EYFS reforms briefings	
<b>PVI settings:</b>	Wednesday 19 <sup>th</sup> May 10.00 am – 11.30 am or 2 pm -3.30 pm Thursday 20 <sup>th</sup> May 4 pm – 5.30 pm or 6.30 pm – 8.00 pm

We will then ensure as many people as possible can attend CPD sessions next academic year.

### **CPD sessions during 2021/2022**

Professional knowledge and understanding of child development is a key aspect of the new statutory framework. To support this, in-depth CPD sessions are being planned for the next academic year around the following areas:

- Prime Areas of Learning
- The Characteristics of Effective Learning
- Literacy
- Maths
- Assessment

We will also encourage and support unqualified practitioners to complete their level 3 qualification, or if appropriate, their EYTT which will help support the above.

# Bristol Standard Birth to Five First Interim E-Submission



Benefits for children - related to targets

- not sure yet but we will have much more of an idea once briefing and training have been attended

## Tasks to be done in order to achieve targets

What?	Who?	When?
attend EYFS reforms briefing in May	as many people as possible but definitely all managers	May dates
Jenny to attend EYFS reforms CPD course BEYTC	Jenny	June date
arrange inset to feedback to everyone	everyone to attend	
have a push to get unqualified practitioners on level 3 course	managers during supervisions	In the diary for Friday 11th June



## New Priority Target 2

Description of new Priority target 2  
Equality, diversity and inclusion

Linked to Dimension: 8

Draw together any targets that relate to inclusion and diversity and make one priority target.

We have looked through our full submission and these include;

- make sure our values and aims are inclusive
- making links with local children's centres to promote inclusion of community

Ultimately we would like to actively recruit a more ethnically diverse workforce and a more ethnically diverse intake of children. As a staff team, we are very white and the children who attend our setting are very white and we think it's incredibly important for children to be surrounded by as many different peers and role models as possible at such a young age.

We would like to draw up an equality, diversity and inclusion action plan that details the different ways we can honour our equality, diversity and inclusion policy. For example, revisit our all about me form to include questions that directly refer to inclusion and diversity. When we do get children of mixed ethnicity then we should be talking with the parents about how we can best recognise and celebrate children's cultural and ethnic backgrounds.

Link this to the new Ofsted framework ***Practitioners value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age-appropriate Early years inspection handbook September 2019, No. 180040 38 way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique.***

Benefits for children - related to targets

- more diverse intake and adult role models would open up more conversations around difference and diversity
- children would see the difference on a daily basis and have a broader experience of people from different cultural and ethnic backgrounds

### Tasks to be done in order to achieve targets

# Bristol Standard Birth to Five First Interim E-Submission



What?	Who?	When?
take from the Black Lives Matter CPD and make sense of how the things we discussed can be translated in our setting	Jenny	starting at the end of March onwards
read through any documentation in relation to equality and diversity and highlight priorities	Jenny	
at the inset in June dedicate some time to reflect on qualities policy and our practice	Jenny	
identify any CPD which supports our policy	Jenny	
identify an inclusion 'officer' within the team to help push the target forward	Jenny	
look into the possibility of a third Out There in a city centre location	Jenny	
Research exactly where to advertise for more diverse applicants	Jenny	
Contact Green and Black ambassadors	Jenny	

## **New Priority Target 3**

Description of new Priority target 3

Linked to Dimension: 7

I have used the board term of Staff development as we can then encompass a variety of things.

We would like to embed peer observations so that people don't see them as a burden but a positive thing. Ella had some really good advice from Zoe (lead teacher) which she has started to put into action. She was able to give feedback in a manager meeting about one particular peer observation and there is a section in the meeting agenda to reflect on peer observations. We will have more evidence of this over time.

I would like to start regular annual appraisals. These were happening but have been on hold whilst I've been on maternity. I would like the CPD to feed into these appraisals and set targets relating to any recent CPD so we can more easily monitor the impact of CPD on children's outcomes.

I would like to see more unqualified team members (Brislington) take the leap to become level 3 or above qualified. I would like to seek some advice on how to motivate and incentivise people to become qualified.

All staff attending free CPD arranged by the local authority and any other relevant courses which develop their knowledge and understanding in early years development.

Benefits for children - related to targets

- higher quality of education
- improved outcomes for children relating to people's individual targets
- everyone in the staff team has an excellent understanding of how children learn and develop

**Tasks to be done in order to achieve targets**



## Bristol Standard Birth to Five First Interim E-Submission



What?	Who?	When?
get more evidence of peer observations and how this benefits the children	all staff	ongoing
arrange for more people to go and observe in the 'other' setting	all staff, managers to action	ongoing
look into HR tool 'breathe' which allows you to plan and document appraisals, record targets and motivate peopler	Jenny	In the Spring

## **Bristol Standard Birth to Five First Interim E-Submission**



We understand that visits may be arranged to confirm the information supplied in this submission. We agree that this document can be used in validating this setting.

Signed: J.Brough Date: 08/03/2021



## Comments

In order to help us with future editions and training development, we welcome any thoughts and suggestions you have on how we could improve The Bristol Standard –

☼ **Using the Bristol Standard folder:**

☼ **Completing the paperwork:**

☼ **How helpful was the training and support?**

☼ **How has completing the Bristol Standard helped you to develop your practice?**

☼ **What has been the biggest benefit for the children?**

Type of setting: \_\_\_\_\_

# Bristol Standard Birth to Five First Interim E-Submission



Date: \_\_\_\_\_



# Bristol Standard Birth to Five First Interim E-Submission

