

Criteria	Evidence
<b>BRONZE AWARD</b>	
<b>1a</b> There is effective communication between practitioners, parents and carers	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>We have a daily communication log sheet which we use to provide daily feedback to the parents. This is regarding the child's eating, rest and sleep and nappy changes throughout the day, as well as any other relevant information. Practitioners speak to parents on an individual basis at the beginning of the day to see how the child is, and how they have been at home, and then follow this up with a detailed individual feedback session when the child is collected at the end of the session.</li> <li>Once each term we hold a parents evening and invite parents to come and talk about their own child's development with their key person. This gives a good opportunity to meet with the parents and to tell them about the achievements made by their child. We have also supported families whose first language is not English, by either using language line, staff who can speak another language, friends/relative or even non-verbal communication, pics, sign language.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>I always speak to parents about their child's progress and they can call or text if they want.</li> </ul>
<b>2c</b> There are activities and information available to parents and carers to support children's communication and language development, including information on the use of dummies, free flow cups, screen time and Bookstart	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>All children receive their Bookstart pack from the local library. We also loan out our books to children so families can read at home. We have a Use of Dummies Policy, which sets out the use of dummies and our belief that nursery children should not have dummies so that they are prevented from communicating with us or their peers.(For families with English as their 2<sup>nd</sup> language we explain to parents by simply sitting down and talking about the pictures or making up your own stories will help develop children communication and language skills.</li> <li>We have signposted and referred parents to our local HENRY team run drop ins/ Steps to Speaking course for parents to get support and advice on their child's language and communication development these are run in the local Children and Families Centres.</li> <li>We use I CAN programme within our nursery and promoted it with our families in our weekly newsletter. We received materials to support and promotes children's speech and language, It gives parents advice/support and activities they can do at home with their children to promote their speech and language.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>We are planning to have the speech and language therapist come into the nursery.</li> </ul>
<b>3d</b>	<u><b>MET</b></u>

<p>All staff/I act as a positive role models and support children to develop an understanding and appreciation of healthy eating.</p>	<ul style="list-style-type: none"> <li>• <b>Snack Time</b> practitioners always sits at the table with the children to lead a focus activity, this gives the opportunity for chat about what they are eating, what is healthy and the importance of healthy eating.</li> <li>• <b>Mealtimes</b> At both lunch and tea times practitioners sit and eat with the children remodelling good behaviour. This involves praising/encouraging the children for trying new foods.</li> <li>• <b>Cooking Activities</b> with the children are regular, which forms part of our planning. They have recently made things such as fruit salad, smoothies, healthy muffins and pancakes. This is supported by the practitioner sitting with them and discussing the importance of healthy eating and where food comes from.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>• Staff sit with the children at mealtimes and talk to the children about the foods they are eating.</li> <li>• At circle time, 2 children are chosen to hand out fruit snacks.</li> </ul>
<p><b>4a</b> Children learn about oral health; how to keep teeth clean and the importance of going to the dentist.</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>• We recently had “Tooth Care” week, where we provided activities for the children to talk about why it is important to look after their teeth and gums. We even visited a local dentist and the children were able to sit in the chair and learn about the equipment, whilst asking lots of questions about keeping their teeth healthy and clean. We have given our parents a list of local dentists.</li> <li>• Also, with the support from HENRY-Oral health practitioner, we have introduced tooth brushing in all the rooms, with the children all having their own toothbrush/finger brushes and paste. The Oral health practitioner was able to advise us on how to keep the children tooth brush hygienic, how to store in correct manner and give us some helpful resources to use in our setting as well as send information/activities home for parents to understand the importance of oral health.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>• We have Oral health leaflets on the notice board</li> <li>• The oral health practitioner visits once a year</li> <li>• We tell children they need to clean their teeth.</li> </ul>
<p><b>5a</b> The setting provided a supportive breastfeeding environment including; - Secluded space for breastfeeding mothers - Refrigerator storage space for expressed breast milk which is clearly labelled with name and date</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>• We are breastfeeding friendly. Mother can feed in the baby room quiet area or the staff room if available.</li> <li>• We have a labelled box in the fridge to store breast milk and we have a breastfeeding friendly sticker on the door.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>• My setting is very small, and I don’t have any extra space if a mother wanted to breast feed.</li> </ul>

	<ul style="list-style-type: none"> <li>I have displayed on my walls brand of infant milks.</li> </ul>
<b>6b</b> All staff have a positive attitude and actively support children's outdoor experiences.	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>We regularly take the children outside to experience story telling in our story garden, this gives them the opportunity to run around in nature and getting an understanding of the world and where things come from.</li> <li>As a practitioner, I always encourage the children to take risk in safe environments, during our planned physical activities the children are able to climb tress/play frames, jump from heights and use the apparatus at Tot Gym, this helps builds their confidence and allows to problem-solving and creativity in the company of other children.</li> <li>The children have regular access to our sensory garden where they can touch/feel plants and nature things, watch things grow and use our mud kitchen, making mud pies.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>Children can get things out to play with if they wish.</li> </ul>
<b>7a</b> Children learn about self-care and hygiene and are taught to manage health practices independently (e.g. washing hands techniques, putting on coats)	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>All children in the toddler room and pre-school are encouraged to wash their own hands independently. We have the appropriately sized sinks which allow children to be independent.</li> <li>Children in toddlers and pre-school are encouraged to self-serve their own food at mealtimes.</li> <li>We have a technique for the children for putting on their own coats which we regularly practice.</li> <li>We regularly provide role play, washing dolls activities, where the children can learn about looking after themselves by re-enacting real-life experiences. We provide dolls with water, cleaning materials, bubbles and hairbrushes, so that the children can learn about taking care of skin and hair and how to do it. This is supported by practitioners who use open questioning techniques to further extend and develop the children's language and support the Characteristics of Effective Learning.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>Children are told to wash their hands after using the toilet and eating meals.</li> </ul>
<b>8a</b> An immunisation statement that includes a approach to promoting and supporting the uptake of immunisation for children under five including a system for recording children's immunisation status.	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>Refer to the immunisation statement.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>We do not have an immunisation policy/statement.</li> </ul>

<p><b>9b</b></p> <p>There are age appropriate opportunities for children to learn how to look after the environment (both within the setting and in the community)</p>	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>• We encourage the children to do planting, growing and look at plants in the environment, as well as teaching them to look after the plants by watering them regularly. We discuss how plants/fruits/vegetables grow, what they need to survive, and the children can even take-home watercress we started to grow in the nursery, so they can look after them with their families.</li> <li>• We teach the children to recycle all paper and cardboard as well as plastics at the nursery. We organised and celebrated “clean air day” by encouraging children and parents to walk to nursery twice or more a week to help keep the air clean!</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>• Stories are read to the children about where food comes from and recycling.</li> </ul>
<p><b>10b</b></p> <p>Observations of individual children influence planning, resources and the environment.</p>	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>• Planning- Having discussions with parents at beginning find out child’s interest/likes/dislikes. From observations of the children during daily activities they like to do, this will help me to plan my week. Resources- from my observation if there is something a child needs extra help/support with I would go out and buy the resources necessary to help aid that child. Environment- In my home (new build) I am not allowed to stick pictures up on the wall, so I have found an arts and crafts tree which I hang the children’s art work/photos of the children and family and celebration events.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>• We use areas of the environment which will be most suitable for the resources.</li> </ul>
<p><b>11b</b></p> <p>Parents and carers are provided with information about their child’s learning and development.</p> <p><b>(For Settings without childcare N/A permitted)</b></p>	<p><u><b>MET</b></u></p> <ul style="list-style-type: none"> <li>• Parent's Evening once per term, all children's parents are offered to come in for a parent meeting to review and discuss the child's progress and to decide together the next steps for their child.</li> <li>• All children in babies, toddlers and pre-school receive a report each term and the pre-school children also receive a leavers report which is given to their Reception Teacher and shared with parents.</li> <li>• We use an online system called Tapestry, parents can then have access to photos, observations and assessments for their child’s progress, they can even comment and complete home activities/observations which we can access too.</li> </ul> <p><u><b>NOT MET</b></u></p> <ul style="list-style-type: none"> <li>• We use online system</li> <li>• We ask parents to look at their child’s learning journal.</li> </ul>
<p><b>12a</b></p>	<p><u><b>MET</b></u></p>

<p>Practitioners are able to identify when children's learning and development are not at a typical level for their age.</p>	<ul style="list-style-type: none"> <li>• We have a designated SENDCO who is fully trained, she has also attended further training through local training and Whitefield's Special Needs School. She has worked with children who have Autism and Down's Syndrome and has used specific approaches such as "The Bucket Approach". She uses this knowledge to deliver training to all staff in our staff meetings and specific training interventions that recognises additional needs, speech delay and behavioural disorders.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The member of staff had collected observations on the child and invited the parent into to discuss their concerns. The parent expressed her concerns around development of speech and language. The practitioner used the development matters statements and together it was agreed there was some delay present. The practitioner referred the parents to the local children's centre who were able to arrange chatterpillar session initially. The staff member then employed strategies in the nursery to support the child.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>• I have not attended any training recently, as I work alone, I am unable to attend any form of training.</li> </ul>
<p><b>13a</b> Routines enable children to be independent and engage in sustained play.</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>• Free Play through Children's Choice Our planning and routine allows for children to have time to independently self-choose activities to take part in alone or with their friends. This allows them to be able to make their own choices and have the amount of time they require to play without it being adult led.</li> <li>• I have labelled toy box with picture symbols and wording in a low shelving unit, so the children can have easy access to toys they want to play with, and this enables children to be independent and engaged in sustained play with an activity of their choice.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>• Children are told when there will be a change in the routine.</li> <li>• Children can look at the visual timetable to see what is coming next in the day.</li> <li>• Children know to ask if they need toys or resources stored up high.</li> </ul>
<p><b>14b</b> Practitioners know how to support children who have English as an additional language.</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>• Planning- through initial assessment of the child and working with parents, we go through and discuss the child's needs, abilities and interest, so we plan for them individually. Children who have English as an additional language may need support from practitioner in understanding them and what they like to do. We work closely with the parents to find out what their needs are and try to plan activities which will support their learning. In some cases, we do use other staff members or older children in the school to help support with translation.</li> </ul>

	<ul style="list-style-type: none"> <li>Resources/Environment- The environment in all rooms reflects that we are diverse society and speak many languages, we have posters displayed in multiple languages to celebrate this and our home corner is designated to a different country each week with props and authentic clothing.</li> <li>Home learning- we work with parents as much as we can to support home learning, especially if the child has no English or English is additional language. We have books which we can lend to the children to take home which have dual languages so that their parents can be involved in sharing something they have at nursery.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>We do not have any children with English as additional language, so this is NA to our setting.</li> <li>We don't have any displays up on our walls in different languages.</li> </ul>
<p><b>16a</b></p> <p>Staff training opportunities include aspects of health, wellbeing and education for young children.</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>The whole setting recently attended Being Two Moderation project training which consist of 5 x workshops inc 2x sessions with All Talk, 1 x agreement trialling, 2 x setting visit from member of the Being Two Moderation Team. Some staff have attended the Nurture and Thrive – Working with Babies training which is 3 x day workshops inc half day training with All Talk</li> <li>All staff have attended training for paediatric first aid, food hygiene and safeguarding.</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>Staff can request to go on training if they feel there are any gaps in their knowledge.</li> </ul>
<p><b>17a</b></p> <p>There are mechanisms for parents and carers to give feedback and this is responded to and acted upon as necessary. There is an inclusive approach to those who are less well engaged such as male carers.</p>	<p><b>MET</b></p> <ul style="list-style-type: none"> <li>Minding Kids I use the parents and child questionnaires where it collects valuable feedback from children and parents. It shows how I communicate and involve children and parents with evaluating and improving my services.</li> <li>A parent questionnaire- how has the child settled? Issues after a new child has been in my care for just a few weeks to feedback highlight any issues/complaints earlier on. Parents and child leavers questionnaires"- obtain valuable information from parents and children as they leave or move on from my setting. In my home setting I have a reference book containing parents references and professionals I have worked with.</li> <li>We have a complaints policy in place which was updated in July 2019. All parents can access this via the nursery website, and they are given this as part of the child's induction into the nursery. (Please see policy)</li> </ul> <p><b>NOT MET</b></p> <ul style="list-style-type: none"> <li>Our setting never has any complaints from parents.</li> </ul>

