



# Ealing Quality Indicators

## Out of School Quality Indicators (Key Evidence)

October 2008



# Ealing Quality Indicators

## Staying Safe

Quality Indicator	Key Evidence
Children are made aware of personal safety	<ul style="list-style-type: none"> <li>▪ Children are encouraged to take care of each other</li> <li>▪ Children who leave the building alone are aware of potential hazards</li> <li>▪ Understanding of safety around personal belongings</li> <li>▪ They know who to ask for help</li> <li>▪ Given explanations for behaviours guidelines</li> <li>▪ Boundary Expectations, e.g security with in the setting, visitors, entrance and exits</li> <li>▪ Children are supported to understand e.g. stranger danger, road safety, emergency services</li> <li>▪ Children understand the appropriate use of the internet</li> <li>▪ Adults offer safer alternatives to children e.g. walk inside, run outside</li> <li>▪ There are story's books and images assessable</li> <li>▪ Visual prompts about safety e.g. fire exits, hot water, first aid</li> </ul>
Practitioners are deployed effectively and ratios maintained at all times	<ul style="list-style-type: none"> <li>▪ Appropriate ratios are maintained at all times for all children (1 – 8 for Under 8's)</li> <li>▪ Contingency plans are in place to cove for staff absences</li> <li>▪ Qualified Staff (Level 3 manager and 50% level 2's)</li> <li>▪ Adults are positively engaging with children</li> <li>▪ Rotas are in place to cover breaks and lunch periods</li> <li>▪ There is a Key Person system in place for all 4 and 5 year olds</li> <li>▪ Ratios are constantly maintained during free flow indoors/outdoors play</li> <li>▪ Ratios for outings are appropriate following a risk assessment</li> </ul>
The learning environment and equipment is safe, clean, secure, well maintained, organised and monitored on a regular basis	<ul style="list-style-type: none"> <li>▪ Effective tidy up routines involve the children</li> <li>▪ Secure storage is available for hazardous material e.g. cleaning fluids</li> <li>▪ Regular &amp; documented checks are carried out on all equipment</li> <li>▪ Daily outdoor and indoor safety checks are taken place</li> <li>▪ Risk assessments are conducted and reviewed annually and where appropriate</li> <li>▪ Good quality and age appropriate resources and equipment is used</li> <li>▪ Electrical equipment is annually tested following the "Portable Appliance Test" (PAT)</li> <li>▪ Continued observations around quantity &amp; quality of resources</li> <li>▪ Suitable storage space has been allocated indoors &amp; outdoors which is accessible to children and staff</li> <li>▪ An Inventory is in place</li> <li>▪ Fire exits and signs are clear from hazards and fire equipment is checked and in place</li> </ul>



# Ealing Quality Indicators

## Staying Safe Continued...

Quality Indicator	Key Evidence
<p>Positive strategies are consistently used to manage children's behaviour</p>	<ul style="list-style-type: none"> <li>▪ Settings are aware of the support available from the Area SENCO for Out of School</li> <li>▪ Consistent and age appropriate behaviour strategies are in place</li> <li>▪ Staff have accessed training</li> <li>▪ Parents, staff and children are made aware of the clubs behaviour policy</li> <li>▪ The club is pro-active in tackling bullying</li> <li>▪ Children are encouraged to think about consequences of their behaviour</li> <li>▪ Adults model empathy &amp; good practice</li> <li>▪ Positive rules are clearly displayed</li> <li>▪ Positive praising and encouragement which is meaningful</li> <li>▪ Behaviour incidents are recorded and signed by parents</li> <li>▪ Adults dealing with behaviour consistently reflects the clubs behaviour policy</li> </ul>
<p>Children, practitioners, parents/carers are aware of the provisions routines and procedures and know what is expected of them</p>	<ul style="list-style-type: none"> <li>▪ Operating hours are clearly communicated</li> <li>▪ Activity Plans are displayed including trips and outings</li> <li>▪ All visitors and staff are aware of the settings policies and procedures</li> <li>▪ Policies and Procedures are available to all</li> <li>▪ Emergency procedures are clearly displayed and staff are aware of their responsibilities</li> <li>▪ Direct contact details are made available to all, especially parents.</li> <li>▪ Daily registers are completed for all staff, children and visitors including full names, time of arrival and departure</li> <li>▪ Child registration forms contain contact information and emergency contacts for each child and is updated on a regular basis.</li> </ul>



# Ealing Quality Indicators

## Being Healthy

Quality Indicator	Key Evidence
<p>There are well planned daily, all year round opportunities for challenging physical play both indoors and outdoors</p>	<ul style="list-style-type: none"> <li>▪ Adults &amp; children have suitable clothes for all weathers</li> <li>▪ Outside play is a daily occurrence</li> <li>▪ Physical play included in daily planning</li> <li>▪ Adult led and child initiated physical play opportunities</li> <li>▪ Selection of low cost, age appropriate everyday equipment e.g. tyres &amp; crates</li> <li>▪ Children have the opportunity to manage their own risks and explore their environment</li> <li>▪ Children made aware of the health benefits of physical play and encouraged to pursue this outside the club</li> <li>▪ Appropriate use of indoor space for physical play</li> <li>▪ An allocated indoor space for physical play where an outdoor area is not available</li> <li>▪ Physical games are adapted for play where necessary</li> </ul>
<p>Children are protected from infection and are taken well care of after an accident or when ill</p>	<ul style="list-style-type: none"> <li>▪ Accident/ incident records</li> <li>▪ Qualified first aiders</li> <li>▪ Sick child policy including incubation periods and notifiable diseases</li> <li>▪ Clear hygiene procedures</li> <li>▪ Food hygiene training for staff</li> <li>▪ Regular cleaning of resources &amp; equipment is carried out and recorded</li> <li>▪ Administration of medicine policy, procedure and parental consent</li> <li>▪ Quiet area for unwell children to rest</li> <li>▪ Accessible and well resourced first aid box</li> <li>▪ Appropriate and safe storage for medication</li> <li>▪ Appropriate record keeping &amp; communication with parents including consent for emergency treatment</li> <li>▪ Ofsted informed where appropriate</li> <li>▪ Children's records include comprehensive details of medical requirements</li> <li>▪ Staff access specialised training where necessary</li> </ul>



# Ealing Quality Indicators

## Being Healthy Continued...

Quality Indicator	Key Evidence
<p>All children are provided with nutritious balanced meals, snacks and liquids appropriate to their individual, cultural, religious and dietary needs</p>	<ul style="list-style-type: none"> <li>▪ Children's records contain comprehensive details of dietary requirements.</li> <li>▪ Fresh drinking water available at all times and replenished regularly</li> <li>▪ Snacks provided are balanced, nutritious, healthy and respect cultural diversity</li> <li>▪ A nutritious meal is provided before school to enhance the child's learning (breakfast Club)</li> <li>▪ Children are provided a choice of food options</li> <li>▪ Staff made aware of dietary requirements of the children and displayed (for staff only)</li> <li>▪ Appropriate food storage e.g. lunchboxes</li> <li>▪ Parents given guidance on packed lunches</li> <li>▪ Menus are on display</li> <li>▪ Mealtimes are social occasions</li> <li>▪ Children involved in the preparation of food</li> <li>▪ Children are given appropriate timescale to enjoy their meals (not too long, not too short)</li> <li>▪ Appropriate utensils provided</li> <li>▪ Providers respect parent's wishes around children's preferences and other requirements</li> </ul>
<p>The curriculum/framework ensures all children, parents/carers have a developing awareness of a healthy lifestyle and a healthy diet</p>	<ul style="list-style-type: none"> <li>▪ Cooking activities encourage a balanced diet</li> <li>▪ Parents offered guidance on the content of their child's packed lunch</li> <li>▪ Feedback to parents on child's diet when required</li> <li>▪ Healthy diet and healthy lifestyles are the focus of discussions, resources and displays</li> <li>▪ Staff modelling healthy lifestyle</li> </ul>



# Ealing Quality Indicators

## Enjoying and Achieving

Quality Indicator	Key Evidence
The majority of children are settled and engaged	<ul style="list-style-type: none"> <li>▪ Involved in activities</li> <li>▪ Interacting with each other &amp; adults</li> <li>▪ Purposeful "buzz"</li> <li>▪ Settling in procedure in place and adapted to meet children's needs</li> <li>▪ Key Person system in place for 4 and 5 year olds</li> <li>▪ Buddy system in place</li> <li>▪ Challenging and age appropriate choices of activities available</li> </ul>
All children are making good or outstanding progress in most areas	<ul style="list-style-type: none"> <li>▪ Evidence of meetings and feedback from parents</li> <li>▪ Evidence of meetings and feedback from schools.</li> <li>▪ Children's progress is monitored and recorded through observations.</li> <li>▪ Suggested individual strategies achieved</li> </ul>
A play based approach underpins all development and learning	<ul style="list-style-type: none"> <li>▪ Staff aware of Playwork Principles and EYFS.</li> <li>▪ Challenging and age appropriate choices of activities available, observed and recorded</li> <li>▪ Play activities planned</li> <li>▪ Opportunities for free play and child initiated activities – equipment freely accessible.</li> </ul>
There is an appropriate balance of child initiated and adult guided experiences	<ul style="list-style-type: none"> <li>▪ 50:50 balance of child initiated and adult guided experiences</li> <li>▪ Staff have an understanding of the understanding of child initiated play.</li> <li>▪ Adult guided play is appropriate and purposeful</li> </ul>
The environment is interesting, attractive and accessible to every child and promotes independence	<ul style="list-style-type: none"> <li>▪ Well presented and maintained displays.</li> <li>▪ Interactive displays at children's eye level</li> <li>▪ Children's work is valued through displays.</li> <li>▪ Children consulted and actively involved in creating displays</li> <li>▪ Equipment and resources freely accessible.</li> <li>▪ Clearly defined areas for play e.g quiet area, messy area etc</li> </ul>
Safe and suitable resources are available both indoors and outdoors (including natural, found, manufactured and ICT equipment) to challenge and stimulate all children	<ul style="list-style-type: none"> <li>▪ Safe and suitable resources are available both indoors and outdoors to challenge and stimulate all children. This may included:               <ul style="list-style-type: none"> <li>- natural</li> <li>- found</li> <li>- manufactured</li> <li>- ICT equipment</li> </ul> </li> </ul>



# Ealing Quality Indicators

## Enjoying and Achieving Continued...

Quality Indicator	Key Evidence
All children are involved in a broad range of planned activities and spontaneous events which are based upon first hand experiences	<ul style="list-style-type: none"> <li>▪ Activity plans in place and flexible</li> <li>▪ Children are consulted on their interests and experiences.</li> <li>▪ Children involved in the planning process.</li> <li>▪ Circle time</li> <li>▪ Plans take into consideration the 6 areas of learning and development for 4 and 5 year olds (EYFS).</li> <li>▪ When informed planning is adjusted to meet individual children's needs (EYFS).</li> </ul>
Activities are adapted to meet the different learning ages, styles and interests of all children	<ul style="list-style-type: none"> <li>▪ Activities are adapted to meet the different learning ages, styles and interests of all children</li> <li>▪ Age Appropriate Toys and Resources are used.</li> </ul>
Creativity, originality and self-expression are valued and promoted across all areas of learning	<ul style="list-style-type: none"> <li>▪ Children have the opportunity to be creative through play opportunities</li> <li>▪ Originality and self-expression are valued</li> </ul>
The children are confident to make decisions, explore and investigate and relate well to others	<ul style="list-style-type: none"> <li>▪ The children are provided opportunities to make decisions through play</li> <li>▪ Activities provide sufficient challenge allowing them to explore and investigate</li> <li>▪ They are encouraged to work in groups/teams and relate well their peers</li> </ul>
Practitioners demonstrate positive and effective engagement and interaction with all children	<ul style="list-style-type: none"> <li>▪ Practitioners are seen to ask open ended questions</li> <li>▪ Practitioners listen and respond to children</li> <li>▪ Practitioners value children's opinions</li> <li>▪ Practitioners provide positive role models</li> </ul>
Practitioners make regular observations, accurately assessing each child's learning and development to inform planning	<ul style="list-style-type: none"> <li>▪ Practitioners make regular observations,</li> <li>▪ They assess each child's learning and development</li> <li>▪ And use the results of observations to inform planning</li> </ul>
Practitioners work in partnership with parents and other agencies in order to meet the children's individual needs	<ul style="list-style-type: none"> <li>▪ The setting has built strong links with parents and other agencies</li> <li>▪ Parents have the opportunity to get involved with the setting</li> <li>▪ Information is provided by the parents to the setting on the child's registration from in order to meet the needs of the child</li> </ul>
There are effective transition and transfer procedures	<ul style="list-style-type: none"> <li>▪ The setting have effective transition and transfer procedures</li> <li>▪ Children's individual needs are share where appropriate</li> <li>▪ Time is allocated to settling in periods</li> </ul>



# Ealing Quality Indicators

## Making a Positive Contribution

Quality Indicator	Key Evidence
The needs of all children, including bilingual learners are valued and respected within an inclusive environment	<ul style="list-style-type: none"> <li>An equal opportunity policy is in place and all staff and parents are familiar.</li> <li>Children's registration forms contain comprehensive details of additional needs.</li> <li>All staff are respectful of diverse cultures, religions and beliefs.</li> <li>Children's progress is monitored and recorded through observations.</li> <li>SEN/ inclusion policy (including named SENCo) is in place and all staff and parents are familiar.</li> <li>Each child and adult is respected and valued as an individual with equal rights choices and opportunities.</li> <li>Everyone is welcomed and wished well on departure in a way that suits them.</li> <li>Has made and continues to make reasonable adjustments within the setting.</li> <li>The setting will do everything it can to make each child equally welcome.</li> <li>Staff engage with families using common words to help settle the child i.e. hello, goodbye.</li> <li>All staff are aware of children's individual needs.</li> </ul>
There are opportunities and resources which support children and practitioners in valuing diversity	<ul style="list-style-type: none"> <li>Pictures equipment and resources reflect non stereotypical roles, racial, cultural, and religious, diversity and disability.</li> <li>A multi lingual welcome poster is on display.</li> <li>Staff have accessed training around disability, inclusion and other equality issues.</li> <li>All staff use consistent positive language.</li> </ul>
The provision reflects the identity of the local community and encourages meaningful community involvement and partnership	<ul style="list-style-type: none"> <li>All staff access appropriate support and advice from colleagues, parents and other expert professionals.</li> <li>Awareness of the local community and available support networks.</li> <li>All staff has made time to build links with families, schools and services for all children.</li> </ul>
The children behave well as they learn to consider others and what is expected of them	<ul style="list-style-type: none"> <li>Practitioners sensitively address the issues if any child is consistently being excluded from other children's play.</li> <li>Each child can choose to play wit others, alongside others or not to play with others.</li> <li>Discriminatory language and behaviour is addressed and discussed sensitively with any children involved.</li> <li>All children are encouraged to value each other as individuals.</li> <li>All children are aware of others feelings and emotions.</li> </ul>
Relevant, up to date information is made available to promote partnerships with multi-agency services, children and their families	<ul style="list-style-type: none"> <li>Actively promoting the Family information services.</li> <li>Sign posting parents/carers to local services</li> <li>Utilise the parent's notice board.</li> <li>News letters, information points.</li> </ul>



# Ealing Quality Indicators

## Achieving Economic Well-Being

Quality Indicator	Key Evidence
<p>There is evidence that the provision responds to broader family needs</p>	<ul style="list-style-type: none"> <li>▪ Information provided to parents on working tax credit.</li> <li>▪ Openness to flexibility around the age range, opening hours and concessions.</li> <li>▪ Promoting the Family information services.</li> <li>▪ Sign posting parents/carers to local services</li> <li>▪ Utilise the parent's notice board.</li> <li>▪ News letters, information points.</li> <li>▪ Awareness of the local community.</li> <li>▪ Working in partnership with schools.</li> </ul>
<p>All children make good progress in developing the skills and personal qualities which will equip them for work and adult life</p>	<ul style="list-style-type: none"> <li>▪ Adults are supportive to child initiated discussions around current affairs and personal experiences.</li> <li>▪ Children's confidence and self-esteem is developed through positive experiences and opportunities.</li> <li>▪ Adult are seen to be communicating effectively by listening and responding to children's needs.</li> <li>▪ Children are given opportunities to develop life skills and independence. e.g. cooking , tidying up.</li> <li>▪ Children and staff are respectful of their surroundings and each other.</li> <li>▪ Older children are provided with opportunities to develop responsibility.</li> </ul>