

St Helen's Pre-school – Feedback Questionnaires April 2015

13 responses were received from parents/carers (31 children currently attend pre-school)

Does your child enjoy pre-school.

Brilliant – 7

Good – 4

OK – 2

Poor – 0

What do children enjoy about pre-school?

Cooking

Forest school,

Outdoor play

Spending time with friends

Opportunities to do and learn new things

Taking books home

Field Friday

Opportunities for free play

Encouraging independence and confidence

Some comments from the questionnaires.

Loves Forest School and cooking

Loves playing with friends

Loves cooking and free play

What could we do differently/better?

5 parents did not feel that anything needed to be done differently

2 parents raised concerns that are particular to their child (e.g. difficulty settling in the morning)

Any parents with such concerns should make an appointment to speak to their child's keyperson

3 parents would like earlier opening or longer hours

The hours that the pre-school opens are restricted by the availability of the premises. Over the years the pre-school committee has considered trying to establish the pre-school in its own premises – if any parents feel able to take on this challenge they will be welcomed onto the committee – having our own premises would greatly support the work of the pre-school

1 parent suggested more educational activities

The activities available in pre-school and forest school sessions are carefully planned by knowledgeable and experienced staff to provide learning and development opportunities for all children – in line with the requirements of the EYFS (Early Years Foundation Stage curriculum guidance document) and the individual needs and interests of the children. If you would like to know more about this please speak to any of the pre-school staff.

2 parents suggested the use of topics

Pre-school planning is guided by children's interests and learning and development needs, as well as by local, national and international events, sometimes these lead to an extended focus on one area.

1 parent suggested having some structured adult-led activities

There are some structured adult led activities available during every session for example cooking, on Wednesday. Monday and Thursday forest school sessions feature adult led activities followed by child led free play time. Field Friday has at least one structured adult led activity – often a science based experiment. Monday afternoon and Tuesday morning have a focussed adult led art/craft time. In addition staff will lead activities that children have shown an interest in – e.g. ball games in the garden, and the children all take part in an adult led circle time game or activity followed by a story each day (on Forest School days these may take place at Forest School)

3 parents felt that more information about what has been done in the session could be available

The planning sheet for the day is always available on the big table in the main hall; information on individual children should be discussed with staff when they have finished looking after children who are waiting to be collected. Any parent wishing to visit a session is welcome to do so, just see Tricia to arrange a date. Parent/key person meetings take place within a pre-school session to enable parents attending meetings to also see the session in action.

1 parent suggested displaying information about, for example, our involvement with the Bristol Standard quality assurance scheme.

Information about the pre-school is available in the entrance hall – by agreement with Ofsted this is kept in a file instead of being displayed on the wall, as the nature of the setting does not allow for such display. When, for example, we received accreditation for the Bristol Standard this was shared with parents via the newsletter.

1 parent suggested using self-evaluation to compare our provision against others

We do not compare our practice against others as we aim for good practice, we do, however already use quality assurance in the form of the Bristol standard – see above.

1 parent felt that communication between parents and key persons could be improved.

Parent/key person meetings take place two or three times during the year. As far as possible parents are introduced to their child's key person when the child starts pre-school, however, staff work part time and so this is sometimes delayed. Parents are reminded in newsletters that they can arrange meetings with their child's key person at any time.

1 parent suggested looking at ways to integrate new parents

This is something that we consider frequently – as far as possible new parents have a welcome meeting with their child's key person – if the key person is not available the initial meeting will be with another practitioner, Welcome packs are sent to new parents prior to their child's start date and they are invited to visit with their child at a time convenient to themselves. We would really like to be able to carry out home visits before children start but the way in which Early Years provision is funded by the government does not make this viable.

1 parent suggested a Facebook page.

This continues to be discussed at committee meetings but no firm decision has been made. There are potential issues around e.g. confidentiality and parental permissions as well as the question of who will set up, administer and moderate the page.

1 parent suggested strengthening links with St Helen's school

This is something that we have put a lot of work into over the past years, now that there is a new reception class teacher and a new head teacher in place our efforts seem to be paying off.

2 parents mentioned that the weather can be a problem.

Unfortunately this is beyond our control but we do ensure that children are appropriately dressed for the weather, whether that be hot sun, rain, snow etc.

We would like to thank all those parents who took the time to respond to the questionnaire as feedback is very important in enabling us to continue developing pre-school provision.

May 2015