**Stratton Playgroup**

**9.3 Social Wellbeing Audit**

*Please include comments and actions for each question answered ‘No’.*

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| Audit Area | **Yes** | **No** | **Comments** | **Actions to be taken** |
| Has the setting planned and implemented a behaviour strategy? | 4 |  | We follow our policy.  We discuss behaviour strategies at staff meetings & individual supervisions. We have a Mr Potato Head behaviour display with our golden rules  We use an emotions board based around the “Colour Monster”, to support children with their emotions when incidents occur.  All our staff our consistent in dealing with children’s behaviour  We have a little playgroup Robot who has a list of rules children must follow when he joins groups times – encouraging children’s listening and turn taking skills. |  |
| Does the setting have a named and suitably skilled behaviour coordinator as per the EYFS safeguarding and welfare requirements? | 4 |  | Kayleigh, she completes and updates behaviour focused training.  Our SENCO and manager also have training. | Kayleigh to attend further behaviour training |
| Is Leuven’s assessment scale for children’s well-being and involvement used in the setting? | 4 |  | We have recently moved to FAMLY and we are still learning all the elements of it. |  |
| Are the dynamics of the setting managed to ensure a balanced intake of children? (For example, age, needs and sex of children) | 4 |  | We have a good mixture of age, needs & sex of children. |  |
| If used, are approved methods of rewards and sanctions used consistently by all staff? | 4 |  | Golden Rules board & stickers.  Positive reinforcements. We use sand timers as a good visual for taking turns / kindness catchers to praise positive behaviour.  We use an emotions board based around the “Colour Monster”, to support children with their emotions when incidents occur.  We have a little playgroup Robot who has a list of rules children must follow when he joins groups times – encouraging children’s listening and turn taking skills. |  |
| Do all staff understand and apply the same approved methods for intervening in minor incidents of unwanted behaviour? (For example, conflict resolution approach) | 4 |  | We review at staff meetings & individual supervisions.  We ensure consistency between all staff.  We attend training. We follow policy.  We work in partnership with parents, and other professionals where required.  Kelly Cohorts all incidents of a central record, if there Is anything that needs addressing this is discussed with all staff. |  |

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| **Audit Area** | **Yes** | **No** | **Comments** | **Action to be taken** | |
| Are all staff trained to understand: |
| * Methods for initial intervention, identification and analysis of unwanted behaviours | 4 |  | Some staff have been on training & cascaded down to all other staff.  If staff feel less confident, we will also send them on training and offer support / observation. We have good partnerships and communication with parents. |  | |
| **Audit Area** | **Yes** | **No** | **Comments** | **Action to be taken** | |
| * Methods for adapting/changing behaviours | 4 |  | Liaising closely with home when need.  Observations.  Building of strong relationships with children, knowing our well. |  | |
| * Appropriate reward and sanctions methods | 4 |  | Golden Rules board, stickers & emotion cards, kindness catcher, verbal praise from to children from staff.  Explaining to children why certain behaviours are not appropriate at age-appropriate level.  Where reasonable allowing and supporting children with the opportunity to negotiate conflict themselves. |  | |
| * Alternative communication systems | 4 |  | Sand timers are used. Visual Pictures Timetable.  We use an emotions board based around the “Colour Monster”, to support children with their emotions when incidents occur. |  | |
| * Safeguarding | 4 |  | Training, supervisions, observations, staff meetings. |  | |
| * Emotional literacy | 4 |  | We plan activities about emotions, using emotion puppets & card games. Emotion coaching training.  We use an emotions board based around the “Colour Monster”, to support children with their emotions when incidents occur.  We often read books that had an emotion theme within them. |  | |
| * Risk assessment | 4 |  | Carried out regularly – Health & Safety Leads. |  | |
| Do all staff understand and use an approved method for identifying and analysing unwanted behaviours? (For example, antecedent, behaviour and consequence chart) | 4 |  | All staff understand how to support children’s behaviour, if they are unsure at any time they will talk to the behaviour lead, deputy or manager. |  | |
| Do the policy and procedures on behaviour incorporate related EYFS requirements? | 4 |  | Yes |  | |
| Are policy and procedures relating to ‘management’ of behaviour reviewed and updated annually? | 4 |  | Yes, all staff re view the behaviour policy annually | Ensure that this policy is sent to staff at the beginning of each new academic year. | |
| Do children have regular access to an outdoor environment? | 4 |  | We have a large varied outdoor area; we offer Free flow access as often as possible. Always some outdoor time.  We use school field, bike track and playground for additional outdoor space. |  | |
| Are all areas of the indoor and outdoor play environments uncluttered and defined? | 4 |  | Checked daily, risk assessed when necessary & for new equipment. Pictures on drawers. |  | |
| Is there sufficient space for children to move around freely in all areas of the play environment? | 4 |  | Recently reviewed & changed the floor plan, after concerns of accessibility. Reviewed at staff meetings. |  | |
| Do children have access to quiet areas? | 4 |  | Reading area, soft, cosy area & dark den.  New quiet area, with the availability for children to lay down flat and sleep, comfortable mat for chilling, cushions and blankets.  Additional sofa area, for sitting, chilling quietly and reading, looking at books.  A new sensory room, which can be used by all children, there are comfo chairs. It can be a dark space with black at blinds where sensory toys can be use for quiet time.  We also have sleep mats and blankets for children to sleep. |  | |
| **Audit Area** | **Yes** | **No** | **Comments** | **Action to be taken** | |
| Is there control of natural/artificial light in play areas? |  | 7 | We have fluorescent tubes in all areas. here is one blind by the cosy area in the playroom for children if they want a darker space to sit down and have some own time. Sun only comes in from the outdoor play area end, but with have a canopied area outside, which shields the sun. We make dens outside when the sun is bright, which allows for a shaded area. |  | |
| Can the temperature of the play environment be controlled? | 4 |  | Air-conditioning units - can heat or cool. Also, we have windows & doors that are opened. Windows have safety catches. |  | |
| Is the internal play environment free from unnecessary noise? |  | 7 | We can have an excess of noise. We encourage walking legs & indoor voices.  Staff model to the children the level of voices we should be using. |  | |
| Are there sufficient general resources for children of all ages and abilities? | 4 |  | Very well resourced. Always looking for new ideas & purchasing. We have a budget for smaller items & fundraise for larger ones.  We fund raise regularly and use this money to buy toys, equipment, activities for the children.  Staff discuss at each staff meeting what resources we may need as a setting or for specific children or groups of children. |  | |
| Are unfavourable acoustics in the play area managed to prevent noise distortion? (for example, introduction of soft furnishings, canopies etc) | 4 |  | We have a cosy corner area to sit and relax,  New quiet area, with the availability for children to lay down flat and sleep, comfortable mat for chilling, cushions and blankets.  Sensory room- soft chairs and carpet. |  | |
| Are supplementary methods of communication used in the setting? (For example, signing) | 4 |  | Spot timer and traffic light system for transitions, small-scale and large-scale visuals, sand timers and signing.  Staff have small picture visuals on their lanyards to support children.  We introduce a sign of the week to children related to what we are learning about on what we feel the children most need to learn and use. Staff and children then use this throughout the session. |  | |
| Are pictorial symbols used to improve children’s understanding of the daily timetable? (For example, picture exchange communication) | 4 |  | Spot Timer, Transitions, Daily Visual Timetable, Traffic Light System. Used indoors & outdoors. Individual visuals and visual timetable.  Staff have small picture visuals, spots on their lanyards to support children |  | |
| Are known trigger points for conflict in the setting managed? | 4 |  | Through strong staff awareness and observation.  We re-arrange the room if noticed. Example - changing role play area or layout. |  | |
| **Name of behaviour coordinator person completing the audit:** | Kelly Swatton | | | **Date:** | Nov-24 |
| **Name and signature of manager overseeing the audit:** | n/a | | | **Date:** | - |
| **Review date:** | 12 months | | |  |  |