**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. |  |
| Does the setting have a named and suitably skilled behaviour coordinator as per the EYFS safeguarding and welfare requirements? | 4 |  | Kayleigh Stephens, 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 |  | Yes, in Tapestry E-Learning Journals |  |
| 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. |  |
| 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. |  |

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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 |  | |
| * 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. |  | |
| **Audit Area** | **Yes** | **No** | **Comments** | **Action to be taken** | |
| * 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 |  |  |  | |
| Do the policy and procedures on behaviour incorporate related EYFS requirements? | 4 |  |  |  | |
| Are policy and procedures relating to ‘management’ of behaviour reviewed and updated annually? | 4 |  |  |  | |
| 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 of 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. |  | |
| Is there control of natural/artificial light in play areas? |  | 7 | We have fluorescent tubes in all areas. There are no blinds. Sun only comes in from the outdoor play area end, but with have a canopied area outside, which shields the sun. We use a large umbrella 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. |  | |
| 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. |  | |
| 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. |  | |
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| **Audit Area** | **Yes** | **No** | **Comments** | **Action to be taken** | |
| 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. |  | |
| 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 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:** | Jan-23 |
| **Name and signature of manager overseeing the audit:** | n/a | | | **Date:** | - |
| **Review date:** | 12 months | | |  |  |