Bristol Standard discussion group

Dimension 10, Accountability, Monitoring & Impact

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Use these notes following the group discussions to look deeper into your practice. Think about

How does this relate to your practice?

What evidence have you got to portray your identified strengths?

USEFUL LINKS:

The Bristol Standard | Bristol Early Years

The Bristol Standard for Childminders | Bristol Early Years

Policies and Documents for Childminders | Bristol Early Years

Bristol & Beyond Stronger Practice Hub - Bristol Early Years Teaching Hub (beyth.co.uk)

Bristol Early Years – Calendar

Safeguarding for Childminders | Bristol Early Years

Observation, Assessment and Planning (OAP) Templates for Childminders | Bristol Early Years

USEFUL LINKS RELATING TO THIS DIMENSION:

Well-Being-and-Involvement-Scales.pdf (northumberlandeducation.co.uk)

Safer food, better business (SFBB) | Food Standards Agency

Guide to Mental Health for Early Years Educators: Putting Wellbeing at the Heart of Your Philosophy and Practice (Little Minds Matter) : Moxley, Kate: Amazon.co.uk: Books

The Early Years Blog | Famly

STRENGTHS

Conversation Starters from the revised Framework, 7th Edition

Discuss what accountability means in our setting. How do people know what they're accountable for?

- Using the statutory early years guidance
- Ensuring our policy are current and relevant.
- Engage with the local authority.
- Aware of changes in legislation.

What do we do to keep up to date with current legislation and guidance and how does this impact on our practice?

- Kidstoogo – Jennifer – aimed at childminders – planning document, sharing with parents, summarises any legislation changes. Talks about funding. Planning is linked to jennifer@Kidstogo.co.uk
  Http://childmindingbestpractice.com/
- Pacey are really advocates for early years practitioners and will ensure updates are available.
- Ofsted - Childcare registration page on Facebook
- Instagram

Consider what our safeguarding responsibilities are:

- **How do we respond to concerns?**
- **Discuss whether our procedures are effective in keeping our children safe and healthy.**
- **What opportunities are we providing for children to identify and take managed risks?**
- Risk asses outdoor area.
- Risky play - helping children to manage their own risks.
- Ensure we have updated safeguarding policy.
- Have a risk assessment.
- Ensure policies are updated at least annually.

How do we know supervision and professional development opportunities are effective?

- Supervision sessions three times a year, with targets set and training considered.
- As a team we discuss professional development.
- Mentoring with the DfE scheme.
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What do we do to ensure that learning and development is effectively assessed and progress monitored? In what ways are we responding to our identified priorities for children?

See Dimension 6 notes.

How do we monitor our setting for economic, environmental and social sustainability?

- Business planning, thinking about costs, funding etc. ensuring economic sustainability.
- Been to funding events to ensure an understanding of the new funding scheme.
- Trying not to use chemical sprays in the setting.
- Including children in recycling.

- Thinking about growing food, economic and environmental sustainability.
- Reusable wet wipes.

In what ways are we working with our governance group to ensure they are well informed and clear about their roles and responsibilities?

- Preschool is run by committee who are new, so lots to learn still.

How do support continual improvement based on our setting's vision, values and aims and in what ways do we measure the impact of this?

- **By being on the Bristol Standard journey.**
- **Linking the impact of our values and aims.**
- **Professional discussions to support children with future transitions.**
- **Thinking about accountability of OAP**
- **Ensuring CPD**

Questions from 6th Edition

What systems are in place to keep everyone safe and healthy?

What systems do we have to monitor our setting for economic, environmental and social sustainability?

How do we keep up to date with current legislation and guidance?

How does staff supervision inform development and research opportunities in our setting?

How do we record information and instigate support for children where we have concern?

How do we work with our governance group to ensure they are well informed and clear about their roles and responsibilities?

How do we ensure that our governance challenges our setting to continually improve?

What research and audit do we regularly carry out to assess the impact of our practice and provision?

TARGETS & BENEFITS

1.

Target: To provide more opportunities for children to take managed risks.

Task: To source more equipment that would enhance and promote this.

Benefit: This would support children's brain development, helping them to be aware of their own safety and to think critically.

2.

Target: To consider environmental sustainability.

Task: To plant herbs and vegetables. (This will need to be elaborated on a bit 😊)

Benefit: The children will benefit from a sense of pride, having grown their own food and been able to eat it.

When writing up your dimensions give examples to back up what you are conveying.

When you will do it.

Who? You!

What? How are you going to do this?

When? Timeline date this