

A photograph of a young child with curly blonde hair, smiling and standing on a wooden fence. The child is wearing a bright orange high-visibility safety vest over a long-sleeved shirt with colorful horizontal stripes, purple pants, and grey rubber boots. The background is a lush green field with trees in the distance under a cloudy sky. In the lower right, there is a large, bold white text overlay.

Q1 & Q2 IMPACT & MONITORING REPORT

March 2023 – August 2023

1. INTRODUCTION



This is our third biannual monitoring and impact report for the period March-August 2023. For details of our evaluation strategy, see [Evaluation flow chart](#). Suzanne Powell, one of our Advanced Practitioners, leads on evaluating our provision, with the support of our Delivery and Lead Teams.

This report will document the recommendations actioned since we shared our previous biannual report in July 2023 and reflect on some of our key achievements in the last two quarters. This biannual report will ‘focus on’: Gibside Kindergarten.

We have a schedule for future evaluation and reporting; subsequent areas of focus will be:

- Our Staff experience
- Holiday club provision
- Youth provision
- Specialist provision

1.1. Partnerships and funding

We would like to take this opportunity to say thank you to our funders and partners during this biannual period; these include: High Sheriff: Tyne and Wear and Northumberland, The Ballinger Charitable Trust, The Aurora Trust, Prudhoe Town Council, The Rank Foundation, Tesco in partnership with Groundwork, Alpkit, Barbour Foundation, North of Tyne Combined Authority, Make your mark: Newcastle City Council and the LGA Foundation.



1.2. Actioned recommendations during this period

Recommendations made in 'Impact and monitoring report for Q3-Q4: Sept 2022 - Feb 2023' were partly actioned during this biannual period. See section 5 for a detailed breakdown of the recommendations to action in Q1-Q2 in 2023.

1.3. Notable areas of achievement this biannual period

- Royal Forestry Society Award: Gold for Excellence in Forestry, highlighting our work in providing inclusive and empowering opportunities to engage in and learn about woodlands. The judges' comments were wonderful - 'Inspiring' 'Inclusive' 'Empathetic' 'What really stood out was how much the organisation has grown whilst staying true to its values'.
- Celebrating Neurodiversity Awards 2023, Genius Within CIC: 'Most Inclusive Education Provider' category: "This award is for an educational space, teacher or facilitator that goes the extra mile to create an inclusive environment for neurominorities. Whether it is a school, home-schooling network, nursery, or neurodivergent teacher, what matters is that they go the extra mile to be neuro-inclusive and promote acceptance." We were Highly Commended in the Inclusive Education Provider Category.
- National Diversity Awards: Nominated for Community Organisation Category for 'Multi - Strand'. This is in recognition of our inclusive practice for multiple marginalised groups, including ethnicity, disability, gender, sexuality and financial situation.
- The Angel Awards: Recognised by Liz Twist MP: 2 of our Young leaders and our Forest Coordinator were awarded Certificates of Appreciation for their outstanding contributions to their communities through SGNE.
- High Sheriff of Northumberland Awards: In recognition of our great and valuable services to the community.



1.4. Anecdotal feedback from partners and participants

We receive ad hoc feedback from our partners and participants throughout the year. This biannual period some of our Young Leaders participated in a meeting with a potential partner; they explained what Stomping Grounds has meant to them, their relationship with nature and their identities as neurodivergent young people. This partner then shared with us their perspective on this opportunity:

“Firstly, thank you for inviting me to join you and the team yesterday. It was one of the most thought-provoking, impressive and touching experiences that I have had in a long time.

The window that the young leaders opened on the impact that Stomping Grounds, creativity, placemaking and engaging with nature, has had upon their lives was very powerful - and insightful for me as someone who is exploring my own relationship with autism.”(Potential partner)

We are proud that children and young people joining our provision are enabled to share their own voice on its value and impact.

As our provision as an Alternative Provider continues to grow, we also receive feedback from parents/carers and professionals working with our participants about the impact of our offer on individuals and wider communities. Here a parent/carer describes the relief felt on realising that our practitioners see the child that they do and can enable them to thrive:

“I just wanted to say thank you so much. After reading your report for [my child], I could have cried. I feel like she is finally being seen for her authentic self, beyond her behaviours. This is the only report I've ever read that is a completely accurate depiction of my beautifully unique girl, her presentation, needs and accommodations. I can't thank you and [practitioner] enough for providing the opportunity for her to thrive and being her safe space after so much school trauma.” (Parent/carer)



2. WHO IS ACCESSING OUR PROVISION?

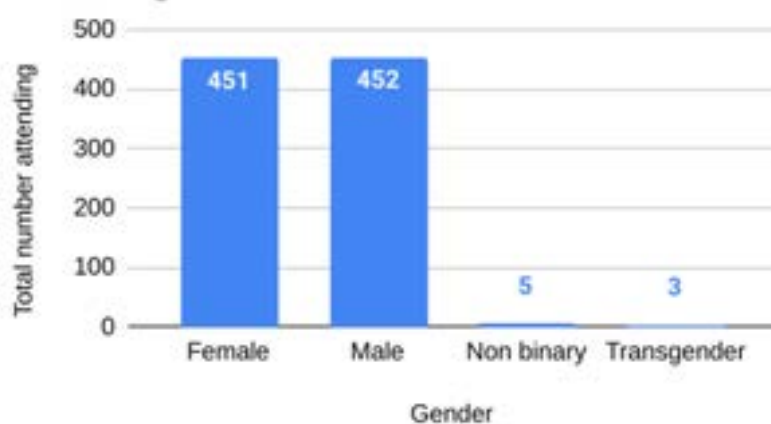
During this biannual period, we delivered:

- **648** sessions of forest school
- At **13** sites across the region
- Reaching **1,030** people
-

2.1. Gender

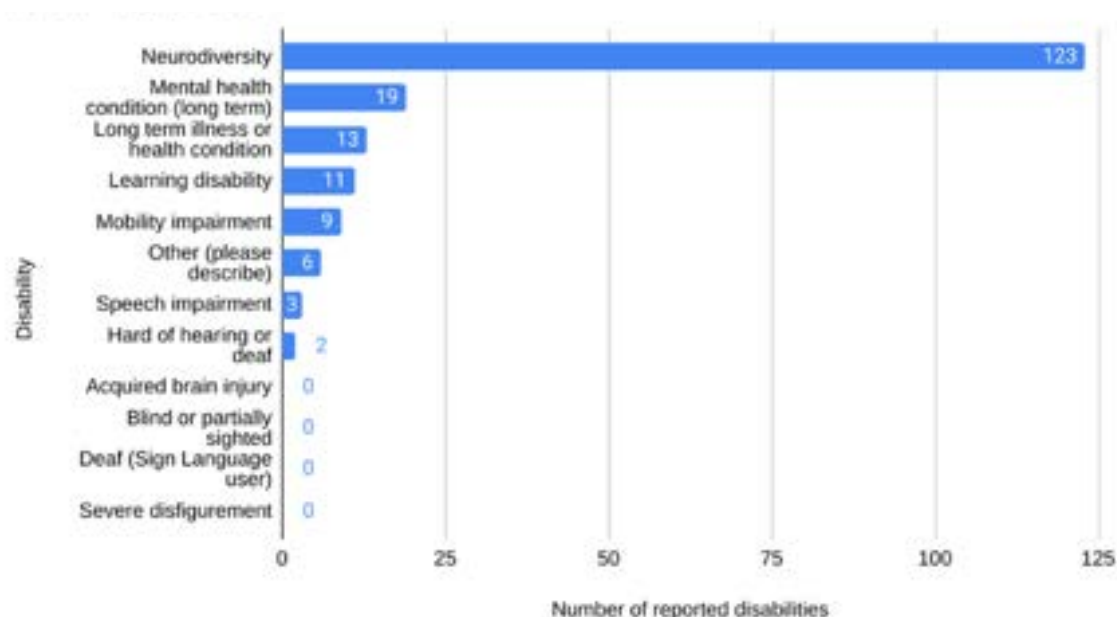
Of the 27 groups (**1,030** participants) where data on gender was requested, there were **911** responses to gender.

March - August 2023

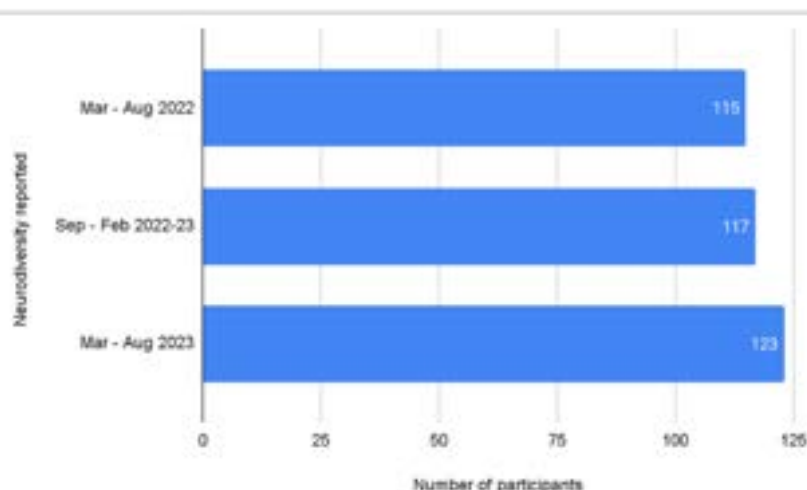


2.2. Disability

Of the total number of participants (1030) accessing our provision, there were **186** reports of a disability. It is important to note that some participants may record multiple disabilities; our booking system does not allow us to collate this information by individual response, but we will consider alternative methods of data collection and input.



11.9% of participants at our provision are diagnosed as neurodivergent. Over the last 18 months, we have observed a steady increase in the number of neurodivergent participants accessing our provision:



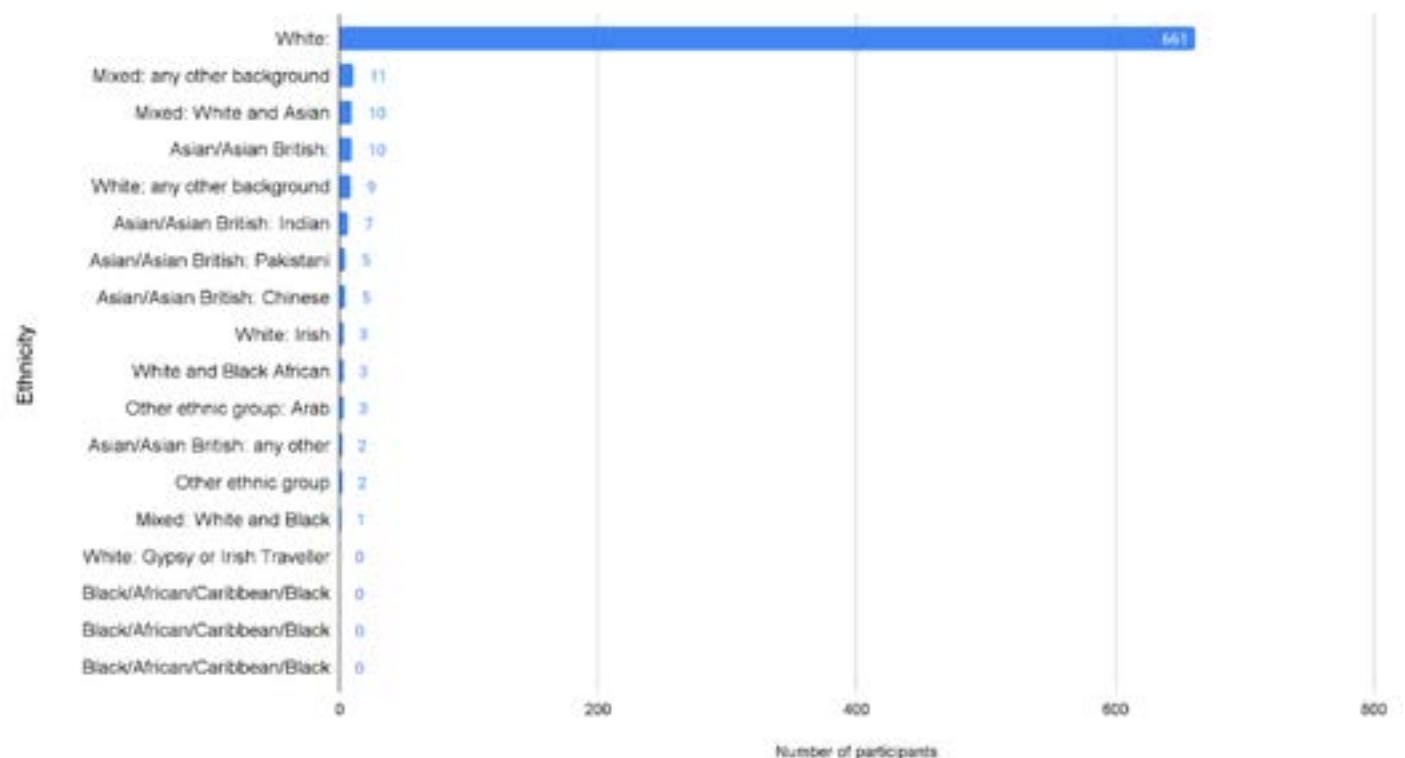
Our data shows a similar increase in reported long term mental health conditions, from **8** in Mar-Aug 2022 to **19** this biannual period. This could be due to the higher prevalence of mental health conditions in people diagnosed neurodivergent.



2.3. Ethnicity

732 respondents recorded their ethnicity (of 1030 participants attending our provision). 2021 Census data shows the North East region has the highest proportion of White British people at 93% (2021 Census, ONS); 90.3% of our forest school participants who recorded their ethnicity were White: English/Welsh/Scottish/Northern Irish/British. We continue to demonstrate a higher than average proportion of participants from minoritised ethnic groups.

March - August 2023





2.4 Positive Action

Our vision at Stomping Grounds is to encourage people from underrepresented groups to access rural spaces via our forest school provision. Our positive action programme ensures our trading profits benefit the community directly by offering free and subsidised spaces to children and young people who are historically excluded from outdoor provision.

During this period Mar-Aug 2023, we offered **5 positive action spaces** to children and young people, compared with 18 the previous biannual period - a decrease of 13 spaces. During the previous biannual period, we offered 9 positive actions spaces at Gibside Kindergarten (compared with 4 this period) and 4 spaces at our Under 5s provision.

At Gibside Kindergarten, recent changes to finances have impacted available funds for positive action spaces, including salary increases in the kindergarten team to meet the real living wage and a transition from free to fee paying for the lease of National Trust land.

An explanation for the reduction in number of positive action spaces offered during this period reflected our ongoing success in funding applications to provide free access to forest school; the employment of our Development Manager and Operations Manager drove this funding success. We offered a range of fully funded provision:

- holiday clubs every school holiday at 4 locations in the region;
- Under 5s provision at Benwell and Haltwhistle;
- a Young Leaders training programme at Prudhoe;
- forest school at Meadow Well;
- access to multi-professional support in the woods targeting Autistic children/young people and their families.

This free provision offered forest school to participants who might have otherwise required our Positive Action programme.

3.FOCUS ON: GIBSIDE KINDERGARTON



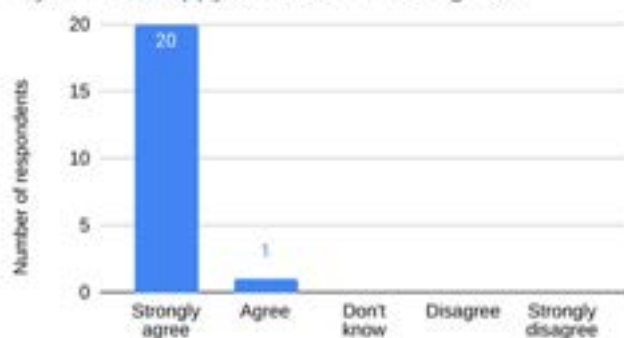
This biannual period we asked current parent/carers with children at Gibside Kindergarten to respond to a survey about their child's experience at our setting in advance of our Ofsted inspection. Our intention is to use this feedback to shape our provision at Gibside and inform the development of a second outdoor kindergarten at Saltwell Park.

We sent a survey to all parents/carers (29) asking them to reflect on their child's attendance at Gibside Kindergarten, consider their perception of their child's feelings and experience, and whether they would recommend our setting to others. For our survey, we used a selection of the 14 questions Ofsted ask parent/carers as part of their Parent View survey when they undertake an inspection. Parent/carers responded anonymously; this encouraged parent/carers to contribute openly and with honesty, but did make it impossible to respond to any negative feedback in a constructive way. **21 parents/carers** responded to this survey; their responses form the following section.

3.1. Parent/carer survey responses: Rating our provision

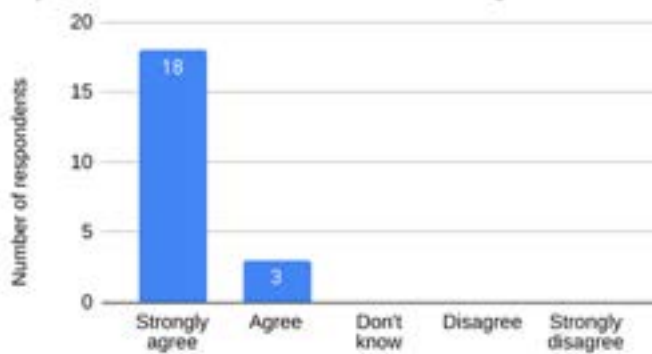
All respondents agreed/strongly agreed that their child was happy, felt safe and did well at Gibside Kindergarten.

My child is happy at Gibside Kindergarten

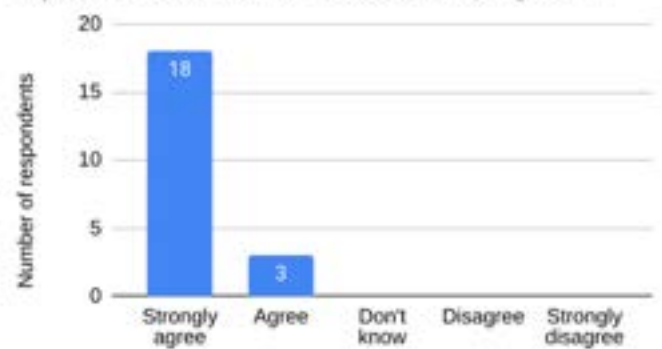




My child feels safe at Gibside Kindergarten

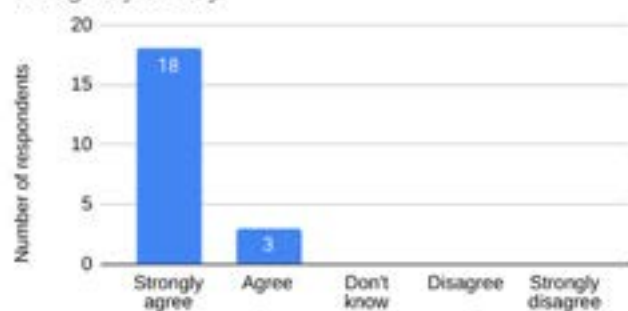


My child does well at Gibside Kindergarten



All respondents agreed/strongly agreed that they were told about the day to day activities and experience of their child while at kindergarten.

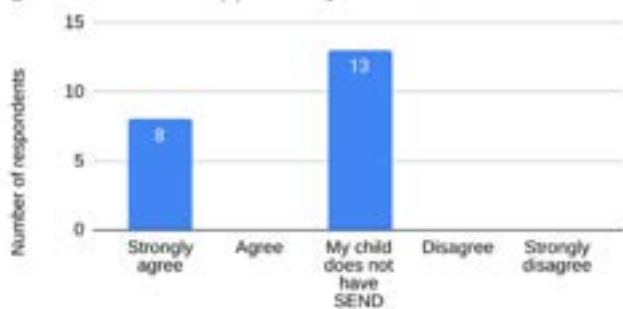
Gibside Kindergarten tells me how my child is doing day to day.





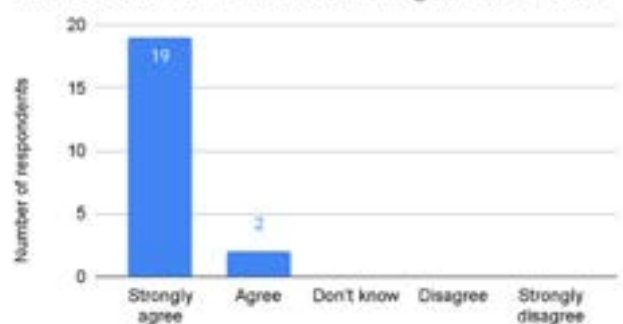
8 of the 21 parents/carers responding had children with special educational needs and disabilities; all 8 respondents strongly agreed that Gibside Kindergarten gave their child the support they needed to thrive.

My child has SEND, and Gibside Kindergarten gives them the support they need to thrive.



We asked parents/carers if they would recommend our kindergarten to other families - all 21 of our respondents would recommend us to other parents/carers.

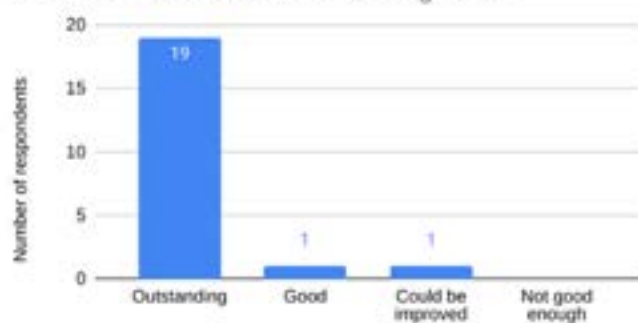
I would recommend Gibside Kindergarten to another





Parents/carers were asked to rate the quality of the service they received at our provision. 19 rated Gibside Kindergarten as 'outstanding', 1 as 'good', and 1 as 'could be improved'.

How would you rate the quality of the service you have received from Gibside Kindergarten?



As our survey was completed anonymously, we were not able to request additional information or clarification about how we might improve the quality of our service. The respondent describing the quality of our service as 'could be improved' did not add further comments when asked about 'areas in which we might build on our existing provision or improve in some way to the benefit of your child'. They also 'agreed' when asked if they would recommend our provision to other families.

3.2. Parent/carers survey responses: Why choose Gibside Kindergarten?

Parents/carers were given the opportunity to share more detail on the following areas:

- what works particularly well for your child at Gibside Kindergarten? Think about their opportunities to learn, the value of being outdoors, their independence and resilience, their connection with their peers and with practitioners, or anything else that stands out about our setting.
- How might we build on our existing provision or improve it in some way to the benefit of your child?
- If another parent/carers asked you about our setting, how would you describe it to them?



Each survey respondent was given a letter to represent their contributions (A - U). The following responses summarised the overwhelmingly positive feedback received from survey respondents about our kindergarten; from our all encompassing inclusive ethos and values, and our supportive, enabling practitioners, to creating a family away from home and fully child-led provision, our parents/carers share their first hand experiences below.

“Gibside Kindergarten has always felt incredibly **special** to me and I feel so grateful that our child was able to access this provision. I honestly think enrolling him was one of the best things we’ve ever done for him. The practitioners are so **attuned** to the children. Boundaries are clearly set out so that everyone feels **safe**, but the children are supported to manage appropriate risk - developing their **independence** and sense of **agency**. I love how this provision is so **child led**, which fosters a sense of **empowerment** and encourages **intrinsic motivation**. We are rather socioeconomically disadvantaged as a family, but our child absolutely **thrived** in this provision.” (K)

“Gibside Kindergarten is **magic**; we are so incredibly lucky that our children can access such a **special** and **unique** setting. We are so grateful that this group of **dedicated, knowledgeable** and **compassionate** individuals have come together to create such a **nurturing, happy** and **stimulating** environment for our young children to learn and grow in. I wouldn't hesitate to recommend it to anyone who asks. We have an attachment style approach to parenting and the **gentle**, unpressured ethos of the Kindergarten couldn't suit us more as a family [...] it feels like an extension of **home** where our children are cared for by loved ones.” (L)

“We always know that she has had the best time there and our daughter considers the staff and peers to be like family. When we asked our daughter if she'd like to add to this she said "It is the best!".” (M)

“Gibside Kindergarten is far more than a Kindergarten. It is a community, it is a mycelial network of learning and growth for children and grown-ups alike - a place for us all to be accepted, welcomed, valued and respected. (O)



“Your **support** and assistance has kept us afloat as a family and has been very emotional for us - coming from a prior experience of our daughter being rejected due to her unique needs and personality, to providing a **welcome** to us all with open arms at Stomping Grounds.” (M)

“There is space for his imagination to run **wild**, for his perseverance and determination to be gently **encouraged** and his character and expression to grow **unhindered** under the **supportive** gaze of the team looking out for him.” (O)

The following sections highlight common themes throughout parents/carers feedback on our provision.

A unique offer, bespoke to each child

Some parents/carers discussed the physical space we offer within Gibside grounds as significant to our appeal:

“The setting is unparalleled. Children have the opportunity to explore life under the canopy of the trees and the cosy shelter at base camp, and to venture into the wide open spaces and natural playground of the larger National Trust site. I don’t know of any other early years setting that can boast the same offering.” (O)

Other parents/carers described the value of our provision in its responsiveness to individual children’s needs. We create a space to celebrate what each child offers our kindergarten family and nurture their specific learning profiles.

“I feel my child is **understood** and seen for who he is; I love that.” (B)

“What you do and how you do it is **unique** to you and exactly what our child needs.” (C)

“A place for children to **thrive**, be **nurtured** to be their best self.” (D)

“On some mornings my child has been anxious about being left but the [practitioners] are brilliant at recognising this and making sure each child's needs are met, making the drop off run as smoothly and comfortably as possible for everyone.” (H)



Our bespoke childcare creates an experience for families that is described as unique to us, particularly in relation to our approach to learning, where children are experts in their own journeys.

“I would say that it is completely different from what you might expect of most other nursery settings. It is extremely **child-focused** and the needs of the children are at the forefront of every decision made.” (E)

“What I think works best with my children is how they seem to adopt an experiential learning approach, asking questions of “why doesn't it work this way - how do we think we can fix it?” - really allowing the children to think for themselves.” (J)

“**Special. Safe. Inspiring.** A place for curious little people to see the world on their own terms. It’s a safe and magical place where he can just be.” (A)

Being outdoors and connecting with nature

One significant aspect of our offer at kindergarten is our fully outdoor setting. Children are immersed in nature, anchored to the seasonal changes of our region, and connected to flora and fauna in everything they participate in. The impact of this is apparent in far more than their knowledge and understanding about our natural world, as parents/carers explain:

“Being outdoors all day, playing, learning, developing meaningful relationships with their peers and practitioners, come rain or shine, is fundamental to their development. I think we're in such a digital age now with tablets and devices from such a young age - all of which can have an impact on children's mental health / anxiety - I truly believe being outdoors in nature and adopting a forest school approach will help combat this. (J)



“Being outdoors all year round has undoubtedly increased his **robustness, resilience** and appreciation of all weathers, **connecting** him closer to nature and its rhythms.” (O)

“...we have noticed a huge growth in his **confidence** for being outside, climbing trees and letting his hands and clothes dirty, which he wouldn't do before Kindergarten. He is very confident about his place in the world and his **responsibility** for looking after the environment - for example, he will comment if someone has dropped litter around the site.” (H)

“Being outdoors has been so needed for our daughter in relation to what seems to be hypo and hyper sensitivities/sensory processing, and being able to **run, jump, climb, connect** with nature and explore the world with the protection of the Stomping Grounds team at Gibside has been invaluable.” (M)

“As an outdoor setting, I believe this is the best environment for our children to be in - the woods can feel as big and **exciting** or as **cosy** and **safe** as it needs to be at any given time. If we visit Gibside during the day, there is always a buzz of happy **laughter** and **joy** radiating from wherever the Kindergarten children's adventures have taken them.” (L)

“...the main benefit always being unlimited access to a natural outdoor environment. My child always leaves Kindergarten feeling **happy** and full of stories about his day. The children get to experience the seasons, learn about friendships, body autonomy, their emotions, how to manage themselves. They learn about risk management and making their own decisions to keep themselves safe while having as much fun as is possible. They have also encouraged the basics of maths and phonics with some really exciting ideas.” (H)



Learning approaches and skills development

Gibside Kindergarten practitioners strive to hold space for children to explore the outdoors, connect with nature and with each other, find opportunities together to spark curiosity and encourage creativity, and always follow the child's lead. Two parents/carers sum up our learning approach:

"Learning is a by-product of the special experience he has in the woods with his friends. Inspiration is **organic** and everyday. He starts his own projects, involves his friends, asks his curious question - and the staffing ethos of encouraging **self led play** is what makes it happen naturally." (A)

"My son enjoys climbing, following his own feet, swinging on the tree swing or in the cosy cocoon of a hammock, digging in the dirt, reading stories, painting with mud, taking control of a wheelbarrow, building his own forest band, cooking up leaf soup in the mud kitchen...the list goes on. Having access to real tools and materials with specialist guidance and supervision, he is given the opportunity to explore the world around him and his impact on it in a meaningful way." (O)

This approach to learning supports a wide range of skills development, from physical fine and gross motor skills e.g. balancing on slackline, swinging on a rope, using tools, and preparing food, to soft skills e.g. communicating through play, collaborating to build a den, empathy for their peers when upset, conflict resolution amongst peers etc. The majority of feedback from parents/carers regarding the impact of our setting on their child focuses on these soft skills development outcomes:

"Kindergarten has been **transformational** for my child. My son started at Gibside as a risk-averse little boy who often struggled with separation from parents. However, he has quickly become extremely **confident** in the setting, his **resilience** has grown exponentially and he is able to negotiate well with his peers when they encounter differences." (E)

"In terms of fostering social and emotional skills, I don't think we could have found a better setting for our children. Our sons have made strong friendships through Kindergarten and watching the difference in their interactions now versus those seen in the past shows such an incredible level of **problem solving** and **negotiation**; they are **emotionally aware, independent** and **confident** in their abilities and are willing to take calculated **risks** in their play, but they are **resilient** enough to try again if it doesn't quite go to plan." (L)



“He’s developed in **confidence** and **self advocacy**. He is an excellent **problem solver** and asks lots of relevant questions about the world around him. He’s also extremely **independent** and really good at trying and testing things before asking for help... He’s the youngest of 3 children and by comparison I can see the difference this approach has had on his development over the past 2 years.” (D)

Our fully outdoor child-led setting, with its wider age range of 2-7 years, is different to traditional settings for children of the same ages; parent/carers recognised the value in their choice to access our kindergarten and how this offers learning opportunities which are otherwise unavailable elsewhere:

“He has the opportunity to have more freedom and independence than at other nurseries so he can learn about boundaries and dangers.” (F)

“The environment they have created inspires **creativity, adaptability, resilience** and **integrity** in our children which to me are fundamental life skills in a child's formative years and are often more difficult to teach in a traditional classroom environment.” (J)

“The child centred and child led approach of the Kindergarten has been a crucial part of our journey. It has encouraged our children's innate curiosity to take the lead and has fostered a deep love of learning, which I hope will stay with them both forever.” (L)

“My son is always able to make his own choices and be comfortable in his skin and decisions.” (G)

Supportive and enabling staff team

Our team of practitioners at Gibside Kindergarten were praised and recognised as key to creating a nurturing, supportive and enabling space for children and their families attending. The feedback received about our staff team focused on our holistic approach, inclusive of the whole family:



“The practitioners at Kindergarten are some of the most dedicated, genuine and inherently likeable people I have ever met. As a new mum with little outside support, I have found the Stomping Grounds’ staff an absolute lifeline on some of my toughest days. These wonderful humans don't just care for the children, they welcome whole families, and we truly love them for that.” (L)

“From day one Rachel and Victoria took us under their wings and made us all feel so welcome and valued. Nothing seems to ever phase them - they are so professional and knowledgeable and, along with their brilliant team of practitioners, they have helped our son grow into the confident and happy 5 year old he is now. They have really supported us as new parents too.” (L)

Kindergarten practitioners were seen to embody our ethos and values. They were observed as passionate about their roles, nurturing and validating of the children in their care, and committed to child led learning.

“All the staff I've been in contact with at Gibside are truly wonderful. They really, really seem to care, love their jobs and are passionate about the ethos of kindergarten, and that shows when they are with the children.” (J)

“The staff have been absolutely wonderful, ensuring that his needs have been met in a holistic way since day one. They have taken his lead and engaged with us the whole time to ensure that he develops well as a learner and as a responsible citizen.” (E)

“Everyone at Gibside went out of their way to make the nursery fully accessible, safe and nurturing for my child.” (F)

“Staff are nurturing, kind, enthusiastic, encouraging and knowledgeable. They encourage children to make healthy and informed choices, to work as a team and to resolve problems or situations themselves using their words.” (P)



Supporting children with Special Educational Needs and Disabilities

8 of our survey respondents identified as having children with SEND. These parents/carers described some of the accommodations made by our provision to create an accessible space, support co-regulation and enhance their child's access to learning.

"The staff use signs, cards, words and Makaton to communicate with my child and it seems effective over time. I also like how my child makes independent choices about when and what to eat and snack; he has a limited diet so this helps to ensure he eats enough throughout the day."
(F)

"We have been extremely grateful for their flexibility in relation to our daughter's needs, both on a morning with regards to arrival, which can be difficult due to our daughter's health. [They] included our daughter from the very beginning as part of the group, welcoming her with genuine warmth, respect and always recognising her strengths, providing additional support throughout the day. The team at Stomping Grounds keep our daughter safe at all times without imposing or restricting, showing kindness and offering gentle guidance." (M)

This parent/carer reflected on our practitioners' commitment to supporting their child through their compassion and effective home-school communications:

"We receive comprehensive communication from the team, which is always kind and again focuses on our daughter's strengths. Staff have taken many an hour outside of kindergarten sessions to provide comprehensive handovers and to create plans and/or provide insight, as well as gaining understanding in relation to our daughter, and providing the best space for her in relation to her needs." (M)



The wider impact of our offer

Gibside Kindergarten staff team is recognised for the care and support they provide for families as a whole, beyond the child in our setting. For some families, they describe this dynamic as “life changing for us” (C), and that “the impact it has had on us as a family is immeasurable.” (L).

“Stomping Grounds have really gone above and beyond to support myself and my child through a very difficult time in my personal life. They have listened, supported and genuinely cared.” (H)

“We have felt extremely supported by Stomping Grounds in many ways as a family, from being granted funding for our daughter to attend due to financial pressures on us and (their) genuine kindness regarding our circumstances at that time.” (M)

One parent/carers shared the personal and wider impact of their child’s experience at kindergarten:

“Seeing Stomping Grounds’ life-affirming work first-hand and witnessing it reflected in the eyes of my little boy has inspired me to look more closely at my own experiences and choices in education. It inspired and encouraged me to pursue forest school training myself so that I might carry some of these vital lessons on beyond the early years, taking them into my wider world of work and into the future of our family.” (O)



4 . KEY THEMES AND AREAS FOR IMPROVEMENT

We asked parents/carers to consider how our kindergarten might be improved; survey responses largely focused on increasing the hours available at kindergarten to create a wraparound childcare facility. Others commented on creating a comfortable indoor space solely for kindergarten use. At the point of survey, kindergarten children had shared access to the National Trust forest room and a canopy at base camp. Since our survey, Stomping Grounds has purchased a shelter with four adjustable walls, which can be dropped/raised as required, creating a privately accessed, enclosed space where a fire or the stove can be lit.

Individual parents/carers added specific suggestions in the following areas:

- A more efficient way to leave kindergarten, as queuing at the bottom of the steps can take a long time
- Opportunities for all parents/carers to join our setting as a group, for example an activity where they are invited to site to participate with children
- Consistency of staff delivering on site

Since we surveyed our families for the purpose of evaluation, Ofsted undertook their inspection and rated our provision as 'Good'; they made two further recommendations for improvement (which were not raised by our survey respondents). Ofsted requested that kindergarten staff focus on giving clear and consistent messages regarding healthy eating and oral hygiene, particularly at mealtimes and snack times, and that they gather more information about children's learning from other settings which children attend. Please find the report here <https://files.ofsted.gov.uk/v1/file/50215295> for further information.



5. Considerations for Q3-Q4 (Sep '23 – Feb '24) and the year ahead

5.1. Actions taken following recommendations made in Q3-Q4 (Sep '22 - Feb '23)

Recommendations made in the last biannual report are listed below; those that are highlighted we have delivered/in the process of delivering during Q1-Q2 in 2023. The remaining recommendations will be carried forward and/or amended to reflect change within our organisation, to be considered in the next biannual report for Q3-Q4 (Sept 2023 - Feb 2024).

Improvements to evaluation	Improvements to our provision, delivery, administration and organisation
<ul style="list-style-type: none">• Focus on one area of our delivery within each biannual report.• Plan and deliver evaluation training with 2 staff members as a skills development opportunity - evaluation team then undertake in person data collection, rather than online survey; see Reframing Autism project.• Continue to build our portfolio of case studies for specialist provision, to reflect the diversity of participants accessing our setting.• Include a list of collaborators in each report: funders and awarded funds; partners e.g. schools, community organisations, charities etc.• Develop and deliver a survey to collect the views of all partners we work with - what do we do well, what can we improve, what next?• Design and deliver distinct evaluation packages for: <u>Gibside Kindergarten</u>, school setting forest school.	<ul style="list-style-type: none">• Disseminate findings of this report with specialist provision practitioners, discuss model of delivery, seek feedback.• Develop a transition process for CYP leaving our setting. For example, EOTAS not granted; YP turns 16. How can SG facilitate this step?• Find/make connections/agreement with a school in the region which will agree to a flexible schooling arrangement whereby we are offered as part of their provision.• Find and report regional disability data, then reference it as a comparison for our data on disability. 10012022disabilityandemployementreferencetables• Our next biannual report will focus on <u>Gibside Outdoor Kindergarten</u>



5.2. Recommendations to improve evaluation, provision, delivery, administration and organisation for Q3-Q4 Sept 2023-Feb 2024

Reflecting on our key achievements as reported here and lessons learned as we continue to design and deliver forest school provision, we present our recommendations for the next reporting period (Sept 2023 - Feb 2024) and beyond below:

<i>Improvements to evaluation</i>	<i>Improvements to our provision, delivery, <u>administration</u> and organisation</i>
<ul style="list-style-type: none"> • Continue to build our portfolio of case studies for specialist provision, to reflect the diversity of participants accessing our setting. • Develop and deliver a survey to collect the views of all partners we work with - what do we do well, what can we improve, what next? • Utilise existing data collected by leadership team from staff team for purpose of practitioner development, recruitment, retention etc for next report on staff experience. • Find and report regional disability data, then reference it as a comparison for our data on disability. 10012022disabilityandemploymentreferencetables • Discuss how we collate EDI data from booking system; consider how to input data to reflect comorbid conditions and intersectionality. 	<ul style="list-style-type: none"> • Kindergarten team to reflect on this report and discuss next steps; to include best practice for development of new kindergarten at <u>Saltwell</u>. • Beyond forest school - what next for CYP leaving our setting? Trialled with 1 young person; need to reflect and formalise in written document. • Find/make connections/agreement with a school in the region which will agree to a flexible schooling arrangement whereby we are offered as part of their provision. • Our next biannual report will focus on staff experience.