

# Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

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**Age group:** Birth to 31 August following a child's fifth birthday

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Please leave blank for Ofsted use



## Contents

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<b>Introduction</b>	<b>4</b>
<b>Part A. Setting details and views of those who use the setting</b>	<b>4</b>
Section 1. Your setting	4
Section 2. Views of those who use your setting	5
<b>Part B: the quality of the early years provision and outcomes for children who attend</b>	<b>7</b>
Section 3. The quality of provision in the Early Years Foundation Stage	8
Section 4. Outcomes for children in the early years provision	11
Section 5. The leadership and management of the early years provision	18
Section 6. The overall effectiveness of the early years provision	28
<b>Part C: information about compliance with statutory requirements</b>	<b>31</b>

<b>Setting name</b>	Sturminster Marshall Pre-school	
<b>Setting unique reference number</b>	144318	
<b>Setting address</b>	78a High Street	
	Sturminster Marshall	
	Wimborne	
	Dorset	
	Postcode	BH21 4AY
<b>Completed by (name and role)</b>	Maureen Rhodes (Supervisor) Input from all members of staff and committee	
<b>Date completed</b>	Dec 2009	

## Introduction

This form is divided into three sections and we ask that you complete all of them. You may wish to add extra sheets, if so please make sure each additional sheet has the name of the setting and unique reference number clearly stated at the top of each page. Please make sure you have completed the front page with your setting details and the name of the person who has completed the form.

Please refer to *Early years self-evaluation form guidance* to help you understand what is required in each section. The guidance is available from the self-evaluation form's page: [www.ofsted.gov.uk/publication/080104](http://www.ofsted.gov.uk/publication/080104).

## Part A. Setting details and views of those who use the setting

### Section 1. Your setting

In this section please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Refer to *Early years self-evaluation form guidance* page 8.

- Located in a village setting in Dorset at the rear of the first school
- It has a mixed social catchment area with some housing association
- Own pre-fabricated building with one large play area and separate toilets, cloakroom and kitchen
- Own enclosed outdoor area with part covered and a playhouse. Access to own climbing frame, school field and garden
- We encourage access to outside in all weathers
- Access to building via ramp, front and back, with wheelchair friendly threshold at front
- Last year we were open 38 weeks throughout the year during term time. Morning session 8.50 to 11.50. Lunch club 11.50 to 1.05. Afternoon sessions according to demand 1.05 to 3.35, currently Monday, Tuesday and Thursdays
- We are registered to take 22 children per session and currently have 25 children on roll but this number constantly changes. We have an equal number of boys and girls
- 4 children also attend others settings. 3 children come from outside the First School catchment area
- About half the children have attended our under-3s Stay and Play sessions
- We currently have no children with SEN or EAL but our all inclusive ethos means we have and will welcome all children
- We take children from 2y 9m to 4y 11m. In the autumn term we collect Reception children for lunch club and the afternoon session
- We have 5 members of staff, 2 volunteers and irregular parent support
- 1 member of staff has QTS, 1 has level 4, 1 has level 3 and 1 level 2. 1 member of staff is currently working towards level 5 and 1 towards level 3
- All members of staff have paediatric first aid, safeguarding, 2 have food hygiene
- At present we run by two deputy's supervisors on Mondays, one supervisor on Tuesday, Wednesday, Thursday and two supervisors on Fridays.
- In the near future due to retirement there will be restructuring of staff
- Safeguarding

## **Section 2. Views of those who use your setting**

Please tell us about the views of the children and their parents or carers who attend your setting.

Tell us how you know what their views are, for example if any parents complete a questionnaire. How do you know what the children's views are?

Give examples of any action you have taken to change your provision as a result of their views.

Refer to *Early year's self-evaluation form guidance* page 8.

- At present operate be leadership. In near future due to retirement, there will be a restructuring of staff
- Open door policy – always available for informal chats with parents and we welcome visitors
- Run by management committee including parents. File of letters and cards from parents
- Formal parent consultations in autumn and summer and 6 weeks after starting (see child's personal file)
- Parent workshops once a year
- Parent general questionnaires once a year. As a result session times have increased
- Recent questionnaires on future provision has resulted in rearrangement of sessions
- Views of parents also contributed from parents on the committee
- Weekly staff meetings for planning, reviewing policies etc
- Staff completes a weekly 'Next Steps' form based on observations of children's interests, ideas gender and needs. This forms the basis of the next week's planning
- Good communication with ongoing informal chat between staff
- Key Worker system allows closer relationships between staff member/child/parent which increases confidence to discuss views and problems
- Key workers share children's photo/work folder with them and discuss what they have done
- Parent questionnaire is due
- Following recent experiments we need 2 staff members to attend committee meetings
- Parents would like more workshops – ask for themes on questionnaire
- Staff build on the information provided by the parents when they (child) first starts and continually monitors what the children can do

## Part B: the quality of the early years provision and outcomes for children who attend

The main aim of the Early Years Foundation Stage is to help young children achieve the five Every Child Matters (ECM) outcomes which are embedded within the themes of the Early Years Foundation Stage. These are to:

- Achieve and enjoy
- Feel safe
- Adopt healthy lifestyles
- Make a positive contribution
- Develop skills for the future.

Please use part B to evaluate how your provision helps children achieve these outcomes.

While completing this part of the form you may find it helpful to have a copy of the Early Years Foundation Stage pack for reference and *Early years self-evaluation form guidance*.<sup>1</sup>

As you go through this section you will be asked to grade your practice for different aspects of your provision. Completing the 'My practice' boxes will help you consider the quality of the service you offer to the children who attend. Please refer to Annex B – 'How will my provision be graded?', for guidance when deciding which grade best reflects the practice at your setting.

It is not necessary to repeat any comments you have included in one section if you think they also relate to another section. For example you may decide when answering the question on safeguarding that you have covered this elsewhere. You can just record: 'comments in staying safe', or 'being healthy' and 'leadership and management', rather than rewriting comments.

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<sup>1</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm)

### **Section 3. The quality of provision in the Early Years Foundation Stage**

This section includes how effectively you promote children's learning and development and their welfare to enable them to achieve good outcomes. You should take a critical look at the effectiveness of what you and any assistants or staffs do to help children achieve good outcomes. In particular you should consider how you provide a safe and stimulating environment for children, and how practitioners help children enjoy their time with you and achieve as much as possible.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development and their welfare. What works well? What could be improved?

Refer to *Early years self-evaluation form guidance* page 9.

#### **a) The quality of provision**

## Evaluation

- Our main objective is to provide stimulating and exciting opportunities for children to develop their independence and experiences in an environment where everyone is happy, valued and secure
  - Our main priorities are PSED closely followed by CLL. Small group time follows the principles of the recently implemented Rainbow scheme, correct behaviour is rewarded by praise and we give reminders of expected behaviour as necessary. We include daily activities from the Letters and Sounds guidance and make time to listen to and talk to the children
  - We provide
    - Time – our longer session time allows children to become more deeply involved in their play and adults time to interact and observe more fully
    - Space – children have the freedom to move between indoors/outdoors as they wish which allows choice of learning styles and a wider range of activities and opportunities
    - Resources – we provide a wide range of equipment and materials for children to explore and use freely and creatively
  - Ongoing observations and assessments show us how children are making progress towards the early learning goals
  - We use these to inform future plans, building on what the children can do and following their interests to tailor future activities to support their progression in learning
  - Observations are kept in 2 files, 1 to share with parents, 1 with photos and work to share with children as well
  - Practitioners are sensitive to when it is appropriate to intervene in children’s play to move learning forward by talk or action
  - Children receive quality interaction from staff who know and understand them well
- 
- The key worker system helps staff to know the children as individuals and offer appropriate encouragement, help and challenges. The staff meeting means any information can be discussed and shared with all staff
  - Many resources freely accessible to children to promote children’s independence. Also they can ask/are asked what they would like to do.
  - We aim to offer a good balance between adult-led and child initiated learning
  - Staff are adaptable. If an activity doesn’t work it will be abandoned or altered to suit the day. If something happens (eg snow or a new baby) we will change the planning for that day
  - (see section 2)

**On the basis of your evaluation, what are your priorities for improvement?**

- Planned French doors would improve free flow play between indoors and outdoors
- Involve parents more formally/frequently with their observations of their child

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## Section 4. Outcomes for children in the early years provision

In this section you should take a critical look at the outcomes for children attending your provision. In particular do children achieve well and enjoy their learning; feel safe; know and understand how to lead a healthy lifestyle; take on responsibilities and play a part in the setting and wider community and develop skills for the future? You are asked to evaluate each of the five outcomes before evaluating the outcomes for children overall.

Refer to *Early years self-evaluation form guidance* pages 12–14.

### b) The extent to which children achieve and enjoy their learning

#### Evaluation

- See section 3a
- Key Worker system ensures a secure base for children to explore and accurate records are kept and used for further learning
- All staff see each child as an individual and this is valued and built upon.
- Children are encouraged to value their own and each other's uniqueness
- Children are encouraged to enjoy having a go – and celebrate the results
- We work with parents, especially when settling, to ensure children feel safe and secure as this is essential for achieving and enjoying learning
- We give lots of praise
- Most children are achieving within the 22-36 band when they start with us and within 40 -60 when they move on to Reception
- Most children are making very good progress within PSED
- Girls tend to have better fine motor skills. We work at redressing the balance by providing more appealing activities like big pens and paper

Outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

### c) The extent to which children feel safe

#### Evaluation

- Policies and procedures in place to ensure good practice maintained. These are reviewed and updated regularly to ensure they are relevant and effective
- Recruitment and selection procedure, including CRB check, for all employees and volunteers to ensure the suitability of all those working with the children
- Named Safeguarding Children co-ordinator. All staff have recently attended Safeguarding Children update
- Effective key worker system ensures children/parents build up a closer relationship with a named member of staff
- Our children come in happily and settle quickly to activities laid out. Staff are sympathetic to individual needs of children eg who needs adult support to leave parent
- Children and adults are able to approach and have close contact with staff, especially keyworker
- Daily/weekly risk assessment. When necessary problems dealt with by other professionals
- Risk assessment prior to outings. Also written permission from parents and ratio of 1 adult to 2 children
- Locked doors and outside gate to control access to premises
- Adult with a register is on the door at start/end of session
- Child not picked up by other adult without parents' permission. Must be 16+
- Visitors are asked to sign in the visitor's book on arrival
- Frequent fire drills so children are made aware what to do in an emergency
- Medicines stored out of reach, written permission from parents prior to administering and signature if administered. 2 staff present
- Record of injuries kept with staff/parent signature
- Allergies clearly on display in kitchen
- Formal PSED sessions on keeping safe as well as informally so children are actively encouraged to learn about safety
- Boundaries, physical and behavioural, reinforced as necessary, eg always before going on climbing frame/school field
- Children encouraged to take risks within a safe environment eg climbing frame, forest school
- Adapt environment to meet needs of individual children

Outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

#### d) The extent to which children adopt healthy lifestyles

##### Evaluation

- Children’s health is a priority, promoted through procedures that are carefully thought out and followed
- Children learn and develop healthy habits in gentle effective ways eg, Small group time sessions remind children of how to wash hands and other healthy practices through story and song
- Lots of outdoor and physical play opportunities are offered daily, including use of ride-on equipment, climbing frame, music and movement sessions and P.E. in the hall weekly. These build control and co-ordination and promote physical health
- 2 members of staff hold Food Hygiene certificates
- Healthy snacks are given providing carbohydrates and fruit
- Weekly healthy cooking activity where basic food hygiene and diet can be discussed informally
- Hand washing is a strict rule before eating and after toilet and children are made aware of the importance of good hygiene
- Water freely available – children have their own individual named water bottle which they can get at any time
- Tissues freely available and correct use taught
- Sun Protection Policy is strictly followed
- Staff observant to children’s needs, eg hot/cold, needing toilet, unwell
- Staff/volunteer induction
- Safety also promoted through talks by visitors eg. Police, Fire-fighters, Ambulance crew, etc
- Lunch club policy recommends ice packs and food content – parents are sent frequent reminders in newsletters
- Tables hygienically cleaned before cooking/eating
- Separate cloths for washing up/tables
- Toilets and kitchen cleaned daily and as necessary
- Strict no smoking policy anywhere on Pre-school/First School property

Outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

**e) The extent to which children make a positive contribution**

**Evaluation**

- Section 4a
- Children are encouraged to be kind, friendly and respect each other. PSED is considered very important and is taught through stories, songs and discussion as well as individually/as a group as necessary
- Each child is treated as an individual, listened to and their views acted upon
- Children with learning/physical disabilities are welcomed and catered for with individual learning plans and we work closely with outside agencies
- Key worker system ensures no child gets overlooked
- Staff quickly become aware of who needs support and how to best support that need
- All children are treated equally and given the same opportunities and encouragement (small eg girls/boys equally access bikes)
- Children are able to access and initiate their own activities and adults follow their interests and imagination. Labelled resources make access easier
- All of the above include parents and staff. This is vital if children are to make a positive contribution
- Children thoroughly enjoy the social interactions offered and are happy and are valued. The children have positive relationships with staff
- Positive patterns of behaviour fostered in our setting promotes respect and care

Outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

## f) The extent to which children develop skills for the future

### Evaluation

- Children encouraged and supported to take physical/mental risks within a safe environment
- Most activities are or become open-ended
- No child fails, it's enjoying 'having a go' that is important and praised
- Free play encourages problem solving with both adult and child initiated activities
- Adults ask open-ended questions, including 'What if...?'
- Computers and/or ICT toys are available for most of the time and are being added to and updated
- Speaking and listening skills are taught and practised, eg Mr Tig-Tog and Letters and Sounds phase 1
- Children helped to develop communication skills through conversations with peers and adults
- Children are encouraged to use emergent writing through play, eg in the home corner, Woody House
- Children are helped to understand that writing carries meaning and to enjoy stories and books
- Numeracy skills are part of the daily routine eg counting children and explaining it's to help keep them safe. We also have a weekly small group numeracy activity as well as many free activities to foster a fascination with numbers
- Children demonstrate their knowledge through imaginative play eg. in the home corner, using play tools, petrol pumps, etc
- They show connections they have between school/life outside through talk. This can be in the setting, on walks or visits round the village

Outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

**g) Outcomes for children in the Early Years Foundation Stage**

Taking into consideration your evaluation of the individual outcomes for children, identify how good outcomes are for children overall given their starting points. Think about your priorities for improving outcomes for children and make sure these are captured in the priorities for the quality of your provision.

Overall, the outcomes for children are:

Outstanding	
Good	X
Satisfactory	
Inadequate	

**Improvements relating to section 4**

- Introduce more formal opportunity for parents to be part of ongoing observation/assessment process
- Be more prompt and clear talking to parents about concerns. (Be braver!)
- A more up to date computer and printer. Also new and improved ICT toys
- Bring numeracy more into everyday play. Training
- Better provision of freely available water (water cooler?)
- Leaflet for parents on ideal clothing for Pre-school
- Member/s of staff to attend safeguarding children update
- Member/s of committee to attend safeguarding children training
- Member/s of staff to attend SENCo training
- Formalise an agreed child/adult ratio for our setting with the committee. Ideally it should be higher than the minimum
- Improve Pre-school brochure to be more parent friendly. This has already started with leaflets on Rising-5s session and Forest School
- See section 3 improvements

## **Section 5. The leadership and management of the early years provision**

In this section you should think about how well the overall leadership and management of your setting promotes children's welfare, learning and development. You should consider how well you:

- embed ambition and drive improvement
- deploy your resources
- promote equality and diversity
- safeguard children
- use self-evaluation to promote improvement
- work in partnership with parents and others

If you are a childminder, you should consider how the questions in this section relate to the organisation of the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

### **h) The effectiveness of leadership and management in embedding ambition and driving improvement**

Consider your vision for the setting and how you communicate this to staff, parents and children. An evaluation of how well you deliver your vision by embedding your ambition and prioritising what improvements you make contributes towards how effectively the setting is led and managed.

Refer to *Early years self-evaluation form guidance* pages 14–15.

**Evaluation**

- New staff are employed by interview. They take up the post once references and CRB check are received
- Sturminster Pre-school is a place where we strive to make all people feel welcome and valued. Visitors are always welcome at any time
- Discussions are taking place to become part of the First School in Sept 2010. All staff see this as a positive step towards improving provision for our children and co-operating fully with the school
- Staff are well qualified
- Staff are keen to attend training to update/improve their knowledge to improve provision for the children and personal development. Although some hours are paid, staff willingly give their own time
- Staff also give their own time beyond the staff meeting to discuss how we can best move forward, planning, preparation and having clear outs
- Staff listen to and seek advice from OFSTED and other formal bodies and implement recommendations, eg formal parent consultations, Rainbow scheme
- Staff and committee work together to improve provision for the children with frequent open discussion.
- We realise that the best way forward is by small, continuous and achievable steps
- Suggestions on previous self evaluation forms have been put into place (see previous Self Evaluations)
- Policies are reviewed and updated. We are currently rewriting our policies based on PPA templates. The new committee is very pro-active in working alongside staff to do this
- The new committee is also working to enhance staff professional development
- We have a designated staff co-ordinator for safeguarding children and a designated committee member of this to ensure safeguarding children is at the forefront of our plans

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**i) The effectiveness with which your setting deploys resources**

Consider how well you use and manage your available resources, including any staff you deploy.

Refer to *Early years self-evaluation form guidance* on page 15

<b>Evaluation</b>	
<ul style="list-style-type: none"> <li>• Children are treated as individuals and we aim to build on what they can do</li> <li>• Activities are planned based on children’s interests and abilities</li> <li>• Children are organised at small group time according to key worker or ability depending on the activity. This helps to build confidence and allows children to learn from each other</li> <li>• Resources are frequently sorted and those which are broken/inappropriate are replaced</li> <li>• New resources are of good quality and chosen as a result of observations of children’s interests, and our planning</li> <li>• Children have access to a wide range of activities to encourage independence and allow for differing learning styles/interests</li> <li>• Staff are valued for their strengths and these are used within the setting, eg knowledge of the village, planning, technical skills</li> <li>• Training is identified according to the settings needs as well as individual interests and professional development needs</li> <li>• Training is relayed to other staff members informally and at staff meetings</li> <li>• Staff are deployed throughout the morning according to need. Eg When we open, 1 person stands at the door and marks children in, 1 helps children self register and 1 sits with an activity. All staff are available for parents/ children as necessary</li> <li>• During freeplay, 1 person is free to observe, 1 leads an activity, 1 is inside/outside where most children are</li> <li>• Sustainability is especially important this year as we move towards joining with the first school</li> </ul>	

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**j) The effectiveness with which the setting promotes equality and diversity**

Consider how effectively you promote the progress and development of all children attending the setting and how active you are in promoting equality of opportunity and tackling unlawful discrimination.

Refer to *Early years self-evaluation form guidance* pages 15–16

**Evaluation**

- 'That children are individual' is at the root of all our practice
- We currently have no children with identified additional needs and all our children are from white British families. We are aware that this makes it even more important for us to promote diversity in our world
- We have a nominated ENCo, equality policy and equality statement prominently displayed
- We make all children and parents equally welcome as shown by letters from parents who have children with additional needs
- We work closely with parents and other agencies to make sure any additional needs are met
- We have books, stories and photos showing different family groups, different ethnic groups and disability. We play music from different cultures and a popular activity is our collection of African instruments
- We celebrate traditional British festivals, also those from other cultures such as Diwali and Chinese New Year. In the summer term we 'visit' other countries
- We encourage our children to celebrate and respect each others differences at small group time and in everyday conversation
- If a concern is received it would be dealt with immediately in a sensitive and confidential way
- All policies are freely available to parents and where to find them prominently displayed
- We know how to get information/help for parents/children with English as an additional language should the need arise
- We have made alterations to the building in consultation with parents/outside agencies for children with disabilities eg handle at the door and would always do so again. The front door is wheelchair accessible
- Planning (sections 2, 3a, 4b/e )

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**k) The effectiveness of safeguarding**

Consider how well you safeguard the children in your care through effective recruitment process, child protection policies and procedures, training staff and teaching children to be safe. You may have already recorded the evidence for this question in other sections of the form such as staying safe and the quality of the provision. You do not need to repeat what you have already done, but you may find it helpful to cross reference your evidence here.

Refer to *Early years self-evaluation form guidance* page 16–17.

<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Children play in a secure, safe environment</li> <li>• Section 4c/d</li> <li>• Staff keep up to date with current legislation and best practice through internet, meetings, training</li> <li>• We follow Health Protection Agency guidelines on control of infections and this is prominently displayed</li> <li>• Accidents recorded and signed by staff/parents. Records kept</li> <li>• Parents notified if child becomes ill or very upset</li> <li>• Records of existing injury recorded and signed by staff/parents</li> <li>• Records of concern completed</li> <li>• All staff hold First Aid certificates</li> <li>• Safeguarding children training kept up to date by all staff</li> <li>• Our policies for safeguarding children are comprehensive and clear</li> <li>• We ensure risk assessments of all areas and activities are detail and reviewed frequently</li> </ul>
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My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**l) The effectiveness of the setting’s self-evaluation, including the steps taken to promote improvement**

Consider how your processes for self-evaluation contribute to your self-knowledge, your priorities for improvement and your capacity for continuous improvement.

Refer to *Early years self-evaluation form guidance* page 17–18.

**Evaluation**

- Previous inspection recommended formal parent consultations be introduced. These are now held in autumn and summer terms and are well attended
- We have some kind of written self evaluation for the previous 4 years and most points raised have been acted upon
- Staff frequently talk among themselves and to the committee about how to improve our practice and continually try out/implement ideas eg daily timetable, new resources
- Children with additional needs are accepted by all children, many offer help if they see a need and friendships have been formed
- Our children are happy and achieve within the 40-60 month level when they leave us. The First School confirms this

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**m) The effectiveness of partnerships**

Consider how well you work in partnership with others, such as other settings children may attend, or another professional who is working with a child. Try to explain the impact of the partnership working.

Refer to *Early years self-evaluation form guidance* page 18.

**Evaluation**

- We liaise closely with outside agencies where children have additional needs.
- They are always welcome to come and observe the child within our setting and discuss how we can best support that child
- We have particularly worked closely with Portage and used the same IEPs
- We welcome general visits from Practice Nurses, EY consultants etc
- We meet other EYFS providers when on courses or network meetings giving an opportunity to share good practice
- We have talked with other settings where some of our children also attend
- All staff/committee members contribute to SEF
- New committee working with staff to evaluate all areas
- Confidential information is kept locked. Policies and other documentation are kept in a clearly labelled cupboard easily accessible to all
- Children’s photo/work files are kept in a low down cupboard and easily accessible

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**n) The effectiveness of the setting’s engagement with parents and carers**

Consider how well you communicate and engage with parents and carers and take account of their views. You may have already recorded the evidence for this question in other sections of the form such as Section 2. You do not need to repeat this but you may find it helpful to cross reference the evidence you

have already recorded that relates to how well you engage with parents and carers.

Refer to *Early years self-evaluation form guidance* page 18.

**Evaluation**

- See section 2
- New parents are given a comprehensive guide to our pre-school
- New parents are invited to stay for the child’s first session so they have a good knowledge of our ethos and routines. This gives reassurance to both parent and child and aids the settling in period
- During the first morning the child’s key worker will take time to begin to build a relationship with the family by chatting and finding out about the child – their likes/dislikes, medical history etc
- This is followed by a formal consultation about 6 weeks after the child has started
- Regular letters home inform parents/carers of pre-school activities
- Parents are invited to help on trips (to the church, farm etc) and attend special occasions (teddy bears picnic, Christmas,etc)
- Staff/keyworkers always available for informal chats at beginning and end of each session fostering positive relationships
- We work very well in partnership with parents and carers to provide quality care and continuity for the children.
- Parents contributions are valued from all discussions and questionnaires to assist planning
- Home/school books are an effective link to foster the two-way relationship, sharing evens and activities children have experienced at home and in pre-school

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**o) The effectiveness of leadership and management in the Early Years Foundation Stage**

Consider your evaluation of aspects h–n and how these contribute to the effectiveness of your leadership and management. Think about your priorities for improving leadership and management and record these below.

Refer to *Early years self-evaluation form guidance* page 19–20.

**On the basis of your evaluation, what are your priorities for improvement?**

- To be more pro-active getting in touch with other settings our children attend.
- To introduce a home/school book so parents can continue to contribute more formally to their child’s development
- To update our information to new parents to be more user friendly
- Complete and share this years SEF
- All staff to update Safeguarding Children training
- New committee to attend safeguarding children training
- SENCos to renew training
- Staff appraisals process to be revised and kept up to date
- Designated committee member to welcome new parents
- Tighten up procedure at committee meetings and to ensure any changes are minuted
- In the light of new legislation, CRB checks need renewing
- Designated staff/committee member to check website for updating information
- Complete updating policies
- Committee to re-evaluate and reorganise operational plan and other documents

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## **Section 6. The overall effectiveness of the early years provision**

The central question is 'What is it like for a child here?' An evaluation of the overall effectiveness of the provision is determined by how well it promotes the five Every Child Matters outcomes and meets the needs of all children who attend.

In previous sections you considered aspects of inclusive practice, self evaluation and improvements you have made. Now we want you to gather these aspects together to consider the judgement below and tell us how good your practice is.

Refer to *Early years self-evaluation form guidance* page 20–22.

### **p) The capacity of the provision to maintain continuous improvement?**

Consider how your vision for the setting and your self-evaluation contributes to continuous improvement. Evaluate your progress since registration or your last inspection and the impact of any recommendations, actions or other improvements you have made. You may have already recorded evidence for this elsewhere in the form under leadership and management. You do not need to repeat this but may find it helpful to cross reference the evidence you have already recorded. Make sure you have added any priorities you identify for improvement in the leadership and management section.

#### **Evaluation**

- Implementation of EYFS firmly in place
- Open minded attitude of staff means a willingness to move forward and try new ideas. Listen to recommendations by EY consultants
- We reflect on what works well and what is not working so well and use these evaluations to strengthen and build on or practice
- Staff are committed and dedicated to continually improving their provision and request training opportunities and take their own qualifications further
- New committee sensitive to needs of children and staff. Willing to work in partnership to move Pre-school forward
- See section 5I
- Good relationship with Surestart for advice on possible future developments for the setting

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

**q) How well does the setting meet the needs of children in the Early Years Foundation Stage?**

This is about your overall effectiveness, taking into account your evaluation of all aspects of your practice, outcomes for children, identified priorities for improvement and the grades you have awarded yourself.

**Any further comments you wish to include**

- Open door policy welcomes new children, parents, outside agencies at any time
- Key worker system ensures closer relationships can be built up with individual children/parents. This helps to develop confidence and security which promotes achieving and happiness. Our children are happy and busy
- Every child is valued for their individuality, their achievements and character
- Staff are sensitive to children’s individual needs and concerns and how they are best met for each child
- Use of observations/assessments to inform planning mean activities are relevant
- Good communication between staff members
- Welcoming environment with good quality, child friendly equipment and resources
- See section 5ijkmn
- We strive to provide excellent provision for the children in our care but understand there are always improvements to be made
- We understand that, for this to be successful, changes need to be small, achievable and agreed by all
- Enthusiastic new committee willing to work alongside staff and first school

The overall effectiveness of my provision in meeting the needs of the children is:

Outstanding: my practice is exemplary	
Good: my practice is strong	X
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## Part C: information about compliance with statutory requirements

Please complete the table on the following pages which is a summary of the statutory requirements.

Refer to *Early years self-evaluation form guidance* page 23–25 and Annex C page 30.

To assist you we have numbered the general legal requirements and included the pages to refer to in the May 2008 edition of the EYFS framework.<sup>2</sup>

Learning and development requirements pages 11–18	Fully in place	Partly in place	Not in place
<b>LD 1:</b> The early learning goals – the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach 5. Pages 12–16	PSED X CLL X PSRN X KUW X PD X CD X		
<b>LD 2:</b> The educational programmes – the matters, skills and processes that are required to be taught to young children. Pages 12–16	PSED X CLL X PSRN X KUW X PD X CD X		
<b>LD 3:</b> The assessment arrangements – the arrangements for assessing young children to ascertain their achievements. Pages 16–18		X	
<b>Action</b> <ul style="list-style-type: none"> <li>• Involve parents more on a daily basis – need some kind of home/school journal</li> <li>• Consult parents to discover their opinions in questionnaire</li> <li>• Parent workshops</li> </ul>			

<sup>2</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm).

<b>Welfare requirements</b> Pages 19–40	<b>Fully in place</b>	<b>Partly in place</b>	<b>Not in place</b>
<b>W1:</b> Safeguarding and promoting children’s welfare <b>W1.1:</b> The provider must take necessary steps to safeguard and promote the welfare of children in the setting. Pages 22–25		X	
<b>W1.2:</b> The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. Pages 26–27	X		
<b>W1.3:</b> Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. Page 28	X		
<b>W2:</b> Suitable people <b>W2.1:</b> Adults looking after children, or having unsupervised access to them, must be suitable to do so. Pages 29–30			
<b>W2.1:</b> Adults looking after children must have appropriate qualifications, training, skills and knowledge. Page 31			
<b>W2.3:</b> Staffing arrangements must be organised to ensure safety and to meet the needs of the children. Page 32			
<b>W3:</b> Suitable premises, environment and equipment. Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose. Pages 33–36		X	

<p><b>W4: Organisation</b></p> <p>Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.</p> <p>Page 37</p>	X		
<p><b>W5: Documentation and reporting.</b></p> <p>Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.</p> <p>Pages 38–40</p>	X		
<p><b>Action</b></p> <p><b>W1:1</b></p> <ul style="list-style-type: none"> <li>• To include in introduction pack – info about where parents can find policies including Safeguarding Children, Equal Opportunities, Uncollected and Missing Children</li> </ul> <p><b>W3</b></p> <ul style="list-style-type: none"> <li>• Improve provision of freely available water</li> <li>• New heating/kitchen/cloakroom when funds allow</li> </ul>			

- SOME REORGANISATION OF STAFF IS IMPENDING
- PARENT QUESTIONNAIRE IS DUE
- WE NEED TO FIND WAYS TO IMPROVE THE INVOLVEMENT OF PARENTS IN OUR ONGOING OBSERVATIONS/ASSESSMENT OF THEIR CHILD. INCLUDE IN NEW QUESTIONNAIRE AS NO CONCLUSION ON SUGGESTIONS IN PREVIOUS ONE
- FOLLOWING RECENT EXPERIMENTS WE NEED 1/2 STAFF MEMBERS AT COMMITTEE MEETINGS

#### **PARENTS WOULD LIKE MORE WORKSHOPS**

- Planned French doors would improve free flow play between indoors and outdoors
- Involve parents more formally/frequently with their observations of their child
- To be more pro-active getting in touch with other settings our children attend.
- To introduce a home/school book so parents can continue to contribute more formally to their child's development
- To update our information to new parents to be more user friendly
- Complete and share this years SEF
- All staff to update Safeguarding Children training
- New committee to attend safeguarding children training
- SENCos to renew training
- Staff appraisals process to be revised and kept up to date
- Designated committee member to welcome new parents
- Tighten up procedure at committee meetings and make sure any changes are minuted
- In the light of new legislation, CRB checks need renewing
- Designated staff/committee member to check website for updating information
- Complete updating policies
- Introduce more formal opportunity for parents to be part of ongoing observation/assessment process
- Be more prompt and clear talking to parents about concerns. (Be braver!)
- A more up to date computer and printer. Also new and improved ICT toys
- Bring numeracy more into everyday play. Training
- Better provision of freely available water (water cooler?)
- Leaflet for parents on ideal clothing for Pre-school
- Member/s of staff to attend safeguarding children update
- Member/s of committee to attend safeguarding children training
- Member/s of staff to attend SENCo training
- Formalise an agreed child/adult ratio for our setting with the committee. Ideally it should be higher than the minimum
- Improve Pre-school brochure to be more parent friendly. This has already started with leaflets on Rising-5s session and Forest School