

Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

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

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| | | |
|---|----------|--|
| Setting name | | |
| Setting URN | | |
| Setting address | | |
| | | |
| | | |
| | | |
| | Postcode | |
| Completed by (name and role) | | |
| | | |
| Date completed | | |

WELCOME TO YOUR EARLY YEARS FOUNDATION STAGE SELF-EVALUATION FORM.

This form is divided into three sections, you should complete all sections. You may wish to add extra sheets, if so please make sure each additional sheet has the name of the setting and URN clearly stated at the top of each page. Please make sure you have completed the front page with your settings 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.

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 guidance page 8.

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 your 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 guidance page 8

Part B: the quality and standard of the early years provision

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:

- Be healthy
- Stay safe
- Enjoy and achieve
- 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 pack¹ for reference and *Early years self-evaluation form guidance*.

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.

¹ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

Section 3: the learning and development of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children **enjoy learning and achieve as much as they can.**

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development.

Refer to guidance page 10.

a) Learning and development

Evaluation

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

My practice is:

| | |
|---|--|
| Outstanding: my practice is exemplary | |
| Good: my practice is strong | |
| 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: the welfare of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children to **stay safe, be healthy, enjoy and achieve, make a positive contribution and develop skills that will contribute to their future economic well-being**. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

Refer to guidance pages 11–13.

b) Helping children to stay safe

Evaluation

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

My practice is:

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

c) Helping children to be healthy

Evaluation

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

My practice is:

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

d) How well do children enjoy and achieve?

Evaluation

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

My practice is:

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

e) Helping children to make a positive contribution

Evaluation

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

My practice is:

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

f) Helping children to develop skills for the future

Evaluation

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

My practice is:

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

The welfare of the children in the early years provision

Taking into consideration your answers to the five Every Child Matters outcomes above, answer the question:

g) How effectively is the welfare of children in the early years foundation stage promoted?

Add any additional comments that are not entered above

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

My practice is:

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

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 use self evaluation to promote improvement, work in partnership with parents and others and what steps you take to safeguard children.

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) How effective is your setting's self evaluation, including the steps taken to promote improvement?

An evaluation of the effectiveness of your self evaluation makes a major contribution towards how effectively the setting is led and managed, and will often have a close relationship to your capacity for continuous improvement.

Refer to guidance page 14.

Add any additional comments that are not entered above

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

My practice is:

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

i) How well does your setting work in partnership with parents and others?

Consider how well you work in partnership with parents and others, such as other settings children may attend, or another professional who is working with a child. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

Refer to guidance page 15.

Add any additional comments that are not entered above

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

My practice is:

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

j) How well do you safeguard all children?

You may have already recorded the evidence for this question in other sections of the form such as staying safe and leadership and management. Do not repeat what you have already done, but you may find it helpful to record the questions you have already answered that relate to safeguarding children.

Refer to guidance page 15.

Add any additional comments that are not entered above

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

My practice is:

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

k) How effectively is provision in the early years foundation stage led and managed?

Think about what you have already said in this form and consider the question above. How well is your setting led and managed?

Refer to guidance page 15–17.

Add any additional comments that are not entered in other sections of the form

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

My practice is:

| | |
|---|--|
| Outstanding: my practice is exemplary | |
| Good: my practice is strong | |
| 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 answer the question below and tell us how good your practice is.

Refer to guidance page 17–18.

I) How well do you promote inclusive practice?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

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

m) How well do you maintain continuous improvement?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

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

n) How effective is your provision in meeting the needs of children in the early years foundation stage?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

| | |
|---|--|
| Outstanding: my practice is exemplary | |
| Good: my practice is strong | |
| 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 guidance page 19–20 and Annex C page 26.

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.²

| Learning and development requirements pages 11–18 | Fully in place | Partly in place | Not in place |
|--|-------------------|--------------------|-----------------|
| LD 1: 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 | | | |
| LD 2: the educational programmes – the matters, skills and processes that are required to be taught to young children. pages 12–16 | | | |
| LD 3: the assessment arrangements – the arrangements for assessing young children to ascertain their achievements. pages 16–18 | | | |
| Action | | | |

² www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

| Welfare requirements Pages 19–40 | Fully in place | Partly in place | Not in place |
|---|-----------------------|------------------------|---------------------|
| W1: safeguarding and promoting children’s welfare W1.1: the provider must take necessary steps to safeguard and promote the welfare of children in the setting. pages 22–25 | | | |
| W1.2: 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 | | | |
| W1.3: children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. page 28 | | | |
| W2: suitable people W2.1: adults looking after children, or having unsupervised access to them, must be suitable to do so. pages 29–30 | | | |
| W2.1: adults looking after children must have appropriate qualifications, training, skills and knowledge. page 31 | | | |
| W2.3: staffing arrangements must be organised to ensure safety and to meet the needs of the children. page 32 | | | |
| W3: suitable premises, environment and equipment Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose. pages 33–36 | | | |

| | | | |
|---|--|--|--|
| <p>W4: organisation</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> | | | |
| <p>W5: documentation and reporting</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> | | | |
| <p>Action</p> | | | |

Childcare Register

Are you registered on the compulsory and/or voluntary parts of the Childcare Register?

Refer to the guidance page 21.

| | Registered yes or no | Number of children registered for |
|--|-------------------------|--------------------------------------|
| Compulsory part of the Childcare Register | | |
| Voluntary part of the Childcare Register | | |