

Self-Evaluation for EYFS Settings

The Evaluation Scale

<p>Registered Early Years Foundation Stage</p> <p>These epithets <u>must</u> be used for all headline judgements. The different headline judgements are those required by the registering body, Ofsted.</p>
Outstanding
Good
Requires improvement
Inadequate

Effectiveness of Leadership and Management of the EYFS

<p>How does the setting demonstrate an ambitious vision, having high expectations for all children and ensuring high standards of provision and care?</p>
<p>A well-established, strong management team that acts professionally and motivates the nursery team leads the nursery.</p> <p>Planning is detailed and evaluative taking into consideration the children’s abilities and interest.</p> <p>Staff have robust systems in place to assess children from when they start, setting realistic but ambitious next steps and continuing assessments.</p> <p>Consultations with parents allow staff to liaise with parents regarding their child’s progress and next steps.</p>
<p>How do you use systems for supervision, performance management and professional development to improve staff practice?</p>
<p>Regular touch base meetings with staff and management occur within the nursery and provide an opportunity for staff to discuss any concerns and gain support when required.</p> <p>Staff are observed and findings used constructively.</p> <p>Learning walks are carried out throughout the nursery and any findings are acted on as soon as possible.</p> <p>Termly meetings are held to discuss pupil progress. The deputies have regular meetings with nursery staff to ensure continuity of assessment.</p>
<p>How is self-evaluation used to ensure continuous improvement, and how does it take into account the views of parents and children?</p>
<p>Annual questionnaires are sent out to parents and information from them is analysed and used to inform our development plan. The development plan is displayed in all rooms and is considered a working document.</p> <p>The nursery is a self-reflective environment and when it is felt things need changing or people have new ideas then they will be discussed at the next staff meeting by all and necessary action taken.</p>
<p>How well do you plan, manage and monitor the learning programmes and curriculum to ensure that they meet the needs and interests of the children and give them a good start, as well as meeting statutory requirements?</p>
<p>The planning is led by EYT’s but allows staff to contribute to it. Assessment is monitored by the EYT’s to ensure that the judgments given by all keyworkers are consistent throughout. When children with special needs are identified, a robust system is in place to support the keyworker in further investigation on the child’s needs and future support.</p> <p>Planning and assessment policy is in place that staff follow.</p>

How well do you actively promote British values, equality and diversity, narrow any gaps in outcomes between different groups of children, and tackle poor behaviour including bullying and discrimination?			
<p>Attitudes of staff are very positive and they are exceptional role models. Staff understand what is meant by British values and implement positive behavior. Children are praised and encouraged.</p> <p>Golden rules are in place in the nursery that the children helped compile and this gives them ownership. They are reminded of these regularly. There is a culture of mutual respect within the nursery.</p>			
How do you ensure that arrangements to protect children meet statutory requirements, promote their welfare, and prevent radicalisation and extremism?			
<p>All staff attend appropriate and relevant training.</p> <p>Safeguarding is discussed at every meeting.</p> <p>Posters of the process are displayed around the nursery.</p>			
If you wish, select a grade for the leadership and management, using the document EYFS grade descriptors for registered settings to assist you.			
<i>Outstanding</i>	<i>Good</i>	<i>Require improvement</i>	<i>Inadequate</i>

Quality of Teaching, Learning and Assessment

What evidence is there that the EYFS staff have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged, and have a secure understanding of, and subject knowledge for, the age group they are working with?			
<p>Children learn through their own interests so learning is tailored to their needs.</p> <p>Robust procedures are in place for SEN to follow if parents or staff have concerns.</p> <p>Appraisals identify staff training needs.</p> <p>Ongoing training and sharing of good practice at meetings help staff.</p> <p>Achievement in Reception at the end of the EYFS phase is consistently above average for both East Sussex and nationally.</p> <p>2013 Inspection of EYFS</p> <p>2014 East Sussex moderation of Reception</p> <p>Annual attendance at moderation of EYFS results and continuous attendance at moderation forums throughout the year</p>			
How is assessment information: gathered from looking at what children already know, understand and can do, informed by parents and previous providers where appropriate; used to plan teaching and learning strategies, including identifying those who need additional support?			
<p>All children have a baseline assessment carried out when they start.</p> <p>We use 'Tapestry', which is a form of assessment. Assessments are completed termly with the use of observations and staffs thorough knowledge of the child.</p> <p>Parents can contribute to their child's development through adding to their online learning journey. Termly parental consultations support children's development as parents and staff can discuss in detail where the child is at and what needs to happen.</p> <p>Full transition programme for children moving from nursery into Reception to ensure continuous progress building on information gathered throughout time in nursery</p> <p>Reception teacher leads some sessions with older nursery children each week to aid a more comprehensive understanding of where the children are in their learning and how best to support their learning as they move into Reception</p>			

How do children demonstrate their understanding of how to develop in their learning?			
<p>Children can choose their activities and they are asked to contribute to some of the planning by evaluating the morning’s activities during circle time. Staff are happy and competent to support child initiated learning and help to extend their experiences in whatever form that takes. There is a balance of child initiated and adult led activities and learning.</p> <p>They are able to contribute to their learning by making choices as to what is happening in the nursery/Reception therefore making the environment theirs.</p> <p>Reception children discuss next steps with teacher and help to set targets for their learning</p>			
How do you assist parents to understand how well their children are doing in relation to their age, how they are progressing and how they can contribute to this? Are there any others ways in which you engage with parents so that they can support their child’s learning?			
<p>We carry out termly parental consultations. We endeavour to give verbal feedback daily and have an open door policy for parents to talk to their keyworker.</p> <p>Termly topic letters go home to let parents know what is happening in the nursery/Reception and how they can help at home. Also on the parent board are home link hints.</p> <p>Tapestry is interactive so parents can contribute to their child’s learning journey as much or as little as they like.</p> <p>In Reception parents also receive a written report at the end of the Autumn Term and ‘Stay and Share afternoons are held each term for parents to come in and share their child’s work with them.</p>			
How does the setting promote equality of opportunity and recognition of diversity through teaching and learning, including through the use of resources? How does teaching support children in acquiring the skills to develop and learn effectively, so that they are ready for the next stage in their learning?			
<p>Children’s learning is tailored to their interest and thus allows children to develop their skills and knowledge and allow them to move onto the next stage of learning when appropriate.</p> <p>Resources are available to support children when they need specific equipment. There is a balance of child initiated activities and adult led. Staff know when it is appropriate to step in and when is not.</p>			
If you wish, select a grade for <u>teaching, learning and assessment</u>, using the document EYFS grade descriptors for registered settings to assist you.			
<i>Outstanding</i>	<i>Good</i>	<i>Require improvement</i>	<i>Inadequate</i>

Personal Development, Behaviour and Welfare

What evidence is there that the setting promotes and supports children’s: sense of achievement and commitment to learning; self-confidence, self-awareness and understanding of how to be a successful learner; enjoyment of learning, development of their independence, ability to explore and use their imagination?
<p>The environment is used to display children’s work giving the children ownership of their surroundings and impacting on the atmosphere in the nursery. Children separate from their parent/carer with confidence and a settling in process is used in such a way that fits each individual family and child. Staff role model good communication. We promote and encourage children to be independent through toileting, snack bar, hand washing and ensure children are ready for all transitions and particularly to school. Within the nursery environment there are many opportunities for children to develop all their skills with resources such as a writing table, number table, role-play areas and much more.</p> <p>Teachers have clear expectations for the children in terms of both progress and behaviour. In Reception, lessons are differentiated to an individual level as needed, and are well resourced to ensure all students make maximum progress. A purposeful classroom environment and staffing ratios allow students to produce work to a high standard. Children are proud of their work and take ownership of it as evidenced in their sharing of work with parents at our department ‘Stay and Share’ days. Strong relationships exist between teachers and</p>

<p>pupils allowing students to feel confident in their learning environment. Reception pupils move freely and independently around their open plan classroom environment.</p>			
<p>How well does the setting prepare children socially and emotionally for their transition within the setting and beyond? How emotionally secure are they?</p>			
<p>Transition from room to room will mirror the settling in procedure when a child starts at nursery. The child will visit the room prior to starting with their keyworker and spend some time getting to know the new environment. We have a settling in policy that covers all areas. Children visit Reception once a week in the Autumn term and the number of visits increases over the course of the year. The term before they start school the role-play area becomes a classroom and many circle times and activities are based on going to school. Children moving into our Reception class experience a full transition program, sharing lessons with the current Reception class and meeting all specialist teachers who will be new to them.</p>			
<p>Does the setting encourage and monitor prompt and regular attendance, the following of guidelines for behaviour and conduct and the development of good relationships?</p>			
<p>If a child is off for a prolonged period of time and we have not been notified we will contact the parent and record the reason for absence. If it becomes a continued absence then we would follow the relevant safeguarding measures. We encourage parents to arrive at the start of the session so that the child can settle and benefit from the whole morning.</p>			
<p>How does the setting encourage children to understand how to keep themselves safe from relevant risks (including when using the internet and social media) and healthy?</p>			
<p>Physical development is an area that we have many opportunities for the children to access through, swimming, gymastics, dancing. Healthy eating is promoted within the nursery by giving children fresh fruit and vegetables at snack time, nutritious home cooked meals for lunch. The older children have the opportunity of snack bar with the younger children having a more structured snack to promote the development of skills required. Children have access to fresh water daily through having their own water bottles at nursery/Reception. During the hotter months children are encouraged to drink more and be aware of sun safety by wearing sun cream and suitable clothes and hats. Fire drills are practiced regularly and children are made aware of the appropriate way to act when they hear it. They know to wait at doors for an adult and to walk quietly. Both iPad and desktop computers are used within the nursery allowing for old and new technology to be accessed by the children and appropriate skills developed. Children are made aware of safety issues when using technology at an age appropriate level.</p>			
<p>How effectively does the setting promote children’s personal development so that they respect others and are prepared to contribute to wider society and life in Britain? Please provide relevant examples.</p>			
<p>The nursery maintains an environment of mutual respect and staff promote this by being good role models. We have golden rules within the nursery/reception that the children contributed to compiling and are reminded of them regularly as well as having them displayed in the rooms. Reception children attend assemblies and have PSHE lessons that teach about respect for others and promote an understanding of the diversity of British society and how we all play a part as members. Reception children engage with older girls/boarders from around the world through our pyramid system and take part in charity initiatives to understand and support the needs of others.</p>			
<p>If you wish, select a grade for personal development, behaviour and welfare, using the document EYFS grade descriptors for registered settings to assist you.</p>			
<p>Outstanding</p>	<p>Good</p>	<p>Require improvement</p>	<p>Inadequate</p>

Outcomes for Children

What evidence do you have that all children progress well from their different starting points?			
<p>We use the assessment online tool of Tapestry.</p> <p>When the children join the nursery they are assessed to see where they are at and the key person will plan according to the children's needs and will monitor them, at set times throughout the year using formative assessment as well as observations.</p> <p>Half-termly assessment tracking and pupil progress meetings in Reception in addition to Tapestry.</p>			
What evidence do you have that children meet or exceed the level of development that is typical for their age so that they are ready to move on to the next stage of their education?			
<p>Tapestry identifies where children are meeting developmental stages.</p> <p>Ongoing assessments are carried out</p> <p>Staff ensure that they know their children well and use their knowledge to inform their judgements.</p> <p>Achievement at the end of Reception is consistently above average for both East Sussex and nationally.</p> <p>For 2016-17 100% Reception pupils met expected or exceeding levels in the Early Learning Goals for CL, PD, PSED, UW and EAD. 83% of pupils met expected or exceeding levels in ELG's for Literacy and Maths (1 pupil did not meet expected levels)</p> <p>EYFS Profile moderation visit by East Sussex in 2014, Staff attendance at moderation forums and statutory moderation meetings annually</p>			
If you wish, select a grade for outcomes for children, using the document EYFS grade descriptors for registered settings to assist you.			
<i>Outstanding</i>	<i>Good</i>	<i>Require improvement</i>	<i>Inadequate</i>

Overall Effectiveness: the Quality and Standards of the Early Years Provision

In what ways has the quality of the EYFS changed since the previous inspection?			
<p>The management team all have Early Years degrees and are EYT/Ps.</p> <p>Outdoor provision has been developed further and the courtyard updated.</p> <p>Next steps for learning are more specific for each child.</p> <p>Parents are more involved by contributing to children's learning through Tapestry and WOW moments.</p> <p>Monitoring of staff's judgements of children's levelling of assessment is more thorough.</p> <p>Planning is more evaluative and involves the children more.</p> <p>Staff qualifications are as follows: S Hughes BA(hons) Child Development and EYP, C Cornford BA Professional Studies in Learning and Development and EYP, C Winter BA (hons) Early Years and EYT, C Neate NVQ 3, H Wallis NVQ 3, H Evenden NVQ 3, M Diaper NNEB, K Goodger NVQ, D Legg NVQ 3, G Taylor not qualified</p> <p>Child ratios: Baby room 0-2 years 1:3, Caterpillars 2-3 years 1:4, Butterflies 3+ 1:8, EYP/YET 1:13</p> <p>Staff are fully qualified and the child to adult ratios are in line with revised EYFS 2017 Statutory Framework</p>			
What are the main strengths of the setting?			
<p>The homely, friendly but professional atmosphere within the nursery with highly qualified staff being a strong feature of the setting. The additional activities that the children have the opportunity to access such as swimming, French, dance etc. compliment the stimulating, well-planned environment. Detailed planning also plays a strong role within the nursery and Reception. Parent and staff relationships are a strong feature of the nursery and that was displayed in the comments that the parents made in the recent questionnaires that were sent out. We also have strong links with outside agencies that have been very successful in supporting children with additional needs.</p>			

What areas are you seeking to improve or develop? Why and how did you identify them?			
Involve the parents more in using Tapestry and contributing to their child's learning journey. This was identified through the use of questionnaires and we will look at putting workshops on for parents to attend. To encourage parents to attend parent consultations regardless of whether they are concerned or not. Some parents from questionnaires expressed not knowing certain things that if they had attended parent consultations would have known.			
What actions are you taking?			
Organise various workshops for parents to attend, at convenient times Communicate to parents how important consultations are for them to attend.			
Are the requirements for children's safeguarding and welfare fully met, and is there a shared understanding of and responsibility for protecting children?			
Requirements are met by having 3 members of staff with Level 2 safeguard training that is run and approved by ESCC. All staff have a safeguarding briefing when they join and regular updates. Staff complete a selection of relevant online courses. Safeguarding is discussed at every staff meeting. Staff are all familiar with the school safeguarding policy and follow procedures for any safeguarding issues. Staff are unable to start until their DBS is through. Staff have regular 'touch base' meetings with the Head of Nursery where anything can be discussed.			
If you wish, select a grade for the overall effectiveness of the quality and standards of the early years provision, using the document EYFS grade descriptors for registered settings to assist you.			
<i>Outstanding</i>	<i>Good</i>	<i>Require improvement</i>	<i>Inadequate</i>

