

Early years self-evaluation form guidance

Guidance to support using the self-evaluation form to evaluate the quality of registered early years provision and ensure continuous improvement

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

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Contents

Introduction	4
Why should I complete my self-evaluation form?	4
When should I complete my self-evaluation form?	4
What should I think about when completing my self-evaluation form?	5
How do I complete my self-evaluation form?	5
Part A: setting details and views of those who use the setting	5
Part B: evaluation of the quality of your provision and outcomes for children	5
Part C: information about compliance with statutory requirements	6
What do I do when I have completed my self-evaluation form?	6
How will you use my self-evaluation form?	7
Our specific duties to promote inclusion	7
Part A: setting details and views of those who use the setting	8
Section 1: your setting	8
Section 2: views of those who use your setting	8
Part B: the quality and standards of the early years provision	9
Section 3: the quality of provision in the Early Years Foundation Stage	10
Section 4: outcomes for children in the Early Years Foundation Stage	12
Section 5: the leadership and management of the early years provision	14
Section 6: the overall effectiveness of the early years provision	20
Part C: information about compliance with statutory requirements	22
Learning and development requirements	22
Welfare requirements	22
Annex A. Record of inspection judgements	24
Overall effectiveness	24
Leadership and management	24
Quality and standards and outcomes for children	24
Annex B. How will my provision be graded?	25
Annex C. Information about compliance with statutory requirements	28

Introduction

The early years self-evaluation form should only be used by providers who are registered on the Early Years Register and deliver the Early Years Foundation Stage from September 2008.¹ The form does not need to be completed by any maintained or independent school that has registered early years provision or those providers that are only registered on the Childcare Register.

The Early Years Foundation Stage covers children from birth to the 31 August following their fifth birthday.

Why should I complete my self-evaluation form?

It will help you to consider how best to create, maintain and improve your setting, so that it meets the highest standard and offers the best experience for young children. The self-evaluation form is a good way to record the outcomes of your self-evaluation. It provides some key questions for you to ask as you evaluate and improve your provision in relation to the requirements and good practice guidance of the Early Years Foundation Stage.

An up-to-date, accurately completed self-evaluation form gives inspectors an idea of which aspects of your provision you consider work well and which you are seeking to improve. This may mean that the inspector will not want to check everything you do.

The questions you are asked in the self-evaluation form relate to the four key judgements and the supplementary judgements that the inspector will make at your inspection; see annex A.

When should I complete my self-evaluation form?

There is no fixed time when you should complete your self-evaluation form. However, we do recommend that you update it at least once a year.

You can complete it as often as you wish and when it best suits you. You may choose to complete your self-evaluation form to fit in with your normal cycle of review and planning.

When you send your updated self-evaluation form to us it will replace any earlier version.

¹ www.standards.dcsf.gov.uk/eyfs.

What should I think about when completing my self-evaluation form?

You should think about how you implement the themes of the Early Years Foundation Stage framework and your policies and procedures, ensuring equality of opportunity for all children who attend including how you support children with special educational needs and/or disabilities. All providers in receipt of government funding for early education must use the special educational needs code of practice for guidance.² If your self-evaluation form is a summary of the outcomes of any wider self-evaluation you should explain your wider processes of monitoring and self-evaluation and what impact they are having on your setting's improvement.

How do I complete my self-evaluation form?

The self-evaluation form has three parts.

Part A: setting details and views of those who use the setting

Part A tells us about the characteristics of your setting and the background of the children who attend. It asks you to tell us how you seek the views of all those who use your setting and how you use these views to improve the quality of the provision to meet the children's individual needs.

Part B: evaluation of the quality of your provision and outcomes for children

Part B will help you think about and assess your provision. You should answer the questions by taking account of the welfare, learning and development requirements and statutory guidance set out in the Early Years Foundation Stage framework.³ You may find it helpful have a copy of the Early Years Foundation Stage resources pack to hand when you work through your self-evaluation form.⁴ Remember to consider the themes of the Early Years Foundation Stage framework: a unique child, positive relationships, enabling environment and learning and development.

By law from September 2008 your provision must comply with the requirements of the Early Years Foundation Stage framework. A summary is in part C of this form, but you should look at the framework and supporting guidance documents for full details.

Answer the questions as objectively as possible. The bulleted lists will help you. They reflect the themes and commitments set out in the Early Years Foundation Stage.

² www.teachernet.gov.uk/docbank/index.cfm?id=3724.

³ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

⁴ www.standards.dcsf.gov.uk/eyfs/site/resource/index.htm.

Take time to consider what aspects of your provision work well for the children and those that need improvement. As you do this, ask yourself these questions.

- How do I know?
- What impact does this have on children's welfare, learning and development?
- How do we make sure all children irrespective of ethnicity, culture or religion, home language, family background, special educational needs and/or disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development?

In your answers you may want to include the views of staff, parents and children. This will help you when you discuss the form with the inspector, who will ask you for evidence to support your view of the provision.

Think carefully about any changes and improvements you have made since your most recent inspection. In the text boxes say briefly what you think is working better and describe any plans you have to improve provision further. Tell us about any evidence you have that supports what you are saying, such as photographs, documents or a risk assessment. This should be available for the inspector to see during their visit.

Mention whether you complete other self-evaluation documents and whether you are part of a quality assurance scheme: tell the inspector about these when they come to visit.

Part C: information about compliance with statutory requirements

Please complete the table in part C that relates to the statutory requirements as set out in the Early Years Foundation Stage framework and tell us if you are registered on either or both parts of the Childcare Register.

What do I do when I have completed my self-evaluation form?

Once you have completed the form save a copy for yourself and then post it to:

EY SEF
Ofsted
National Business Unit
Royal Exchange Building
St Ann's Square
Manchester M2 7LA

How will you use my self-evaluation form?

We will use it as the main document for planning your inspection. It will provide evidence of the quality of your provision, detailing the main strengths and areas for improvement that you have identified, and how well you use self-reflection as part of your commitment to continuous improvement.

We will evaluate your views of the setting and during the inspection visit we will explore and test out how compatible your comments in the self-evaluation form are with what is available and happening to support the welfare, learning and development of all the children who attend. We will also look at the way you work in partnership with parents and others. We will consider carefully how you evaluate the service you offer children, including those with learning difficulties and/or disabilities and those who speak English as an additional language.

If we have another reason to visit your provision between inspections – for example, if you are a childminder who has moved house – we will look at your self-evaluation form to see how well you manage the particular aspect we need to see. We will also look at your self-evaluation form if we receive a complaint about your provision. It will help us to decide if you can report back to us on the issues or if we need to investigate the complaint ourselves.

Our specific duties to promote inclusion

As a public authority we have a duty to promote race, disability and gender equality, and to prevent unlawful discrimination. We promote equality of opportunity and good relations between people of different groups, and prevent unlawful discrimination. In practice, this means that we must take account of equality in the day to day work of policy-making, service delivery, employment practice and other functions.

You should ensure that you are clear about your own legal duties for promoting equality of opportunity, inclusion and providing an inclusive service for children. For more information visit the Equality and Human Rights Commission website.⁵

⁵ www.equalityhumanrights.com.

Part A: setting details and views of those who use the setting

Section 1: your setting

Please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language. Include details of:

- your building including areas/rooms used
- the area your provision is in, such as 'residential area close to the local school'
- any access to an outdoor space
- access to and within the building, such as a lift, ramps or stairs
- the days and hours you operate
- the number and qualifications of the adults working with the children and any support staff such as a cook.

Outline any specific issues that aid or prevent the smooth running of your setting, such as:

- recent training attended or any qualifications gained
- difficulties in recruiting and retaining staff
- recent or impending re-organisation or change of staff.

Please mention any special features of the provision, such as particular methods of teaching or participation in a quality assurance scheme.

Section 2: views of those who use your setting

This section asks you to tell us about the views of the children and their parents or carers.

- How do you know what their views are?
- Do you ask parents and others to complete a questionnaire about how satisfied they are with the provision or do you meet with parents to discuss the provision?
- Are parents represented on the management body?
- How do you know the children's views and ideas, and those of the staff?

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

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

In part B there are four sections and each covers a different aspect of the provision.

- Section 3: quality of the provision
- Section 4: outcomes for children
- Section 5: leadership and management of the provision
- Section 6: the overall effectiveness of the provision.

Sections 3 and 4

You should evaluate how your provision promotes children's welfare and their learning and development. You should consider how good the five Every Child Matters outcomes are for children who attend. These are:⁶

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

You need to make sure that your provision meets all the welfare and learning and development requirements set out in the Early Years Foundation Stage framework; a summary of these is included in part C. You will find a reference to the outcomes for children at the bottom of the Early Years Foundation Stage principle into practice cards. The framework and cards are in the Early Years Foundation Stage resource pack.⁷ Remember settings in receipt of government funding for three- and four-year-olds must have regard to the Special Educational Needs code of practice.

Section 5

You should consider how effective the leadership and management of the setting is. You should take into account how well you work in partnership with parents and others; how well you safeguard children; and how well you evaluate your provision and take steps to improve. This may or may not include our or any other self-evaluation form, as the form is just one tool that you may use to evaluate the provision. You should also consider how well you deploy resources, including staff and any assistants, your vision for the setting and how well you embed ambition and drive improvement. You will consider aspects of inclusive practice throughout your self-evaluation, however you should evaluate the effectiveness of how well you

⁶ www.everychildmatters.gov.uk/aims/.

⁷ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

promote equality and diversity in this section. Consider how inclusive your practice is, including your admission policy. Does it allow everybody who wishes to attend your setting or is there a reason why somebody may be excluded, such as limited access for a wheelchair, or a toilet upstairs?

Section 6

You should consider what steps you take and what systems you have in place to ensure there is continuous improvement. This links with self-evaluation and improvement, but is wider than just tackling the actions/recommendations from the last inspection. This also links with how well you embed ambition and drive improvement. Finally you need to consider overall how effective your setting is in meeting the needs of all the children who attend.

You can find a table that summarises what inspectors consider when making the judgements and how the judgements link to the general legal requirements of the Early Years Foundation Stage in *Are you ready for your inspection*. We sent you a revised copy of *Are you ready* in August 2009. The revised version is available on our website.⁸

Section 3: the quality of provision in the Early Years Foundation Stage

This section includes how well you promote children's learning and development and welfare to enable them to achieve good outcomes. In relation to children's learning and development, 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 by considering the flowing questions.

- What is your overall approach to the children's learning and development?
- How do you know that what you do helps children?
- How do you know the children are making progress towards the early learning goals?
- What works well? What could be improved?
- Does planning and assessment link to children's individual achievements?
- What are the children doing to show that your planning and the adult interaction is helping them to enjoy and achieve?

⁸ www.ofsted.gov.uk/publications/080023.

To help you evaluate how effectively children in the Early Years Foundation Stage are helped to learn and develop, take account of how well you and any assistants or staff who work with you:

- **support learning** in your interactions with children
- plan the **learning environment** to help children progress towards the early learning goals
- plan children's **play and exploration**, in and out of doors, with a balance of adult-led and child-led activities that helps **children to think critically and be active and creative learners**
- **plan** for individual children, taking into account their culture and background, including the needs of any children with special educational needs and/or disabilities and those learning English as an additional language, to ensure that you are offering an inclusive service and that each child receives an enjoyable and challenging experience across the areas of learning
- use information from **observation and assessment** to plan personalised support for every child and ensure that children achieve as much as they can in relation to their starting points and capabilities
- identify and provide for additional learning and development needs including those children who achieve beyond what is expected
- involve **parents and carers as partners** and other agencies and providers in children's learning and development
- offer an inclusive and welcoming service to all children.

In relation to children's welfare you should take a critical look at the effectiveness of what you and any assistants or staff do to ensure there is a safe and stimulating environment for children that promotes the Every Child Matters outcomes. Try to explain the impact of what you do on outcomes for children. What works well? What could be improved?

To help you evaluate how effectively the welfare of children in the Early Years Foundation Stage is promoted, take account of how well you and any assistants or staff who work with you:

- take steps to ensure the **key people** safeguard and promote the welfare of the children
- teach children about **keeping safe**
- promote good **health and well-being** and whether necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill
- help children develop good **health practices**
- encourage children to develop the habits and behaviours, appropriate to good learners, their own needs and those of others

- ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- help children acquire **skills for their future** well-being including independence and the ability to communicate with others

Section 4: outcomes for children in the Early Years Foundation Stage

In this section you should take a critical look at outcomes for children in 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. How do you know? You are asked to evaluate each of the five outcomes before evaluating how well you promote the outcomes for children overall.

b)⁹ The extent to which children achieve and enjoy their learning

Consider the following:

- how well children learn and develop in relation to their starting points and capabilities
- the extent to which children enjoy their learning
- the extent to which children are active learners, creative and think critically
- whether progress in particular areas of learning and development is consistently better than any other area or falls below others
- how well children are able to work independently
- whether the progress of particular groups (or individuals) is consistently better than or lower than others

c) The extent to which children feel safe

Consider the following:

- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting

Note: this contributes towards how well you safeguard children overall – see the leadership and management section.

⁹ The letters in each section correspond to the sections in the self-evaluation form.

d) The extent to which children adopt healthy lifestyles

Consider the following:

- the extent to which children understand and adopt healthy habits such as good hygiene practices
- the extent to which children are active and understand the benefits of physical activity
- the extent to which children make healthy choices about what they eat and drink

e) The extent to which children make a positive contribution

Consider the following:

- children's enjoyment of and attitudes towards learning, including their desire to participate, willingness to make choices
- how well children behave, join in, cooperate and share with each other
- how well children make friends, respect each other and tolerate each other's differences
- the extent to which children respond to the expectations of those who work with them
- children's ability to make appropriate choices and decisions

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

Consider carefully:

- children's skills in communicating, literacy, numeracy and progress in developing information and communication technology
- the extent to which children are active, inquisitive and independent learners
- children's developing ability to solve problems
- the extent to which children's understanding of the wider world is demonstrated through their play

g) Outcomes for children in the Early Years Foundation Stage

You should make the overall judgement about outcomes **after** considering each of the individual outcomes for children. 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 under the quality of your provision.

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:

- have a strong vision for the setting, 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 the questions in this section in relation to how well you organise 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

You should consider your vision 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. This will often have a close relationship to your ability to self evaluate and your capacity for continuous improvement.

When considering how effectively leaders and managers communicate an ambitious vision for the setting and drive and secure improvement you should take account of:

- the commitment with which leaders and managers at all levels make explicit their vision for the setting's continuous improvement
- the extent to which the vision is shared by all adults working within the setting
- the extent to which plans for the future will improve outcomes for children
- the quality of targets being set and whether steps for improvement and key priorities are realistic but challenging
- the extent to which systems for tracking, monitoring and analysing the impact changes have on the setting and individual children are implemented
- the extent to which leaders and managers tackle key priorities, secure consistency by rigorously checking how well plans and policies are

implemented and review and adjust plans and priorities in light of changing circumstances

i) The effectiveness with which the setting deploys resources

You should consider how well you use and manage your available resources, including any staff you deploy. An evaluation of how efficiently and effectively you use and manage your available resources contributes to how effectively the setting is led and managed.

When considering how effectively you deploy resources you should take account of:

- the progress children make in relation to their starting points
- the suitability and availability of resources
- how effectively resources are managed and used
- how effectively the staff are deployed and the impact of their professional development
- the quality of the environment and how effectively the provider uses space within the provision
- the providers commitment to sustainability

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

You should 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.

When considering the effectiveness with which you promote equality and diversity, you should take account of:

- the progress and development of the different groups of children attending the setting, for example, minority ethnic groups, looked after children, children with special educational needs and/or disabilities, and of other groups even though the amount of children may be small in number
- the extent to which the setting promotes children's understanding of differences
- the emphasis the setting gives to processes and provision to promote equality and eliminate unlawful and/or unfair discrimination, and ensure that stereotypical views are challenged
- the effectiveness of staff training in equality and diversity
- how the setting manages incidents and complaints

- the extent to which the policies and procedures are available to, and understood by, parents and others and are effective and inclusive for those children who attend
- the extent in which the setting works in partnership with parents and others to meet every child's needs
- the way in which the needs of individual groups of children are being considered when planning activities. For example, boys and girls, those with special educational needs and/or disabilities and those for whom English is an additional language
- the extent to which adults ensure the learning environment and resources are available to all children

Below are some questions for you to consider, to help you think about this judgement:

- How accessible is your building?
- How inclusive is your admissions policy? Are there any groups of children who may be excluded from your setting by your policy?
- How effective and inclusive are your policies and procedures?
- Are they available to and understood by all parents, staff and volunteers?
- Do you make them available in the languages of the children who attend?
- How well do you work in partnership with parents and others to meet every child's individual needs?
- Do you consider boys and girls when planning activities?
- How well do you meet the needs of children with learning difficulties and/or disabilities, and English as an additional language?
- How well do you ensure that your environment and resources are available to all children?
- How inclusive and welcoming is your service?

k) The effectiveness of safeguarding

You should consider how well you safeguard the children in your care through effective recruitment processes, child protection policies and procedures, training staff and teaching children to be safe. You will have already considered safeguarding issues in other aspects of your self-evaluation, such as feeling safe and the quality of the provision, but safeguarding is wider than just 'staying safe' or ensuring all staff have a Criminal Records Bureau check in place. To help you reach a judgement about how well you safeguard children you should take into account the extent to which you:

- have clear policies, strategies and procedures to ensure the safeguarding and welfare of children and meets the required duties

- have established clear management responsibilities in relation to child protection including relevant designated staff
- monitor and evaluate the effectiveness of your policies and practices, including complaint procedures
- ensure the suitability and qualification of all adults looking after children or having unsupervised access to them
- take reasonable steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe
- conduct effective risk assessments and take action to manage or eliminate risks
- ensure adults know and understand child protection/safeguarding issues and how to implement procedures
- maintain records required for safe and efficient management of the early years provision and to meet all children's needs
- promote partnership working with parents and others to safeguard children
- help children to keep themselves safe, including encouraging children to adopt safe and responsible practices
- take effective steps to promote children's good health and well-being, including those to prevent the spread of infection and those taken when children are ill.

I) The effectiveness of the setting's self evaluation, including steps taken to promote improvement

You should consider your processes for self-evaluation and how these contribute to your self-knowledge, your priorities for improvement and your capacity for continuous 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 with that of your capacity for continuous improvement and how well you embed ambition and drive improvement.

When considering the effectiveness of steps taken to promote improvement, you should take account of:

- how effectively any recommendations and actions raised at the previous inspection have been tackled in terms of improved outcomes for children
- whether improvements to promote equality and inclusion have had a beneficial impact for all children
- the extent to which improvements have had a positive impact on the overall quality of the early years provision and the outcomes for children.

m) The effectiveness of partnerships

You should 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 and the impact of that partnership working.

You should take account of the extent to which you:

- liaise with external agencies or services to ensure a child gets the support he or she needs
- liaise with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care.

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

You should 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. Do not repeat what you have already done, 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.

You should take account of:

- the extent to which you seek and act on parents and carers and children's views
- the extent to which parents and carers are provided with good quality information about the early years provision
- how parents and carers are informed about their children's achievements and progress
- the extent in which parents and carers are encouraged to share what they know about their child, particularly when the child first starts to attend
- opportunities to encourage parents and carers to be involved in supporting their children's learning and development.

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

Having considered the aspects that support the overall leadership and management in h) to n), you should now consider how effective the leadership and management of the setting is overall.

You should take account of:

- the commitment with which leaders and managers at all levels make explicit their vision for the setting's continuous improvement
- the extent to which the vision is shared by all adults working within the setting

- the extent to which plans for the future will improve outcomes for all children
- the quality of targets being set and whether steps for improvement and key priorities are realistic but challenging
- the extent to which systems for tracking, monitoring and analysing the impact changes have on the setting and individual children are implemented
- the extent to which leaders and managers tackle key priorities, secure consistency by rigorously checking how well plans and policies are implemented and review and adjust plans and priorities in light of changing circumstances

Below are some prompts to help you think about this judgement...

Suitable people

- How well you ensure the suitability and qualifications of the adults looking after children or having unsupervised access to them.
- How you identify the training needs of all adults working with the children.
- How you organise training, is training cascaded to other staff?

Suitable premises, environment and equipment

- How effectively and efficiently you deploy resources; this includes any staff or assistants.
- The quality and effectiveness of risk assessments and actions you take to manage or eliminate risks.
- How well you ensure trips or activities that take place away from the premises are safe.
- How you ensure all equipment is maintained to a safe and acceptable standard.
- How are the premises kept safe and secure so that children cannot leave alone or others gain unsupervised access.

Inclusion

- How well you promote inclusive practice, including factors affecting all areas of learning and development, so that all children have their welfare needs met and achieve as well as they can.
- How well you ensure individual educational plans for children with specific identified needs are in place and kept up to date.

Documentation

- How well you maintain records, policies and procedures required for safe and efficient management of the Early Years Foundation Stage and to ensure that the needs of all children are met.

Organisation

- How effectively you strive for improvement to provide high quality care and education.
- How effectively you monitor provision and outcomes for children through regular quality checks and self-assessment, and identify targets for further improvement.
- To what extent you are able to maintain continuous improvements, including improvements identified in any previous Ofsted inspection reports.

Learning and development

- How effectively you make use of data from observational assessment of children to help staff plan their support for children's learning and development regardless of background, gender, ethnicity, culture, special educational needs and/or disabilities.

Partnership working

- How well you work with parents, carers, other providers, services and employers and take into consideration ethnic background, home language, family background, religion and faith, special educational needs and/or disabilities and gender to promote children's care and education.

Section 6: the overall effectiveness of the early years provision

This is the last section and asks the central question '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 you should gather all these aspects together to consider the judgement below and tell us how good your practice is.

p) The capacity of the provision to maintain continuous improvement

You should consider how your vision for the setting and your self-evaluation contributes to continuous improvement. In considering your capacity to maintain continuous improvement you should take account of the extent to which:

- you take effective steps to evaluate the provision for children's welfare and learning and development
- you involve parents, and any childminding assistants, staff and volunteers in the self-evaluation process

- your self-evaluation gives a good understanding of the strengths and weaknesses of the early years provision and how this is used to secure continuous improvement
- the action you take to tackle identified weaknesses, including those identified at the last inspection and monitoring visit from your development worker if applicable, is effective in terms of improved provision and outcomes for children
- plans for the future are well targeted to bring about further improvement
- staff development and planning is effective and appropriate to meet future changes
- partnership with parents and carers is effective
- those working in the setting to bring about sustainable improvements are committed and confident to provide effective leadership and management

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 areas for improvement and the grades you have awarded yourself. When considering how well you meet the needs of the children who attend your setting, you should take account of:

- how well the needs of all children are routinely met through **recognising the uniqueness of each child**
- how the setting **supports every child** so that no group or individual is disadvantaged
- whether all children make progress in their **learning and development**
- how well children's welfare is promoted, including the effectiveness of safeguarding procedures
- whether **partnerships in the wider context** are used to promote good quality education and care
- the extent to which planning for improvement, including processes of self-evaluation, is effective
- improvements made since the last inspection, where applicable

Part C: information about compliance with statutory requirements

From September 2008 the law requires that if you are registered on the Early Years Register you must comply with the learning and development and welfare requirements of the Early Years Foundation Stage statutory framework.

Part C of the self-evaluation form asks you to confirm that you are complying with these requirements. If for any reason you are not meeting any requirement then please explain which of the requirements you are not meeting and why, and what action you intend taking to rectify this. Annex C has further reading about this.

To assist you we have numbered the requirements and included the pages you need to refer to in the May 2008 edition of the Early Years Foundation Stage framework.¹⁰ Where appropriate we have followed the Early Years Foundation Stage sub-divisions of the general legal requirements to help you consider how well you meet each requirement.

Learning and development requirements

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 five. Please note each area of learning is a requirement.
pages 12–16

LD 2: the educational programmes

The matters, skills and processes that are required to be taught to young children as stated under each of the areas of learning.
pages 12–16

LD 3: the assessment arrangements

The arrangements for assessing young children to ascertain their achievements.
pages 16–18

Welfare requirements

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

¹⁰ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

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

W4: organisation

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.
page 37

W5: documentation

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.
pages 38–40

Annex A. Record of inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; and grade 4 is inadequate.

Key judgements are in bold text, supplementary judgements in plain text

Overall effectiveness

How well does the setting meet the needs of children in the Early Years Foundation Stage?	
The capacity of the provision to maintain continuous improvement.	

Leadership and management

The effectiveness of leadership and management of the Early Years Foundation Stage	
The effectiveness of leadership and management in embedding ambition and driving improvement	
The effectiveness with which the setting deploys resources	
The effectiveness with which the setting promotes equality and diversity	
The effectiveness of safeguarding	
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	
The effectiveness of partnerships	
The effectiveness of the setting's engagement with parents and carers	

Quality and standards and outcomes for children

The quality of provision in the Early Years Foundation Stage	
Outcomes for children in the Early Years Foundation Stage	
The extent to which children achieve and enjoy their learning	
The extent to which children feel safe	
The extent to which children adopt healthy lifestyles	
The extent to which children make a positive contribution	
The extent to which children develop skills for the future	

Annex B. How will my provision be graded?

The table below shows the straightforward four-point grading scale inspectors use to make judgements. We use these grades against all the judgments we make at inspection. The inspector will share these with you at the end of the inspection. The table below also includes some general indicators of the quality of early years provision for each grade, together with the implications for the next inspection.

Grade	Indicators of overall provision
Grade 1 Outstanding	<ul style="list-style-type: none"> ■ This applies to exceptional provision which is way above the norm. The standard of care is exemplary. It is highly effective at making sure that children make significant progress towards the early learning goals given their starting points. ■ Overall, the practice is worth disseminating beyond the setting. ■ Inspectors make very few recommendations to bring about minor improvement.
What happens next?	
<p>When the overall judgement is Grade 1: The next inspection will not take place for at least three years, although we will investigate any complaint we receive which suggests the requirements of the Early Years Foundation Stage, or any conditions of registration, are not being met.</p>	
Grade 2 Good	<ul style="list-style-type: none"> ■ This applies to strong provision in which children are well cared for. It is successful at making sure that children make good progress towards the early learning goals – given their starting points. ■ Overall, the practice is worth reinforcing and developing. ■ Inspectors will make recommendations for further improvement. ■ Inspectors may raise actions to ensure that specific welfare requirements of the Early Years Foundation Stage are met.
What happens next?	
<p>When the overall judgement is Grade 2: The next inspection will not take place for at least three years, although we will investigate any complaint we receive which suggests the requirements of the Early Years Foundation Stage, or any conditions of registration, are not being met.</p>	
Grade 3 Satisfactory	<ul style="list-style-type: none"> ■ This applies to provision which is sound but could be better. The standard of care is acceptable. Children's progress towards the early learning goals is steady, but slow given their starting points. ■ Overall, the practice has scope for improvement. ■ Inspectors will make recommendations for further improvement. ■ Inspectors may raise actions to ensure that specific welfare requirements of the Early Years Foundation Stage are met.
What happens next?	

When the overall judgement is Grade 3:
 The next inspection will not take place for **at least three years** unless we receive a complaint which suggests the requirements of the Early Years Foundation Stage, or any conditions of registration, are not being met.

<p>Grade 4 Inadequate Category 1</p>	<ul style="list-style-type: none"> ■ This applies to provision which is weak. The standard of care is not good enough: one or more of the learning and development or general welfare requirements of the Early Years Foundation Stage are not being met. Children make too little progress towards the early learning goals – given their starting points. There has been too little improvement since our last inspection. ■ Overall the quality of the provision gives cause for concern but is likely to improve without external help and support.
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What happens next?

When the overall judgement is Grade 4 Category 1:

We will send a letter to the registered person, setting out the actions that must be taken, and by what date, to remedy significant weaknesses in the provision. This is called a notice to improve. The registered person should let us know when the necessary action has been taken. If the required action has not been taken by the date specified in the notice or what has been done has little impact, we may take further enforcement measures.

We may carry out an announced or unannounced visit to check that the required actions have been taken. If we find that the required improvements have not been made, or what has been done has made little impact, we may take further enforcement measures, including suspending or cancelling registration.

The next full inspection will take place within six to 12 months.

<p>Grade 4 Inadequate Category 2</p>	<ul style="list-style-type: none"> ■ This applies to poor provision which needs urgent attention. The standard of care and/or early education is unacceptable. One or more of the learning and development or general welfare requirements of the Early Years Foundation Stage are not being met. Children are not safeguarded and/or make little or no progress towards the early learning goals. There has been too little improvement since our last inspection. ■ Overall the quality of the provision gives cause for concern and is unlikely to improve without enforcement action being taken by us, and help and support from external agencies.
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Grade 4 Category 2: What happens next?

When the overall judgement is Grade 4 Category 2:

We take enforcement action where immediate improvement is needed to the provision for children’s welfare. We may issue a welfare requirements notice to the registered person which sets out which welfare requirements are not being met and what must be done to improve the provision, and by when. Failure to comply with a welfare requirements notice is an offence and may lead to prosecution. However, in rare cases where children are at risk of harm, we may suspend or cancel your registration.

Where provision is poor and learning and development requirements are not being met, then we will consider whether it is necessary to suspend or cancel your registration. Otherwise we will issue

a notice to improve and check that the necessary improvements have been made through regular monitoring visits.

In all cases we will visit the setting at least once in every three month period, or on or about dates specified in the notification of any enforcement action we propose to take. The purpose of these visits is to check whether the required improvements have been made and their impact on children. We will publish a letter explaining the outcome of each visit on our website. These visits will continue until the quality of early years provision has improved and is judged to be satisfactory or better: then we will carry a full inspection and publish the inspection report on our website. If we find that the required improvements have not been made, or what has been done has made little impact, we may take further enforcement measures, including suspending or cancelling registration.

Annex C. Information about compliance with statutory requirements

Using the headings

Fully in place

- This means that the registered provider/nominated person is aware of the relevant statutory requirements, and know how they apply to the setting. It also indicates that the setting fully meets the relevant statutory requirements.

For example: the registered provider/nominated person know that the setting's procedures for safeguarding meet all statutory requirements and at least once a year check that this continues to be the case.

Partly in place

- This means that the registered provider/nominated person is aware of the relevant legal requirements, and know how they apply to the setting. The registered provider/nominated person is aware that some elements or details are not in place. Please use the space for comments to indicate, briefly, what action you need to be take to ensure legal requirements are fully in place.

For example: the registered provide/nominated person is aware that there is not always a member of staff present who holds a paediatric first aid certificate but has booked someone on a course in the next month; or a childminder's first aid certificate has expired and she is booked on a course in the next month. The childminder/member of staff has a letter to confirm this.

The specific legal requirement is not being met, but it has little or no impact on the children.

Not in place

- This means that the registered provider/nominated person is aware that for whatever reasons the legal requirement/s applying to their setting are not met. Please indicate briefly what action needs to be taken to ensure the legal requirements are fully met. The registered person should expect the inspector to follow up these points during the inspection.

For example: there are insufficient qualified staff to meet the adult to child ratios across the setting.