

# 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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<b>Setting name</b>		
<b>Setting unique reference number</b>		
<b>Setting address</b>		
	Postcode	
<b>Completed by (name and role)</b>		
<b>Date completed</b>		

## 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.

## 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 years self-evaluation form guidance* page 8.

## 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 staff 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**

**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. 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

<b>Evaluation</b>	
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Outcomes for children are:

Outstanding	
Good	
Satisfactory	
Inadequate	

c) The extent to which children feel safe

**Evaluation**

Outcomes for children are:

Outstanding	
Good	
Satisfactory	
Inadequate	

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

**Evaluation**

Outcomes for children are:

Outstanding	
Good	
Satisfactory	
Inadequate	

e) The extent to which children make a positive contribution

**Evaluation**

Outcomes for children are:

Outstanding	
Good	
Satisfactory	
Inadequate	

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

**Evaluation**

Outcomes for children are:

Outstanding	
Good	
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	
Satisfactory	
Inadequate	

## **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**

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) 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>	
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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) 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

<b>Evaluation</b>	
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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) 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.

<b>Evaluation</b>	
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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) 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.

<b>Evaluation</b>	
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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) 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.

<b>Evaluation</b>	
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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) 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.

<b>Evaluation</b>	
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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	

**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?**

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 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**

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	

**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**

The overall effectiveness of my provision in meeting the needs of the children 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	
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## 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			
<b>LD 2:</b> The educational programmes – the matters, skills and processes that are required to be taught to young children. Pages 12–16			
<b>LD 3:</b> The assessment arrangements – the arrangements for assessing young children to ascertain their achievements. Pages 16–18			
<b>Action</b>			

<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			
<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			
<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			
<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			

<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>			
<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>			
<p><b>Action</b></p>			