



States of  
Guernsey

IF ANY PROVIDER WOULD LIKE A WORD VERSION OF THIS DOCUMENT PLEASE  
CONTACT THE SEYT

## Early Years Quality Standards Framework (EYQSF)

# Self-Evaluation Review and Guidance (SER)



# CONTENTS

INTRODUCTION	3
DEFINITION OF TERMS	7
EARLY YEARS LEARNING & DEVELOPMENT SELF EVALUATION REVIEW (SER)	9

<b>QS1</b>	• Safeguarding & Welfare	9
<b>QS2</b>	• Strong Leadership and Management	9
<b>QS3</b>	• Positive Interactions and Well-Being	14
<b>QS4</b>	• Enabling Environment	16
<b>QS5</b>	• Education Programme, Progress & Practice	19
<b>QS6</b>	• Positive Partnerships	29

PUPIL VOICE QUESTIONNAIRE	32
ACTION PLAN TEMPLATE	33



# INTRODUCTION

The Early Years Quality Standards Framework (EYQSF) sets an agreed framework to enable all children to access the highest quality Early Years Provision throughout the Bailiwick. The Self-Evaluation Review (SER) gives providers an opportunity to spend focused time looking at what they do every day to meet the standards, considering what works well and what could be even better. This is the guidance to support the use of self-evaluation to evaluate the quality of registered early year's provision and ensure continuous improvement.

The six quality standards are:

- Safeguarding & Welfare
- Strong Leadership & Management
- Positive Interactions and Well-being
- Enabling Environment
- Education Programme, Progress & Planning
- Positive Partnerships

The emphasis on impact and outcomes reinforces the principle that self-evaluation is not an end in itself. It is worthwhile only if it leads to improvements in the educational experiences and outcomes for children and to the maintenance of the highest standards where these already exist. Self-evaluation builds on good practice in Early Years and is designed to help staff evaluate their current performance and to identify priorities for action.

This document also emphasises the importance of staff teams engaging in professional discussion and reflection, based on a shared understanding of quality and a shared vision of their aims for their children. All staff should therefore be involved in the self-evaluation process. Reflection on practice within these areas will support staff development and also have a positive impact on practice and provision.

## **What is Self-Evaluation?**

Self-evaluation should be a reflective professional process which helps Early Years providers to identify their actions for improvement and promote well-considered development.

Self-evaluation is important in helping you to consider how best to create, maintain and improve your setting so that it meets the highest standards and offers the best experience for young children. The early year's Self-Evaluation Review helps you to evaluate your practice against the six quality standards.

Early Years providers in Guernsey and Alderney have agreed to use the internationally validated rating scale ECERS-3 to support the EYQSF as part of the self-improvement process and use this self-evaluative approach to raising and maintaining quality provision for all children.

We recommend that you complete the self-evaluation form electronically. The form may take some time to complete initially but completing it electronically means you can update it easily.

### **Why do we need to complete the SER?**

Best practice in Early Years is demonstrated when providers are constantly seeking to improve and are in a continuous cycle of review and planning. It provides a measure of accountability of the Early Years Provider to the community it serves and also assists the States Early Years Team to identify which settings need extra support, and how this may be provided.

Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for children.

### **Who will support us to complete this?**

The States Early Years Team (SEYT) will support all providers to ensure they complete the SER, both through training and through individual visits and support.

As we develop and strengthen our partnerships with other professionals we will work with them to support this process further.

### **What is Validation?**

Validation is a process which looks at your judgements and agrees that they are accurate and consistent. This will be carried out by the SEYT and will form part of the inspection process.

#### **LEVELS OF JUDGMENT:**

- ***Enhancing***
- ***Establishing***
- ***Developing***

In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of ***enhancing*** applies to provision which is sector leading. Children's experiences and achievements are of a very high quality. An evaluation of ***enhancing*** represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating

beyond the setting. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **establishing** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of **establishing** represents a standard of provision in which the strengths have a significantly positive impact. However, it implies that the setting should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **developing** applies to provision which has some strengths, but where there are important areas for development. An evaluation of **developing** indicates that children have access to a basic level of provision. It implies the need for structured and planned action on the part of the setting and may require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will involve working alongside the SEYT and other partners where necessary.

### **How will the SER be completed?**

By using a range of indicators and sources of evidence, we can arrive at a holistic view of quality, looking at it from different angles and checking the consistency of evaluations.

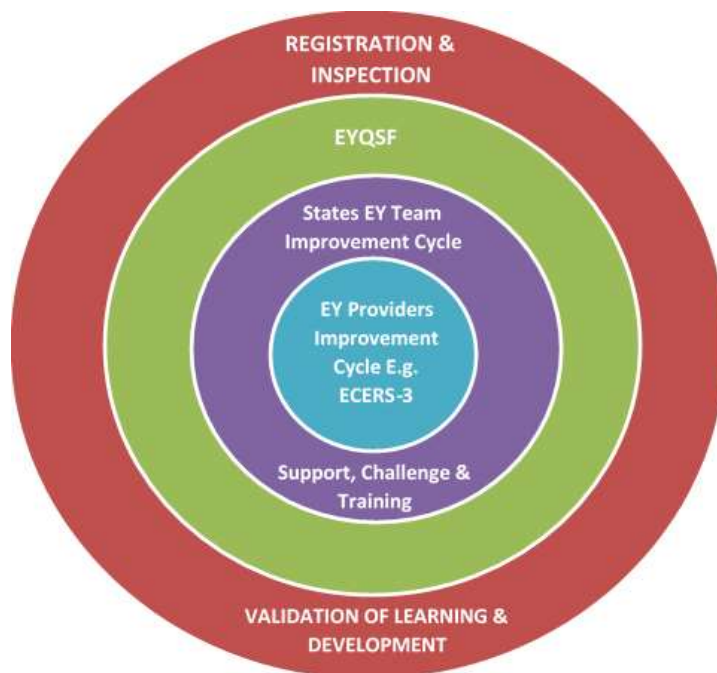
To support the discussion which underpins reflection the Self-Evaluation Indicators are linked to the six quality standards;

- Safeguarding & Welfare
- Strong Leadership & Management
- Positive Interactions and Well-being
- Enabling Environment
- Education Programme, Progress & Planning
- Positive Partnerships

1. Begin by looking at Quality Standard 1 – Safeguarding & Welfare in the EYQSF document. The next step will be to use the SER indicators to begin to show your evidence against the quality standard. Use the suggested evidence for guidance, it is the discussion that is generated that is important. From the dialogue that begins to take place, areas for development will begin to emerge.
2. As a team discuss and understand the standard, consider which of the indicators best fit your provision. Are you developing, establishing or enhancing in terms of what is happening within your setting?

Record your judgment on the SER overview and note the areas you feel require the most development, remember this process must involve the whole team.

## How does the SER fit into the Inspection Framework?



The inspection team will inspect the aspects of the EYQSF that require checks, including processes and procedures (not in colour in the EYQSF). They will check that the Provider's SER is in place and has been validated by an Education Officer and links with current Action Planning.

Self-evaluation begins with a period of systematic reflection and involves the whole staff team. It is a process to look objectively at all aspects of the provider and service, consider and celebrate what is working well - the strengths - and also what could be even better – areas for improvement.

The SER Overview will support the initial discussions which underpin reflective practice and enable practitioners to identify the areas of strength and those areas that require improvement.

### Where does ECERS-3 fit in?

ECERS-3 will continue to be the Providers tool for self-improvement. Providers can request a full ECERS audit from the SEYT or a Subscale Audit annually to feed into their action planning where appropriate.



## DEFINITION OF TERMS

The term **curriculum** is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

**CYPP** - Children's and Young People's Plan.

**Early Childhood Environmental Rating Scales - (ECERS-3)** an internationally validated scale used to assess the quality of practice and self-compliance. In this document, these are sometimes referred to as the rating scales. Error! Reference source not found.

**Early Years Foundation Stage (EYFS)** is the curriculum guidance from birth through to five years old. This curriculum is followed through into a child's first year in primary school, reception class. Error! Reference source not found.

The **Early Years Quality Standards Framework (EYQSF)** is defined on page 5. In the rest of this document it is simply referred to as EYQSF, or described as 'the Framework'.

Reference to **Guernsey** includes Alderney, Herm, Jethou and Lihou islands.

The **Guernsey and Alderney Pre School Fund (GAPF)** is the money given by the States of Guernsey that enables providers within the private and voluntary sector to offer States funded places of 15 hours for 3 and 4 year olds.

**Guernsey Early Years Partnership (GEYP)** is the independent Guernsey organisation that helps agencies, individuals and States departments work together on early years and childcare issues in the best interests of the Island's children.

A **Nursery** is a facility that provides, for reward, care and learning for children under five, without a parent, for a continuous period of four hours or more in any day in premises that are not domestic premises.

The word **parent** is used to refer to mothers, fathers, legal guardians, carers and the primary carers of children in the early years setting.

The adults who work with children in the settings, whatever their qualifications or role, are referred to as **practitioners**.

A **Pre School** is a facility that provides care and learning for children under five, without parents, for a continuous period of up to six hours in any given day in premises that are not domestic premises.

The term **Professional Partner** refers to other services for example; Health Visitors, Speech and Language Therapists, Specialist Teachers, Educational Psychologists and members of the Early Years Team, whose role it is to challenge and support the Early Years Provider.

The term **Provider** means the Early Years Nurseries and Pre Schools in Guernsey and Alderney.

The **role of the practitioner** includes establishing relationships with children and their parents, planning the learning environment and curriculum, supporting and extending children's play, learning and development, assessing children's achievements and planning their next steps. The word **teaching** is used to include all these aspects of their role.

**SEN** – Special Educational Needs and/ or Disability.

**The States Early Years Team** (Includes Registration and Inspection Team (HSSD) and the Learning and Development Team (Education)).

When referring to a child's **wider family** this could include (but not exclusively); grandparents, foster carers, guardians. Everyone who is involved with the care and learning of a child.





## SELF-EVALUATION INDICATORS

	EYQSF	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
1 Safeguarding and Welfare	<p><b>1.43</b> Children are encouraged to learn about hygiene through the daily routine and supported through their development in the Prime Area of Health and Self Care.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 29 Meals and Snacks &amp; Page 33 Health Practices</li> <li>• Displays</li> <li>• Food preparation</li> <li>• Snack routines</li> </ul>		<p><b>1.43</b></p> <p>Some children are encouraged to learn about hygiene for the daily routines some of the time.</p>	<p><b>1.43</b></p> <p>Most children are encouraged to learn about hygiene for daily routine at most opportunities.</p>	<p><b>1.43</b></p> <p>All children are encouraged to learn about hygiene for daily routine and this is embedded in everyday practice.</p>
		Notes:				
2 Strong Leadership & Management	<p><b>2.15</b> Providers must ensure that effective, robust and transparent financial procedures are operated. Effective financial and business planning is in place to ensure sustainability of service.</p>	<ul style="list-style-type: none"> <li>• Business Plan linked to Action plan.</li> <li>• Projections and planning for coming terms regarding numbers</li> </ul>		<p><b>*2.15*</b></p> <p>Coherent business plan needs developing.</p> <p>Budgets need to be prepared and monitored.</p>	<p><b>2.15</b></p> <p>Business plan in place but not used as a driver for development.</p> <p>Budget prepared but monitoring system needs developing.</p>	<p><b>2.15</b></p> <p>Business plan is highly effective, with the child at the centre. The plan links closely with all aspects of the provision.</p> <p>EY provider able to identify financial variation quickly and take action.</p>
		Notes:				

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>2.21</b> Providers must engage in an effective quality improvement programme E.g. ECERS-3. A continuous cycle to monitor quality in the setting must be in place and positively impacting on the children’s learning, development, safeguarding and welfare.</p> <p><b>2.22</b> All quality improvement should inform settings action planning with measurable impacts recorded.</p> <p><b>2.23</b> Providers must act on advice and recommendations of the States Early Years Team and any other professional partners in order to improve the quality of their settings and offer the best outcomes for children</p>	<ul style="list-style-type: none"> <li>• Your Action Plan linked to self-evaluation using ECERS-3</li> <li>• Staff meeting agendas/minutes</li> <li>• Performance management reviews</li> <li>• CPD attendance showing links to Action Plans</li> <li>• Notes of Visit</li> </ul>		<p><b>2.21, 2.22, 2.23</b></p> <p>Self- evaluation and action plan needs to be started.</p> <p>Unable to see the need to review and change practice.</p> <p>Little engagement with the SEYT or understanding of Quality Improvement processes.</p> <p>Limited understanding or commitment to reflective practice.</p>	<p><b>2.21, 2.22, 2.23</b></p> <p>Self-evaluation and action plan in place but has not yet impacted on practice.</p> <p>Involved with the SEYT and Quality Improvement processes but lacking real engagement.</p> <p>Not all staff are included or understand their role in the process. Basic understanding of evaluation and reflective practice.</p>	<p><b>2.21, 2.22, 2.23</b></p> <p>Self-evaluation and action plan embedded, regularly reviewed and used as a working document to improve quality.</p> <p>Active engagement with Quality Improvement processes, including quality assurance and self-evaluation frameworks. Robust cycle of evaluation and reflection which involves the EY provider as a whole.</p>
	Notes:				

<p><b>2.32</b> Providers must ensure the following information is available to parents:</p> <ul style="list-style-type: none"> <li>➤ how the Early Years Curriculum (EYFS) is being delivered and how parents can access more information if requested;</li> <li>➤ the variety and types of activities and experiences the children are provided with, the daily routines and how parents can support and share the learning at home;</li> <li>➤ how the setting supports children with special educational needs and disabilities;</li> <li>➤ any food and drink provided by the setting</li> <li>➤ details of policies and procedures (these should be available on request) including what to do if a parent fails to collect a child at the appointed time or in the event of a child going missing</li> <li>➤ staffing in the setting; the name of their child's key person and their role; and a telephone number for parents to contact the setting in an emergency.</li> </ul>	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
	<ul style="list-style-type: none"> <li>• Information packs/leaflets</li> <li>• Displays</li> <li>• evenings/meetings</li> <li>• Policies</li> <li>• Social Media contact</li> </ul>		<p><b>2.32</b></p> <p>Limited communication and engagement with parents.</p>	<p><b>2.32</b></p> <p>Basic information sharing and engagement with parents relating to their child's development.</p>	<p><b>2.32</b></p> <p>Parents valued and seen as equal partners with the EY provider. High quality involvement and effective information sharing.</p>
Notes:					

<p><b>2.42</b> Providers must ensure regular supervision takes place for staff who are working directly with children and families. Supervision should encourage reflective practice, team work and continuous improvement. Effective supervision provides support and facilitates staff in their own learning &amp; development in the best interests of the children. Supervision should offer staff an occasion to:</p> <ul style="list-style-type: none"> <li>➤ discuss any issues particularly concerning a child’s well-being or learning &amp; development</li> <li>➤ reflect on practice and challenges and discover solutions with support</li> <li>➤ receive training, support and encouragement to improve personal effectiveness</li> </ul>	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
	<ul style="list-style-type: none"> <li>●Examples of supervision</li> <li>●CPD records</li> <li>●Impact of CPD training in setting</li> <li>●Allocated training budget</li> </ul>		<p><b>2.42</b></p> <p>No supervision in place.</p> <p>Continuous Professional Development processes need to be implemented</p> <p>Training needs not identified. Training is not budgeted for.</p>	<p><b>2.42</b></p> <p>Supervision carried out for all members of staff.</p> <p>Continuous Professional Development haphazard.</p> <p>Training needs identified and some action taken to address. Some budget allocated to training.</p>	<p><b>2.42</b></p> <p>Effective supervision are carried out regularly.</p> <p>Effective continuous professional development approach, linked to quality improvement processes</p> <p>Highly effective training plan in place and impact monitored regularly for effectiveness, including an allocated budget to training.</p>
	Notes:				

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>2.61</b> The registered person actively promotes equality of opportunity and anti-discriminatory practice for all children.</p> <p><b>2.62</b> All children and adults are treated with equal concern and the registered person complies with relevant anti-discriminatory legislation and good practice. The registered person promotes equal opportunities in the areas of employment, training, admission to care and access to the resources, activities and facilities available, with cultural awareness.</p>	<ul style="list-style-type: none"> <li>•ECERS-3 Page 65, Promoting acceptance of diversity. Page 75 Peer Interaction. Page 77 Discipline</li> </ul>		<p><b>2.61, 2.62</b></p> <p>Poor equality and diversity practice goes unchallenged Leaders and Managers are unaware of their duties with regard to actively promoting equal opportunities and anti-discriminatory practice. The diversity of individuals and communities is poorly valued and respected.</p>	<p><b>2.61, 2.62</b></p> <p>Leaders and Managers are aware of their duties with regard to actively promoting equal opportunities and anti-discriminatory practice ensuring all children and families feel included, safe and valued, but not all staff are demonstrating this consistently.</p>	<p><b>2.61, 2.62</b></p> <p>Leaders and Managers actively promote equal opportunities and anti-discriminatory practice ensuring all children and families feel included, safe and valued</p>
	Notes:				

**3.11** Providers must ensure each child is allocated a Key Person. Their role is to meet the learning and care needs of every child individually. They will help the child settle in and provide consistent care and emotional support that is responsive and sensitive to their individual physical and emotional needs (known as secure attachment). They must actively work with parents and support them in strengthening their child’s development at home.

Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<ul style="list-style-type: none"> <li>•Key person system</li> <li>•Evidence of CPD around attachment</li> <li>•Communication with parents about the key person system</li> <li>•ECERS -3 page 73, Staff child interactions</li> </ul>		<p><b>3.11</b></p> <p>Key person system undeveloped or if in place, the key person role seen as administrative.</p> <p>EY provider has a list of children and their key person but lack an in-depth understanding of the key person role.</p>	<p><b>3.11</b></p> <p>Key person role in place but not fully embedded, with some evidence in practice.</p> <p>A daily record of children’s key people is held. Staff have some knowledge of the key person role.</p>	<p><b>3.11</b></p> <p>Key person role well-established and supports strong reciprocal relationships with children, families and other professionals.</p> <p>A daily record of children’s key person is held with any changes noted and shared with children, parents and staff. Staff have an in-depth knowledge of collaborative relationships.</p>
Notes:				

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>3.31</b> Providers must ensure staff are sensitive, supportive, respectful and responsive to children’s needs, helping children to feel confident, valued, appreciated and loved.</p> <p><b>3.32</b> Providers ensure positive communication occurs between children, staff, parents and other professionals in their setting.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 page 73 Staff child interaction. Page 71 Individualized teaching and learning</li> </ul>		<p><b>3.31, 3.32</b></p> <p>Systems for communication are underdeveloped. Practitioners generally do not recognise and demonstrate the strengths of professional relationships in creating an approach that best meets the needs of individual children.</p>	<p><b>3.31, 3.32</b></p> <p>Systems for communication are in place but not consistently effective. Some practitioners recognise and demonstrate the strengths of professional relationships in creating an approach that best meets the needs of individual children.</p>	<p><b>3.31, 3.32</b></p> <p>Systems for communication are embedded and effective. All Practitioners recognise and demonstrate the strengths of professional relationships in creating an approach that best meets the needs of individual children.</p>
<p>Notes:</p>					

		Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
3.33	Providers should ensure the child's voice is sought in decisions affecting them. For non-verbal children this is done through a variety of ways such as; skilful observations, gesture, sign language, pictorially, through physical reactions etc...	<ul style="list-style-type: none"> <li>• ECERS-3 page 75 Peer interaction</li> </ul>		<p><b>3.33</b></p> <p>Practitioners do not understand and demonstrate that all children have an equal right to be listened to and valued in their EY provision.</p>	<p><b>3.33</b></p> <p>Some Practitioners understand and demonstrate that children have an equal rights to be listened to and valued in their EY provision.</p>	<p><b>3.33</b></p> <p>All Practitioners understand and demonstrate that all children have an equal rights to be listened to and valued in their EY provision.</p>
	Notes:					
4 Enabling Environment	4.11 The premises must be organised in a way that meets the needs of all children	<ul style="list-style-type: none"> <li>• ECERS-3 page 15 - 21 Indoor space, Furnishings, Room arrangement &amp; Space for privacy. Page 25 Space for gross motor play</li> <li>• Staff meeting agenda/minutes</li> </ul>		<p><b>4.11</b></p> <p>Layout restricts accessibility to a child's care, play and limits learning.</p>	<p><b>4.11</b></p> <p>Layout sometimes restricts accessibility to a child's care, play and occasionally limits learning but often addresses key areas of learning.</p>	<p><b>4.11</b></p> <p>Layout is reviewed regularly in terms of effectiveness. It is accessible for all children and enables complex and varied play.</p>
	Notes:					



	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>4.12</b> Providers must provide daily access to outdoor provision or, if that is not possible, ensure that outdoor activities are planned and taken on at least a weekly basis (unless circumstances make this inappropriate, e.g. unsafe weather conditions).</p>	<ul style="list-style-type: none"> <li>• Time tables</li> <li>• Photographs</li> <li>• Planning</li> <li>• ECERS-3 Page 81 Free play</li> </ul>		<p><b>4.12</b></p> <p>Every child does not access outdoor provision regularly.</p>	<p><b>4.12</b></p> <p>Every child experiences access to outdoor provision on at least a weekly basis working towards daily.</p>	<p><b>4.12</b></p> <p>Every child always experiences daily free flow access to outdoor provision.</p>
<p>Notes:</p>					
<p><b>4.32</b> Providers must ensure the indoor and outdoor space is utilised to enable children’s learning and development. Space should be divided up effectively and ensure maximum impact on learning.</p>	<ul style="list-style-type: none"> <li>• Room plan</li> <li>• ECERS-3 page 19 Room arrangement for play &amp; learning. Page 25 Space for gross motor play</li> </ul>		<p><b>4.32</b></p> <p>Indoor and outdoor space is not divided up effectively and restricts children’s learning.</p>	<p><b>4.32</b></p> <p>Indoor and outdoor space is divided up but does not consistently challenge children’s learning.</p>	<p><b>4.32</b></p> <p>The environments are rich and varied creating the conditions for secure and safe, yet challenging indoor and outdoor play.</p>
<p>Notes:</p>					

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>4.35</b> Providers must ensure there is sufficient equipment, enough to provide a choice to enable all children access to a wide and varied curriculum which meets the needs of all the children. This may include chairs and tables for snacks and meals, stair gates, bedding, buggies and car seats.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 17 Furnishings for care, play &amp; learning.</li> <li>• Page 19 Room Arrangement for play &amp; learning.</li> </ul>		<p><b>4.35</b></p> <p>There is limited choice and access to equipment and resources, which provides minimum opportunities for children’s learning and development.</p>	<p><b>4.35</b></p> <p>There is some choice of equipment and resources that children can access, which provide opportunities for their learning and development.</p>	<p><b>4.35</b></p> <p>There is a wide choice of equipment and resources that can be easily accessed by all children, which provides challenge in their learning and development.</p>
	Notes:				
<p><b>4.51</b> Displays should be meaningful to the children so they can enjoy and learn from them. Where possible displays should be at the children’s eye level. Displays should predominantly be of the children’s work and their learning journeys.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 23 child related display</li> <li>• Photographs</li> <li>• Observations</li> </ul>		<p><b>4.51</b></p> <p>Display is not used effectively and is mainly informative rather than representing children’s work.</p>	<p><b>4.51</b></p> <p>Display is sometimes used as a teaching tool and occasionally represents children’s individualised work</p>	<p><b>4.51</b></p> <p>Display is used as a teaching tool that encourages vocabulary growth and increases children’s knowledge base, representing children’s individualised work.</p>
	Notes:				

**5.11** Providers must use the seven areas of learning & development as set out in the Statutory Framework for the Early Years Foundation Stage (2014)... Communication and Language, Physical Development & Personal, Social & Emotional Development

**5.12** Providers must also support children in the four Specific Areas of learning, which strengthened and enable the Prime Areas to be applied... Literacy, Mathematics, The World and Expressive Art & Design

**5.13** There should be sufficient flexibility for practitioners to follow children's interests, respond to their ideas for developing play activities and provide structured activities (which are also playful) to teach specific knowledge and skills.

Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<ul style="list-style-type: none"> <li>• CPD records</li> <li>• ECERS-3 Page 71 Individualized teaching and learning</li> <li>• Pages 47-67 Learning Activities</li> </ul>		<p><b>5.11 &amp; 5.12</b></p> <p>Staff knowledge of the areas of learning and development is insecure.</p>	<p><b>5.11 &amp; 5.12</b></p> <p>Staff knowledge of the areas of learning and development is secure.</p>	<p><b>5.11 &amp; 5.12</b></p> <p>Staff knowledge of the areas of learning and development secure and evident in practice.</p>
Notes:				
<ul style="list-style-type: none"> <li>• ECERS-3 Page 71 Individualized teaching &amp; learning</li> <li>• Observations</li> <li>• Planning</li> <li>• Displays</li> </ul>		<p><b>5.13</b></p> <p>Heavy reliance on adult chosen themes – the interests of the child needs to be linked to planning.</p>	<p><b>5.13</b></p> <p>Evidence of planning based on knowledge of individual children's development needs and their interests.</p>	<p><b>5.13</b></p> <p>Children's observed interests and development needs are evident throughout the EY provision.</p>
Notes:				

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>5.14</b> Each area of learning &amp; development must be a balance of adult led and child initiated activity which is planned and purposeful. Play is often open ended and does not necessarily result in producing something. The process is often more important than the outcome</p> <p><b>5.21</b> When planning activities and learning opportunities for the children, practitioners must understand and reflect on the ways in which children learn. Skilful planning will encompass how children learn as well as what children learn and the resources &amp; environments should reflect these considerations for learning. The Characteristics of Effective Learning, as outlined in the Statutory Framework for the Early Years Foundation Stage (2014), are as follows:</p> <ul style="list-style-type: none"> <li>➤ <b>Playing and Exploring</b></li> <li>➤ <b>Active Learning</b></li> <li>➤ <b>Creating &amp; Thinking Critically</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ECERS-3 page 83</b> Whole group activities for play and learning</li> <li>• <b>Page 29</b> meals/snacks</li> <li>• Timetable</li> </ul>		<p><b>5.14</b></p> <p>Lack of balance between adult led and child initiated activity.</p> <p>EY provider timetable dominates day with inflexible care routines. Staff task orientated.</p>	<p><b>5.14</b></p> <p>Degree of balance between adult led and child initiated activity.</p> <p>Some flexibility within structure of routines. Some staff task orientated.</p>	<p><b>5.14</b></p> <p>Each area of learning is supported by a good balance of adult led and child initiated activity.</p> <p>Care routines reflect the needs of individual children. Child's needs comes before those of the EY provider.</p>
	Notes:				
	<ul style="list-style-type: none"> <li>• <b>ECERS-3 Page 71</b> Individualized teaching &amp; learning</li> <li>• Areas of provision</li> <li>• Displays</li> </ul>		<p><b>5.21</b></p> <p>Characteristics of effective teaching and learning are not evident.</p>	<p><b>5.21</b></p> <p>Inconsistencies in the understanding of the Characteristics of effective teaching and learning.</p>	<p><b>5.21</b></p> <p>Characteristics of effective teaching and learning are evident throughout the Observation Assessment and Planning cycle.</p>
	Notes:				

			5.31 – See <b>QS 4.12</b>	5.31 – See <b>QS 4.12</b>	5.31 – See <b>QS 4.12</b>
Suggested Evidence	EY Providers Evidence		Beginning	Establishing	Enhancing
<p><b>5.32</b> Providers must ensure when planning for children’s learning they ensure opportunities are made for large gross motor development, through active movements, utilising all the elements their indoor and outdoor environments give them.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 25 space for Gross Motor Play, Page 27 Gross Motor Equipment, Page 69 Supervision of Gross Motor, Page 71 Individualised Learning</li> <li>• Timetable</li> </ul>		<p><b>5.32</b></p> <p>There is limited space and activities for large gross motor development for energetic play either indoors or outdoors</p>	<p><b>5.32</b></p> <p>There is sufficient space for large gross motor development to set up relevant activities for energetic play either indoors or outdoors</p>	<p><b>5.32</b></p> <p>There is sufficient time for children to use a range of equipment inside &amp; outside to persist in activities which strengthen their gross motor development, using additional adult help where necessary to support individuals independence in physical activities</p>
Notes:					
<p><b>5.33</b> Areas of Provision must enable all children to embed their learning in all seven areas of learning.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 15 Indoor Space, page 19 Room Arrangement, Page 83 Whole Group Activities Play &amp; Learning</li> </ul>		<p><b>5.33</b></p> <p>Continuous provision limited, indoors and/or outdoors. Few materials to support enhancement</p>	<p><b>5.33</b></p> <p>Provision indoors and outside meets minimum standards but could be improved. Materials available to support some enhancement.</p>	<p><b>5.33</b></p> <p>Continuous provision indoors /outdoors is in place and well-organised, good depth of additional resources for enhancements.</p>
Notes:					

<p><b>5.41</b> Practitioners must start with observing children in their freely chosen and independent, play, everyday activities and planned activities. Looking and recording what they see and hear. Evidence can be captured in a variety of ways e.g. written notes, photos, videos or recordings. Observations will provide information about a child’s learning, skills and knowledge. It is important to ensure that what is being recorded is significant and meaningful. Notes should be brief and to the point.</p> <p><b>5.42</b> Practitioners should learn what a child can do at home from parents and their contributions to their child’s learning and development must also be captured as part of the observation process.</p>	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
	<ul style="list-style-type: none"> <li>• ECERS-3 Page 71 Individualised Teaching &amp; Learning Page 79, Transitions &amp; Waiting Times</li> <li>• Observations</li> <li>• Planning</li> <li>• Learning Journals</li> </ul>		<p><b>5.41</b></p> <p>No observations are recorded or limited observations are made but are not used to inform assessment or planning.</p>	<p><b>5.41</b></p> <p>Observations are made but limited links are made to assessment and planning.</p>	<p><b>5.41</b></p> <p>Time is valued and managed to capture effective observations that inform a child’s next steps in their learning and development.</p>
Notes:					
<ul style="list-style-type: none"> <li>• Parents information packs/ leaflets</li> <li>• Parents meetings/evenings</li> <li>• Social Media</li> <li>• Displays</li> <li>• Information Sessions</li> </ul>		<p><b>5.42</b></p> <p>Parents are not involved in observing or sharing of their child’s learning and development.</p>	<p><b>5.42</b></p> <p>Parents are sometimes involved in observing and share evidence of their child’s learning and development.</p>	<p><b>5.42</b></p> <p>Parents are actively involved in capturing and reviewing their child’s learning and development. Parents are helped and supported to understand more about learning and teaching through a variety of ways e.g. workshops, leaflets etc...</p>	
Notes:					

<p><b>5.43</b> Practitioners must record every child's on going assessment by considering all evidence collated to gain an accurate understanding of a child's learning, development and progress against the Ages and stages learning outcomes (Development Matters, 2012).</p> <p><b>5.44</b> Assessment does not mean excessive paperwork or practitioners spending long periods of time not interacting with the children. Paperwork should be effective, purposeful and succinct.</p> <p><b>5.46</b> Summative assessment is a 'summing up' of an individual child's achievement at certain points in the year. This could be a baseline, termly or end of year assessment in which a decision is made about which age and stage best fits the child. Prime areas will be more relevant for the youngest children or both prime and specific areas as appropriate. Formative evidence that has been collated will be used to support and inform these.</p>	<b>Suggested Evidence</b>	<b>EY Providers Evidence</b>	<b>Beginning</b>	<b>Establishing</b>	<b>Enhancing</b>
	<ul style="list-style-type: none"> <li>• ECERS-3 page 71 Individualised Teaching &amp; Learning</li> <li>• Planning</li> </ul>		<p><b>5.43 &amp; 5.44</b></p> <p>Children are making satisfactory progress towards identified outcomes.</p>	<p><b>5.43 &amp; 5.44</b></p> <p>Children making good progress towards identified outcomes.</p>	<p><b>5.43 &amp; 5.44</b></p> <p>Children making excellent progress towards identified outcomes.</p>
	Notes:				
			<p><b>5.45</b> See <a href="#">QS 6.11</a></p>	<p><b>5.45</b> See <a href="#">QS 6.11</a></p>	<p><b>5.45</b> See <a href="#">QS 6.11</a></p>
	<b>Suggested Evidence</b>	<b>EY Providers Evidence</b>	<b>Beginning</b>	<b>Establishing</b>	<b>Enhancing</b>
	<ul style="list-style-type: none"> <li>• ECERS-3 page 71 Individualised Teaching &amp; Learning</li> <li>• Summative Assessment</li> </ul>		<p><b>5.46</b></p> <p>Little or no summative assessment takes place and no analysis of data.</p>	<p><b>5.46</b></p> <p>Summative assessment is completed but with little or no analysis of the data and limited use to inform planning for children and the EY provider.</p>	<p><b>5.46</b></p> <p>Practitioners analyse children's assessment at a particular point in time e.g. termly to make a judgement as to where a child's learning and development is in relation to the ages and stages of development. This informs planning for children and for the EY provider.</p>
Notes:					

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>5.47</b> Assessment must identify a child’s strengths and any areas where the child’s progress is less than expected. If there are significant emerging concerns or an identified special educational need and or disability early intervention should be developed with the child, their parents and other relevant professionals with parents’ permission.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 page 71 Individualised Teaching &amp; Learning</li> <li>• IEP’s</li> <li>• SENCo Input</li> <li>• Shared input from other Professionals E.g. SAL Therapists</li> </ul>		<p><b>5.47</b></p> <p>Data suggest specific areas for improvement are required and children at risk of low achievement are not identified.</p>	<p><b>5.47</b></p> <p>Data indicates some areas of strength and children at risk of low achievement are identified but need to be given targeted support.</p>	<p><b>5.47</b></p> <p>Data suggests specific areas of strength and there is effective early identification and targeted support for children at risk of low achievement.</p>
<p><b>5.48</b> Practitioners must consider the individual needs, interests &amp; stage of development of each child and must use this information to plan a challenging &amp; enjoyable experience for all children across all the areas of learning. Children, are experiencing &amp; learning in the here and now &amp; it is in the moments of curiosity, challenge, exertion or interest – ‘the teachable moment’ – which the skilful adult makes a difference. “By using this cycle on a moment-by-moment basis...</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 73 Staff-child Interaction</li> <li>• Observations</li> <li>• Assessment</li> <li>• Planning</li> <li>• Staff meetings</li> <li>• PDR</li> </ul>		<p><b>5.48</b></p> <p>Practitioners do not track or analyse children’s progress. Practitioners occasionally plan, often themes and activities are chosen by the adult.</p>	<p><b>5.48</b></p> <p>Practitioners track children’s progress but require support to effectively analyse and reflect on the data to improve practice and outcomes. Practitioners use children’s interests and some observations, assessments and tracking to plan activities.</p>	<p><b>5.48</b></p> <p>Practitioners effectively analyse children’s progress to enable them to spot trends and patterns in development, understand what is working well within the EY provider, identify gaps in learning and identify groups of children whose needs may not be met.</p>
	Notes:				



	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>5.51</b> Providers must have arrangements in place to identify and support children with Special Educational Needs and/or Disabilities (SEN) and promote equality of opportunity for all the children in their care.</p> <p><b>5.52</b> Where a child appears to be working below what is typical for their age in the prime areas and practitioners are concerned about their progress, they should inform parents and work in partnership to ensure best Early Years practice and support are put in place. This can be done within the setting with parents or in conjunction with other professionals. Practitioners must consider if a child may have a special educational need or disability which may require specialist support. They should work in partnership with families to access relevant services &amp; agencies as required.</p>	<ul style="list-style-type: none"> <li>• ECERS-3 Page 71 Individualised teaching &amp; Learning, Page 77 Discipline</li> <li>• Timetable</li> <li>• Planning</li> <li>• SENCo role</li> <li>• CPD records</li> </ul>		<p><b>5.51 &amp; 5.52</b></p> <p>There is little attempt by staff to assess children’s needs and limited changes are implemented to allow children to attend and access the provision.</p>	<p><b>5.51 &amp; 5.52</b></p> <p>Practitioners have some information from available assessments and some interventions are inclusive and effective but often are separate from the main group. The environment, resources and timetable are sometimes adapted so children can participate in activities. Some staff are supported but often over reliant on the SENCO to deliver support and interventions.</p>	<p><b>5.51 &amp; 5.52</b></p> <p>Children’s needs are assessed accurately and all interventions are effective and follow recommendations from other professionals. The environment, resources and timetable are adapted so all children can participate fully in all activities. All Staff are fully supported through the SENCo, other professionals &amp; through relevant training.</p>
	Notes:				

<p><b>5.54</b> Providers must ensure all reasonable adjustments are made to enable a fully inclusive offer for all children. This may be to their physical environment as well as implementing strategies and/or ensuring staff are appropriately knowledgeable and trained.</p> <p><b>5.55</b> Providers should ensure there is a named SENCo who is responsible for supporting practitioners within their settings to support the approach to identifying and meeting SEN. They will ensure the child, their parents are fully informed, involved and part of any support and intervention decisions made in the interest of the child. They will also liaise with other professionals to ensure the most appropriate and effective interventions and strategies are being implemented and reviewed. SENCo's (or a representative) must attend a termly network meeting to ensure their CPD is up to date and relevant so they are able to effectively carry out their role.</p>	<p><b>Suggested Evidence</b></p> <ul style="list-style-type: none"> <li>• CPD e.g. Team Around the Child training attended</li> <li>• MASH processes understood and shared</li> <li>• IEP's</li> </ul>	<p><b>EY Providers Evidence</b></p>	<p><b>Beginning</b></p> <p><b>5.54</b></p> <p>Interventions are not in place</p> <p>No evidence of multiagency working is in place.</p>	<p><b>Establishing</b></p> <p><b>5.54</b></p> <p>Interventions are evident with parental involvement. Some evidence of multi-agency working is in place, but requires more support /training.</p>	<p><b>Enhancing</b></p> <p><b>5.54</b></p> <p>Targeted intervention is effective in meeting the developmental needs of individuals with full parent involvement. Multiagency working is evident and advice and recommendations are acted upon</p>
	Notes:				
	<ul style="list-style-type: none"> <li>• Attendance at SENCo network</li> <li>• Staff meeting note of disseminated practice</li> </ul>		<p><b>5.55</b></p> <p>No named SENCo in place.</p>	<p><b>5.55</b></p> <p>The SENCo is inexperienced and needs further training.</p>	<p><b>5.55</b></p> <p>The SENCo is knowledgeable, well trained and disseminates information effectively.</p>
	Notes:				

<p><b>5.61</b> Where there are children whose home language is not English, providers must provide opportunities for children to develop and use their home language in their play and learning where appropriate. Parents should be supported to speak their first language at home, a strong first language helps children learn English as an additional language. Children with a rich first language think in more depth and find it easier to learn English as an additional language. It is important for self-esteem, identity, relationships with their family and community and a sense of belonging. Their language should be respected and visible in their setting.</p>	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
	<ul style="list-style-type: none"> <li>• ECERS-3 Page 65 Promoting Acceptance and Diversity</li> <li>• Displays</li> <li>• Information sharing</li> <li>• Use of technology</li> </ul>	<p><b>5.61</b></p> <p>Children whose home language is not English have limited opportunities provided to develop their home language through their play.</p>	<p><b>5.61</b></p> <p>Children whose home language is not English have some opportunities provided to develop and use their home language and have some support to learn English</p> <p>Parents have some support in understanding how they can best support their child.</p>	<p><b>5.61</b></p> <p>Children whose home language is not English have numerous opportunities provided to develop and use their home language and have specific support to learn English. Parents are fully informed as to how best support their child's language development.</p> <p>All families are respected and important and are welcomed and valued in the setting.</p>	
Notes:					

<p><b>5.62</b> Practitioners must ensure there are lots of opportunities to attain a good standard of English through language rich environments. When assessing Communication and language and Literacy children must be assessed in English.</p>	<p><b>Suggested Evidence</b></p> <ul style="list-style-type: none"> <li>• ECERS-3 Page 37-45 Language &amp; Literacy</li> <li>• Displays</li> </ul>	<p><b>EY Providers Evidence</b></p>	<p><b>Beginning</b></p> <p><b>5.62</b> There is limited evidence of the use of vocabulary, talking, print, books, and displays to promote English language with all areas of the provision and have limited support to learn English. Assessment is limited with no additional support pursued.</p>	<p><b>Establishing</b></p> <p><b>5.62</b> There is some evidence of the use of vocabulary, talking, print, books, displays to promote English language with all areas of the provision and practitioners sometimes demonstrate skills in this support.</p>	<p><b>Enhancing</b></p> <p><b>5.62</b> There is a good range of evidence of the use of vocabulary, talking, print, books and displays to promote English language within all areas of the provision and practitioners demonstrate fully embedded skills in this support.</p>
	Notes:				
<p><b>5.63</b> It is important that if a child has not got a strong grasp of the English language, practitioners must work in partnership with parents to assess and establish in their home Language whether there is a concern about a language delay. EAL is NOT a Special Educational Need on its own.</p>	<ul style="list-style-type: none"> <li>• SENCo lead processes in place for referrals</li> <li>• Communication and Language interventions</li> <li>• Shared communication with parents</li> </ul>		<p><b>5.63</b> Assessment of a child's language skills is limited. Practitioner are unaware of who to contact for further support.</p>	<p><b>5.63</b> Assessment of a child's language skills with parents is developing. Practitioners know when to contact specialist help to identify if there is a language delay.</p>	<p><b>5.63</b> A sensitive two way approach to assessing a child's language skills with parents is evident. Practitioners contact specialist help if they need further support to identify if there is a language delay.</p>
	Notes:				

6 Positive Partnerships	<b>6.11</b> Providers must ensure effective communication is in place to inform parents about their child’s learning and development, health and well-being.	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
		<ul style="list-style-type: none"> <li>• Parent’s meetings/evenings</li> <li>• Social Media</li> <li>• Assessment apps</li> <li>• Open door policy</li> </ul>		<b>6.11</b>  Limited communication and engagement with parents.	<b>6.11</b>  Basic information sharing and some engagement with parents relating to their child’s development.	<b>6.11</b>  Parents valued and seen as equal partners with the EY provider. Regular High quality involvement and effective information sharing relating to their child’s development.
	Notes:					
	<b>6.13</b> Providers recognise the parents/carers as the child’s first and prime educator. Working alongside parents to support the home learning environment and ensuring knowledge, information and progress is shared.	<ul style="list-style-type: none"> <li>• Home/setting photo book</li> <li>• Home/setting diary</li> <li>• Wow stars</li> <li>• Parent questionnaires</li> </ul>		<b>6.13</b>  Practitioners and parents share information or engage in the child’s learning and development occasionally.	<b>6.13</b>  Practitioners and parents share information with some impact on the child’s learning and development.	<b>6.13</b>  Parents and practitioners learn from each other, regularly supporting and extending children’s learning and development through shared engagement in the child’s learning.
Notes:						

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>6.21</b> Providers will work together with colleagues from other agencies that are involved with children ... and draw upon their expertise and guidance together with their own professional observations and knowledge, the voice of the child and parents to ensure each child reaches their full potential.</p>	<ul style="list-style-type: none"> <li>• Participation in communication with other professionals</li> <li>• Notes of Visit</li> <li>• Bespoke training and support</li> <li>• CPD records</li> </ul>		<p><b>6.21</b></p> <p>Minimal involvement with other professionals and cancelled planned visits. Low levels of engagement with the States Early Years Team.</p>	<p><b>6.21</b></p> <p>Good links with other professionals outside of the EY provider.</p> <p>Routine levels of contact with States Early Years team, however with limited impact on children’s learning and development.</p>	<p><b>6.21</b></p> <p>Strong links with other professionals outside the EY provider.</p> <p>Actively communicates with Partners.</p> <p>High levels of engagement with the States Early Years Team.</p>
<p><b>6.31</b> Providers will work with partners to support continuity as children encounter transitions in their lives by sharing information with each other and with parents. Transitions should promote security and support future success...</p>	Notes:				
<p><b>6.32</b> Providers should liaise with the child, parents, school and other professional involved with the child to ensure there are sound systems in place to support the transition for each child...</p>	<ul style="list-style-type: none"> <li>• Strong links with feeder schools</li> <li>• Active transition timetable</li> <li>• Transition information booklets</li> <li>• Displays</li> </ul>		<p><b>6.31, 6.32</b></p> <p>Lack of evidence of how transition is supported.</p>	<p><b>6.31, 6.32</b></p> <p>Some evidence of transition planning, and basic awareness of children’s needs around transition.</p>	<p><b>6.31, 6.32</b></p> <p>EY provider’s practice supports transition effectively both in the EY provider and beyond.</p>
	Notes:				

	Suggested Evidence	EY Providers Evidence	Beginning	Establishing	Enhancing
<p><b>6.33</b> Providers should seek the views of the child in their transition experiences and value the outcomes.</p>	<ul style="list-style-type: none"> <li>• Transition passports</li> <li>• Circle time planning</li> <li>• Observations</li> <li>• Child’s questionnaires</li> </ul>		<p><b>6.33</b></p> <p>Children are not consulted about transitions</p>	<p><b>6.33</b></p> <p>Children are usually consulted about their views and feelings as they prepare and experience some types of transition.</p>	<p><b>6.33</b></p> <p>All children are consulted about their views and feelings as they prepare and experience all types of transition.</p>
	<p>Notes:</p>				

## Listening to children

Listening to and observing children is an integral way in which we can understand how they are feeling. It helps us to provide an environment in which they feel secure, happy, confident and in control. Our responses to these feelings lets children know their views are valued by adults and helps to increase their confidence and self-esteem.

Select a small group of children find out what they value and think about their experiences in your provision. This could be through observation, conversations, choices, discussion with parents and carers and other opportunities to express themselves. Their responses may help you to identify areas for development within your setting and make positive changes.

1. What do you like best about pre-school/ Nursery?
2. Who do you enjoy playing with?
3. What snacks do you like best?
4. Is there anything at nursery/preschool that you don't like to do?
5. What makes you feel sad?
6. What makes you feel happy?
7. What do you enjoy doing at home?
8. Where do you like to visit when you are not at Pre-school/nursery?





## Self-Evaluation Action Plan

Date:	Setting:				
Areas for Development	Actions	Person Responsible	Time Scale	Progress (dated) Impact	Date Completed