SELF-EVALUATION INDICATORS

1. Safeguarding and Welfare

1.11 The Provider must ensure there is a named member of staff to take the lead responsibility for child protection and safeguarding children in every setting.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection Route Map displayed Knowledge of the ISCP website Safeguarding Policy – staff and parents' knowledge of procedures Parental / carer permissions around photographs / videos, information sharing media Current DBS checks for staff and volunteers completed prior to working. Retention & Safer recruitment	No named safeguarding lead. No or inadequate safeguarding policy in place. Training is incomplete or not up to date for all staff. Procedures not shared with parents. High turnover of staff. References are not requested or followed up. No staff are on the update service.	There is a named safeguarding lead who follows procedures to protect children in the setting. The Safeguarding policy is current but is not always shared or understood by the team or parents. All training is in place for all practitioners. Some regular staff turnover. Some staff are on the DBS update service. References taken and sometimes followed up.	The named safeguarding lead offers advice and guidance to other practitioners and consistently follows procedures to protect children in their setting. A clear, embedded policy is in place for Safeguarding. Staff feel confident to act on concerns in an appropriate manor. Safeguarding procedures shared with parents upon registration. All training is in place for all practitioners. Stable, well established staff teams. Update service is in place for all staff. Robust safer recruitment is in place including references.

EY Providers Evidence including dates and notes

1.43 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.			
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
SEYT Inspection ECERS-3 Page 29 Meals and Snacks ECERS-3 Page 33 Health Practices Displays Food preparation Snack routines Menus	1.43 Some children are encouraged to learn about hygiene for the daily routines some of the time. No Nutrition Policy.	1.43 Most children are encouraged to learn about hygiene for daily routine at most opportunities. Nutrition Policy in place but not yet embedded.	1.43 All children are encouraged to learn about hygiene for daily routine and this is embedded in everyday practice. Nutrition Policy developed. Cross curricular links and parental involvement sustained.

EY Providers Evidence including dates and notes

15.03.2020 – ECERS Audit Meals/ Snacks Score 5
15.03.2020 – ECERS Audit health Practices score 5
20.03.2020 – Trailed Café style snack. Staff now eat with children
25.06.2021 – Healthy Lunchbox leaflet shared with parents. Display in entrance showing healthy lunchbox ideas

01.02.2021 – Snuffle Station introduced, pictorial posters at child height, staff reinforcing use of mirror and hand sanitiser – Self ECERS Audit – Health Practices now 7 as using picture cues, children managing own health practices with the use of the Snuffle Station
20.04.2021 – Eat Well Policy discussed with staff team during staff meeting. Feedback taken and shared with the HI team. Eat Well Policy discussed with parents / carers. Feedback taken and shared with HI team
20.04.2021 Eat Well Nutrition policy completed with the HI team

25.04.21 – Final policy shared with staff during staff meeting. Parents informed via Newsletter of new policy
02.05.2021 - Parents evening – Katie Hill attended to share what a healthy lunch box looks like.

2 Strong Leadership & Management

2.15 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.

Suggested Evidence	Beginning	Establishing	Embedded
Business Plan linked to Action plan. Projections and planning for coming terms regarding numbers Retention & Safer recruitment Secure and confidential records Training and resource budgets secure Contracts	**2.15** Coherent business plan needs developing. Little or no re-investment in the setting. Budgets need to be prepared and monitored. Unclear contracts leading to unclear payment processes and demands that do not fall in line with the PSEF agreement, if appropriate. No or very little training or resource budget available and is not linked to Supervision or action planning.	**2.15** Business plan in place but not used as a driver for development. Investment is sometimes seen. Budget prepared but monitoring system needs developing. Clear contracts and payment procedures are in place that fall in line with the PSEF agreement, if appropriate. Training and resource budgets secure but not always linked to action plans and Supervision needs.	**2.15** Business plan is highly effective, with the child at the centre. The plan links closely with all aspects of the provision and investment is clearly seen. EY provider able to identify financial variation quickly and act accordingly. Clear contracts and payment procedures are in place that fall in line with the PSEF agreement, if appropriate. Training and resource budgets secure and linked closely to the

			action plans and Supervision requirements.
EY Providers Evidence including dates and notes			

2.21, 2.22, 2.23 Providers must engage in an effective quality improvement programme including advice and recommendations from the States Early years Team that impacts positively on children's learning, development, safeguarding and welfare.			
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
SEYT Inspection Your Action Plan linked to self-evaluation using ECERS-3 Staff meeting agendas/minutes Performance management reviews CPD attendance showing links to Action Plans Notes of Visit	**2.21, 2.22, 2.23** Self-evaluation and action plan in place but have not yet impacted on practice. Unable to see the need to review and change practice. Poor or ineffective engagement with the SEYT and other professional partners. Little understanding of Quality Improvement processes. Limited understanding or commitment to reflective practice.	**2.21, 2.22, 2.23** Self-evaluation and action plan in place and impact on practice is evident but not consistently acted upon across the entire setting. Some regular involvement with the SEYT and other professional partners. Quality Improvement processes are evident but not always leading to sustained improvement. Most staff are included or understand their role in the process. Basic understanding of	**2.21, 2.22, 2.23** Self-evaluation and action plan embedded, regularly reviewed and used as a working document to improve measurable impacts and quality. Active engagement with Quality Improvement processes, including quality assurance and self-evaluation framework, SEYT and other professional partners. Robust cycle of evaluation and reflection which involves the setting having a positive impact on children's learning, development, safeguarding and welfare.

		evaluation and reflective practice.	

EY Providers Evidence including dates and notes			
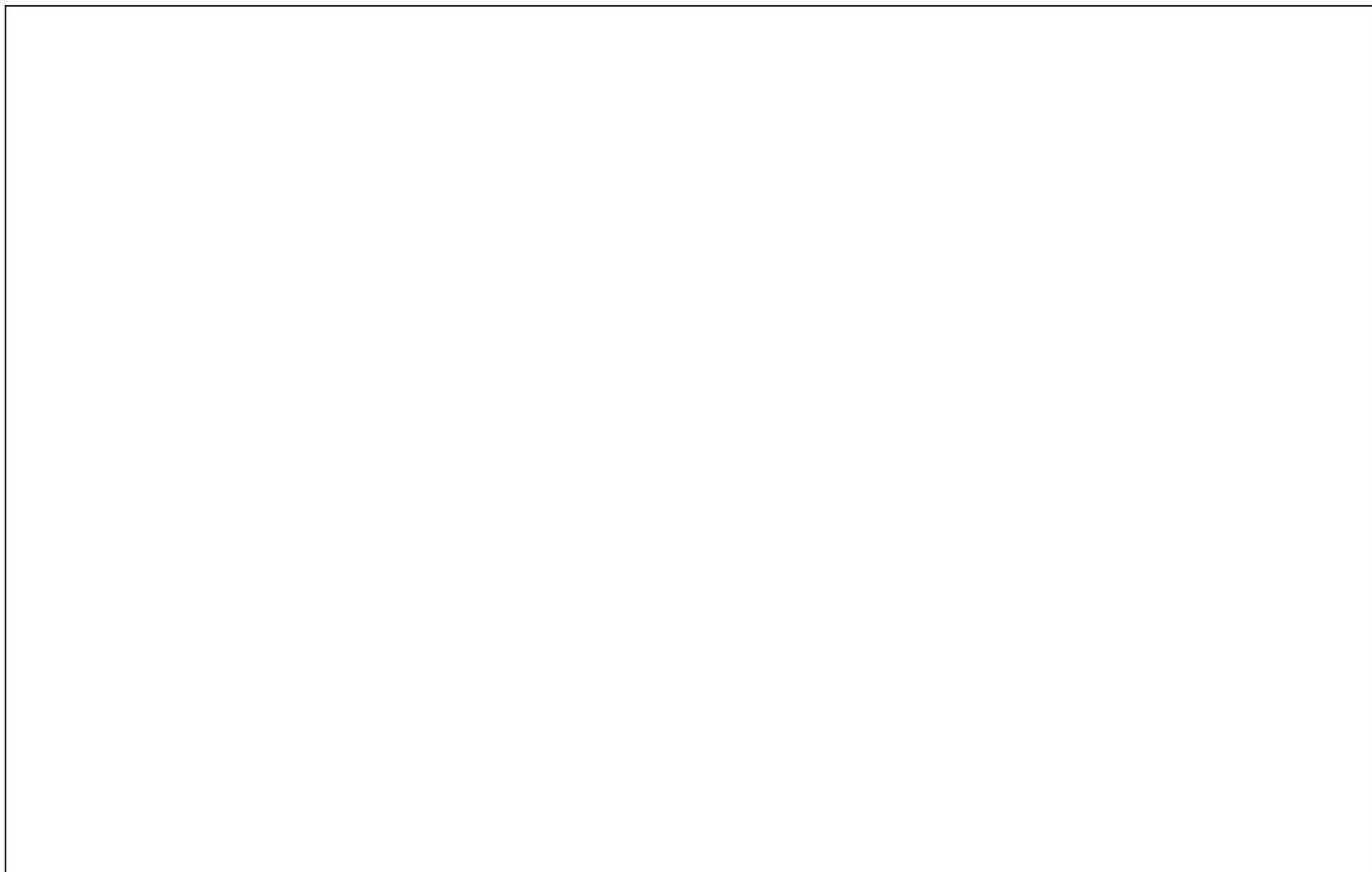
	2.32 Providers must ensure relevant information is available to parents and partnership is in place.		
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
SEYT Inspection Information packs/leaflets Key person information Displays Evenings/Meetings Policies including SEND provision, Eat Well and Emergency contacts and procedures. Social Media contact	2.32 Limited communication and engagement with parents.	2.32 Basic information sharing and engagement with parents relating to their child's development including the Early Years Curriculum (EYFS) and its delivery. Key worker information is available.	2.32 Parents valued and seen as equal partners with the EY provider. High quality involvement and effective information sharing including the Early Years Curriculum (EYFS) its delivery, how parents can support at home and share learning. Parents liaise regularly with their child's key worker. Emergency procedures are secure.
EY Providers Evidence including dates and notes 01.09.2020- Dojo introduced to all parents. Parents workshop arranged on the 03.09.2020 to ensure all parents have access to Dojo, parental consents are signed, messaging system set up 01.10.2021 – Yearly parent / carer update of emergency contacts sent out and systems updated 03.10.2020 – Key worker board developed at the entrance to each room. Shared with parents via Dojo. Policy Folder attached to the display board.			

15.03.2020 – Parents evening roll out. All parents / carers now offered x2 meetings per year with Key worker if they would like them. Trackers shared with parents / carers
25.06.2021 – Healthy Lunchbox leaflet shared with parents. Display in entrance showing healthy lunchbox ideas

01.09.2021 – Parents information pack updated to include SEYT Gross & Fine Motor development leaflet
01.02.2021 – Snuffle Station introduced, shared with parents via Dojo to show how independent self-care is being developed in the nursery. Ask parents to reinforce at home
20.04.2021 –Eat Well Policy discussed with parents / carers. Feedback taken and shared with HI team
25.04.21 – Final Eat Well policy shared parents / carers via Newsletter
02.05.2021 - Parents evening – Katie Hill attended to share what a healthy lunch box looks like

2.41 & 2.42 Providers must ensure all staff and students receive induction training. Regular supervision should take place for staff who are working directly with children and families. Supervision should encourage reflective practice, teamwork and continuous improvement. Effective supervision should provide support and facilitates staff in their own learning & development in the best interests of the children.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection Examples of supervision CPD records Impact of CPD training in setting Induction guidance for new staff Allocated training budget	**2.41, 2.42** No induction in place. Little or no supervision in place. No or minimal CPD links are made or implemented. Training needs are not identified. Training is not budgeted for with little or no impact on the child.	**2.41, 2.42** Minimal induction is offered including some aspects of safeguarding, child protection, emergency evacuation control and health and safety procedures. Regular Supervision is carried out for all members of staff and is sometimes linked to CPD.	**2.41, 2.42** Effective induction training is in place for all staff and students including some aspects of safeguarding, child protection, emergency evacuation control and health and safety procedures. Support and further training are offered when required.

		Training needs identified and some action taken to address this but positive impact on children is limited. Some budget allocated to training.	Effective supervision is carried out regularly.
			Effective continuous professional development approach, linked to quality improvement processes
			Highly effective training plan in place and impact monitored regularly for effectiveness, including an allocated budget to training.

EY Providers Evidence including dates and notes

2.61, 2.62 The registered person actively promotes equality of opportunity and anti-discriminatory practice for all children and adults.			
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
SEYT Inspection ECERS-3 Page 65, Promoting acceptance of diversity ECERS-3 Page 75 Peer Interaction ECERS-3 Page 77 Discipline UNCRC	**2.61, 2.62** Poor equality and diversity practices go unchallenged. Leaders, owners 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.	**2.61, 2.62** Leaders, owners and managers are aware of their duties with regard to actively promoting equal opportunities and anti-discriminatory practice ensuring all staff, children and families feel included, safe and valued, but not all staff are demonstrating this consistently.	**2.61, 2.62** 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 and in line with current law and the UNCRC. Leaders, owners and managers actively promote equal opportunities and anti-discriminatory practice ensuring

			all staff, children and families feel included, safe and valued.

EY Providers Evidence including dates and notes

3 Positive interactions & well-being

3.11, 3.31, 3.32, 6.11 – 6.13 Providers must ensure staff are sensitive, supportive, respectful and responsive to children's needs. They must help children to feel confident, valued, appreciated and loved through the use of a Key Person system. They must ensure positive communication occurs between children, staff, and other professionals in their setting. Providers must ensure effective communication is in place to inform parents about their child's learning and development, health and well-being, whilst recognising the parents/carers as the child's first and prime educator.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS -3 Page 73, Staff child interactions ECERS-3 Page 73 Staff child interaction. Page 71	**3.11, 3.31, 3.32, 6.11 – 6.13** Systems for communication with parents or other professionals are underdeveloped.	**3.11, 3.31, 3.32, 6.11 – 6.13** Basic systems for communication are in place but not consistently effective showing some impact	**3.11, 3.31, 3.32, 6.11 – 6.13** Systems for communication are embedded and effective. Parents are highly valued and seen as equal partners with the

Individualized teaching and learning	Parent partnerships are not embedded or valued.	on the child's learning and development.	EY provider. They learn from each other, regularly supporting and extending children's learning and development.
Key person system	Key person system not in place or undeveloped. Lack of in-depth understanding of the key person role results in little impact on the child.	Key person role in place but not fully embedded, with some evidence in practice.	Staff have an in-depth knowledge of collaborative relationships and value them in supporting the children and their development.
Evidence of CPD around attachment		A daily record of children's key people is held. Staff have some knowledge of the key person role.	
Parent's meetings/evenings			
Social Media			Key person role well-established and supports strong reciprocal relationships with children, families and other professionals. Staff understand the importance of attachment.
Assessment apps			
Open door policy			
Home/setting photo book			
Home/setting diary			A daily record of children's key person is held with any changes noted and shared with children, parents and staff.
Wow stars			
Parent questionnaires			
Clear systems of parent partnerships			

EY Providers Evidence including dates and notes

3.33, 6.21, 6.31, 6.32, 6.33 Providers should work with professional partners, schools and parents to support continuity and ensure the child's voice is sought in decisions affecting them, including transition within the setting and beyond. They should draw upon this expertise and guidance together with their own professional observations and knowledge, the voice of the child and parents to ensure each child receives a high-quality experience.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS-3 Page 75 Peer interaction Strong links with feeder schools Active transition timetable Transition information booklets Displays	**3.33, 6.21, 6.31, 6.32, 6.33** Practitioners do not understand and demonstrate that all professional partners, parents and children have an equal right to be listened to and valued in their EY provision and are not consulted.	**3.33, 6.21, 6.31, 6.32, 6.33** Some Practitioners understand and demonstrate that professional partners, parents and children have equal rights to be listened to and valued within the Early Years provision. Some evidence of transition planning, and basic awareness of	**3.33, 6.21, 6.31, 6.32, 6.33** All Practitioners understand and demonstrate that professional partners, parents and children have equal rights to be listened to and valued in their EY provision, actively communicating with all Partners.

Participation in communication with other professionals Notes of Visit Bespoke training and support CPD records	Lack of evidence of how transition is supported and engagement in the transition process with other partners. Minimal contact with SEYT and other partners with no or limited impact on children's learning or development.	children's needs around transition with some engagement in the wider transition process. Routine levels of contact with the SEYT and other partners with some impact on children's learning and development.	Procedures are embedded ensuring children and babies have influence over decisions made that directly affect them, including any transitions within or beyond the setting. High levels of engagement with the SEYT and other partners showing impact on children's learning and development.

EY Providers Evidence including dates and notes

4 Enabling Environment

4.11 – 4.32, 5.31, 5.32 The premises must be organised in a way that meets the needs of all children, dividing space effectively, allowing for access to outdoor provision and ensuring maximum impact on learning. **O**pportunities must be made for large gross motor development, through active movements, utilising all the elements their indoor and outdoor environments give them.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS-3 page 15 -21 Indoor space, Furnishings, Room arrangement & Space for privacy. ECERS-3 Page 25 Space for gross motor play ECERS-3 Page 81 Free play ECERS-3 Page 19 Room arrangement for play & learning.	**4.11-4.32, 5.31, 5.32** Limited space and layout restrict accessibility to a child's care, gross motor development, and energetic play and can affect learning. Every child does not have access to daily outdoor provision. Indoor and outdoor space is not divided up or resourced	**4.11-4.32, 5.31, 5.32** Layout sometimes restricts accessibility to a child's care, play and occasionally limits learning but often addresses key areas of learning. Every child experiences daily access to outdoor provision. Space is sufficient for large gross motor development either indoors or outdoors.	**4.11-4.32, 5.31, 5.32** Layout is reviewed regularly in terms of effectiveness. It is accessible for all children and enables complex and varied play. Every child always experiences daily free flow access to outdoor provision. There is sufficient time for children to use a range of equipment inside & outside, to persist in activities which

ECERS-3 Page 27 Gross Motor Equipment ECERS-3 Page 69 Supervision of Gross Motor ECERS-3 Page 71 Individualised Learning Staff meeting agenda/minutes Timetables Photographs Planning Room plan Leuven Scale Observations	effectively and impacts negatively on children's learning.		strengthen their gross motor development. The environments are rich and varied creating the conditions for secure and safe yet challenging indoor and outdoor play.

EY Providers Evidence including dates and notes

4.35 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 the children. This may include chairs and tables for snacks and meals, stair gates, bedding, buggies and car seats.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS-3 Page 17 Furnishings for care ECERS-3 Page 19 Room Arrangement for play & learning Leuven Scale Observations SEYT Notes of Visit	**4.35** There is limited choice and access to equipment and resources, which provides minimum opportunities for children's learning and development.	**4.35** There is some choice of equipment and resources that children can access, which provide opportunities for their learning and development.	**4.35** 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.

EY Providers Evidence including dates and notes

4.51 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.			
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
ECERS-3 Page 23 child related display Photographs Observations SEYT Notes of Visit	**4.51** Display is not used effectively and is mainly informative rather than representing children's work.	**4.51** Display is sometimes used as a teaching tool and occasionally represents children's individualised work	**4.51** Display is regularly used as a teaching tool that encourages vocabulary growth and increases children's knowledge base, representing children's individualised work.
EY Providers Evidence including dates and notes			

5 Education Programme, Progress and Practice

5.11, 5.12, 5.21 Providers must use the seven areas of learning and development as set out in the Statutory Framework for the Early Years Foundation Stage (2014). Focus should be on the Characteristics of Effective Learning and Prime Areas initially then allowing for learning to be applied to, and embedded within, the Specific areas.

Suggested Evidence	Beginning	Establishing	Embedded
ECERS-3 Page 71 Individualized teaching and learning ECERS-3 Page 47 – 67 Learning activities Areas of provision Displays Observations Assessments Planning Displays CPD records SEYT Notes of Visit Leuven Scale Observations	**5.11, 5.12, 5.21** Staff have no or basic knowledge of the areas of learning and development and the Characteristics of Effective learning are insecure.	**5.11, 5.12, 5.21** Staff have some knowledge of the seven areas of learning and the Characteristics of effective learning. Some children regularly apply knowledge to new learning situations and environments and some staff understand how best to support this. Characteristics of effective teaching and learning are not always evident throughout the Observation Assessment and Planning cycle.	**5.11, 5.12, 5.21** Staff knowledge of the areas of learning and development is secure and evident in practice. Children regularly apply knowledge to new learning situations and environments and staff understand how best to support this. Characteristics of effective teaching and learning are evident throughout the Observation Assessment and Planning cycle.

EY Providers Evidence including dates and notes

15.03.2020 – ECERS Audit Maths in daily events Score 3
15.03.2020 – ECERS Audit Understanding written numbers Score 3
22.03.2020 – Attend Preschool Maths training by SEYT
27.03.2020 - Complete Maths audit for areas around the preschool and toddler room environments. Staff reflection on language, all could see how their use of maths talk is the best resource. Children seen counting independently as a result, finding numbers in the environment to enhance play.
10.04.2020 - Introduce daily counting linked to self-registration. Introduce daily maths song. Now embedded and songs shared with parents through the Dojo on a weekly basis.
28.04.2020 - Staff aware of rise in maths talk from themselves and the children and are more confident to use teachable moments. Many free counting and more maths songs sung independently. New bread crates ordered for more counting opportunities, numerals added to wellies store, more number posters added to environment for reference to when children are playing, mark making etc. Room leaders undertaking ECERS inspection review using the document with staff to see if improvements are embedded.

5.13, 5.14, 5.21, 5.33 When planning activities, areas of provision and learning opportunities, practitioners understand and reflect on the ways in which children learn. Skilful planning should encompass how and what children learn. There should be a balance of adult led and child-initiated activity which is planned and purposeful. Resources & environments should allow for play to be open ended and does not necessarily result in producing something.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS-3 Page 15 Indoor Space ECERS-3 Page 19 Room Arrangement ECERS-3 Page 29 Meals/snacks	**5.13, 5.14, 5.21, 5.33** Heavy reliance on adult chosen themes with no evidence of the interests of the child. Lack of balance between adult led and child-initiated activity. EY provider timetable dominates day with inflexible care routines	**5.13, 5.14, 5.21, 5.33** Some evidence of planning based on knowledge of individual children's development needs and their interests. Degree of balance between adult led and child-initiated activity.	**5.13, 5.14, 5.21, 5.33** Children's observed interests and development needs are dominant throughout the EY provision. Each area of learning is supported by a good balance of

ECERS-3 Page 47 – 67 Learning activities ECERS Page 79 Transitions & Waiting Times ECERS-3 Page 83 Whole Group Activities for Play & Learning Timetables Planning Displays SEYT Notes of Visit Leuven Scale Observations	that are mainly staff task orientated. Continuous provision is limited, indoors and /or outdoors with few materials to support enhancement.	Some flexibility within structure of routines. Some staff task orientated. Provision indoors and outside meets minimum standards but could be improved. Materials available to support some enhancement.	adult led and child-initiated activity. Care routines reflect the needs of individual children. Childs needs come before those of the EY provider. Continuous provision indoors / outdoors is in place and well-organised, good depth of additional resources for enhancements.
EY Providers Evidence including dates and notes			

5.41, 5.42 Practitioners must start with observing children in their freely chosen and independent, play, everyday activities and planned activities. Practitioners should learn what a child can do at home from parents / carers and this should become part of the observation process. Observations will provide information about a child's learning, skills and knowledge.

Suggested Evidence	Beginning	Establishing	Embedded
ECERS-3 Page 71 Individualised Teaching & Learning ECERS Page 79 Transitions & Waiting Times Observations Planning Learning Journals	**5.41, 5.42** No or limited observations are taken, or limited observations are made but are not used to inform assessment or planning. Parents are not involved in observing or sharing their child's learning and development.	**5.41, 5.42** Observations are made but limited links are made to assessment and planning. Recording of observations should not be onerous. Parents are sometimes involved in observing and share evidence	**5.41, 5.42** Time is valued and managed to capture effective observations that inform a child's next steps in their learning and development. Parents are actively involved in capturing and reviewing their child's learning and development. Parents are

Parents information packs/ leaflets Parents meetings/evenings Social Media Displays Information Sessions 'All About Me' documents		of their child's learning and development.	helped and supported to understand more about learning and teaching through a variety of ways e.g. workshops, leaflets etc.

EY Providers Evidence including dates and notes

5.43, 5.44, 5.45, 5.46 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). This should include Summative and Formative assessments.

Suggested Evidence	Beginning	Establishing	Embedded
ECERS-3 Page 71 Individualised Teaching & Learning Summative Assessment Planning Child's Voice Parents Voice	**5.43, 5.44, 5.45, 5.46** Children are making some satisfactory progress towards identified outcomes. Little or no recording of evidence. Little or no summative assessment takes place and no analysis of data.	**5.43, 5.44, 5.45, 5.46** Children making good progress towards identified outcomes. Some recording of evidence. Summative assessment is completed but with little or no analysis of the data. There is limited use to inform planning	**5.43, 5.44, 5.45, 5.46** Children making excellent progress towards identified outcomes. Recording of evidence is not excessive and is purposeful. Practitioners analyse children's assessment at a particular point in time. This informs planning

		for children and the EY provider and to identify any developmental delays affectively and timely.	and identifies affectively and timely any developmental delays.
EY Providers Evidence including dates and notes			
5.47 – 5.55 Robust assessment procedures must identify a child's strengths and any areas where the child's progress is less than expected. Early support and intervention, led by the named SENDCO, should be developed with the child, their parents and other relevant professionals. Planning should reflect individual needs and interests of the child promoting equality of opportunity. Providers must ensure all reasonable adjustments are made to enable a fully inclusive offer for all children.			
Suggested Evidence	**Beginning**	**Establishing**	**Embedded**
SEYT Inspection ECERS-3 Page 47 – 67 Learning activities Page 73 Staff-child Interaction ECERS-3 Page 71 Individualised Teaching & Learning	**5.47 - 5.55** Practitioners do not track or analyse children's progress. Data suggests specific areas for improvement are required and children at risk of low achievement are not identified.	**5.47 – 5.55** Practitioners track children's progress but require support to effectively analyse and reflect on the data to improve practice and outcomes. Data indicates some areas of strength and children at risk of low achievement are	**5.47 – 5.55** 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

ECERS-3 Page 47 – 67 Learning activities ECERS-3 Page 77 Discipline IEP's SENDCo Input Shared input from other Professionals E.g. SAL Therapists Observations Assessment Planning Staff meetings PDR Timetable Planning CPD e.g. Team Around the Child training attended. Attendance at SENDCo network	Interventions are not in place Practitioners occasionally plan, often themes and activities are chosen by the adult and do not allow for inclusivity. No or limited evidence of multiagency working is in place with little or no impact seen on children's development. No named or established SENDCo in place or the SENDCo is inexperienced and needs further training.	identified but need to be given targeted support. Interventions are evident with parental involvement. Some interventions are inclusive and effective but often are separate from the main group. Planning, the environment, resources and timetable are sometimes adapted so children can participate in activities. Some staff are supported but often over reliant on the SENDCo to deliver support and interventions. Some evidence of multi-agency working is in place but requires more support /training to embed across the whole team.	children whose needs may not be met. Data suggests specific areas of strength and there is effective early identification and targeted support for children at risk of low achievement. 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 SENDCo, other professionals & through relevant training. Targeted intervention is effective in meeting the developmental needs of individuals with full parent involvement. Multiagency working is evident, and advice and

Staff meeting note of disseminated practice MASH processes understood and shared IEP's			recommendations are acted upon. The SENDCo is knowledgeable, well trained and disseminates information effectively.

EY Providers Evidence including dates and notes

5.61, 5.62, 5.63 Where there are children whose home language is not English, providers must offer opportunities for children to develop and use their home language in their play and learning where appropriate. 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.

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.

Suggested Evidence	Beginning	Establishing	Embedded
SEYT Inspection ECERS-3 Page 65 Promoting Acceptance and Diversity ECERS-3 Page 37-45 Language & Literacy Displays	**5.61, 5.62, 5.63** Children whose home language is not English have no/limited opportunities provided to develop their home language through their play.	**5.61, 5.62, 5.63** Children whose home language is not English have some opportunities provided to develop and use their home	**5.61, 5.62, 5.63** Children whose home language is not English have numerous opportunities provided to develop and use their home

Information sharing Use of technology SENDCo lead processes in place for referrals Communication and Language interventions Shared communication with parents	There is no/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. Assessment of a child's language skills is limited. Practitioner are unaware of who to contact for further support.	language and have some support to learn English Parents have some support in understanding how they can best support their child. 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. 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.	language and have specific support to learn English. Parents are fully informed as to how best support their child's language development. All families are respected and important and are welcomed and valued in the setting. 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. 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.

EY Providers Evidence including dates and notes

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 Sept 2020	Setting Happy Hynes Day Nursery				
Areas for Development	Actions	Person Responsible	Time Scale	Progress & Impact (dated)	Date Complete

Dojo introduced 01.09.2020	Dojo introduced to all parents.	LP & TS	Introduced by end of September	All parents now signed up Workshop well attended - 97%	28.09.2020
	03.09.2020 Parents workshop arranged on the to ensure all parents have access to Dojo, parental consents are signed, messaging system set up	LP to run workshop Room Leaders to monitor parents have access	Ongoing	Room Leaders ensuring that all parents are viewing posts and commenting where appropriate Room Leaders sign up new parents Parental engagement increased	
Maths in daily routines	Attend Preschool Maths training by SEYT	TS and preschool room practitioners	Training 22.3.2020	Training complete	
	Complete Maths audit for areas around the preschool and toddler room environments	All staff	27.03.2020 – Staff meeting		
	Introduce daily counting linked to self-registration	TS and preschool room practitioners	10.04.2020		
	Introduce daily maths song		10.04.2020		
	Review audits and discuss impact on maths in daily events	All staff	28.04.2020	28.04.2020 – Staff aware of rise in maths talk from themselves	

				and the children and are more confident to use teachable moments. Many free counting and more maths songs sung independently.	
	Room leaders to complete ECERS / ITERS maths led inspection	Room leaders	Summer term		