



# Self- Evaluation Review



States of Guernsey  
States Early Years Team



## 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 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:**

- **Beginning**
- **Establishing**
- **Enhancing**

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 **beginning** applies to provision which has some strengths, but where there are important areas for development. An evaluation of **beginning** 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 beginning, establishing or enhancing in terms of what is happening within your setting?

Record your judgment on the SER overview by highlighting the heading (beginning, developing, enhancing) and note the areas you feel require the most development, remember this process must involve the whole team. Begin to compile your action plan as you reflect and work through the SER document.

As you complete your SER it will become a living document that will need to be updated as your setting and practices within it develop. It is advisable to use one colour font each year so you can see at a glance which areas have recently undergone changes and those that have not been looked at from the previous year.

## 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. 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 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 and ITERS fit in?

ECERS-3 and ITERS will continue to be the Providers tool for self-improvement. Providers can request a full ECERS/ITERS audit from the SEYT or a Subscale Audit annually to feed into their action planning where appropriate. Providers can use these tools themselves as part of their improvement actions.

### **Where does the Leuven Observations fit it?**

The Leuven observations and scales like with ECERS-3/ITERS, is a self-improvement tool that Providers can use as part of their own improvement actions. Providers can request Leuven observations from SEYT these can be alongside practitioners or independently dependent on what Leaders have identified for improvement and action.

### **Who is responsible for completing the SER?**

The SER is a live, working document that should be completed by Leaders and Managers. Staff teams should be aware of the SER document and their input into updating it through staff meetings, training and informal discussions should be ongoing throughout the year. Evidence should be gathered through documents and photographs and kept alongside the SER document.

The Action Plan will then develop as you begin to make your own judgements around your practice and which areas you see as a priority to improve.

### **What is an Action Plan?**

An action plan is a written framework to show how you will improve some aspects of your work over a period of time. It should include any changes you want to make. These should be set out in manageable steps and should show who is involved and how long the changes will take to make. It should also show evidence of success and how changes should be continually monitored.

Leaders / Managers are responsible for writing down the action plan and recording evidence of success but all staff – and sometimes parents, children and partner services – should be involved.

Remember SMARTI

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Realistic</b>	<b>Time scale</b>	<b>Inclusive</b>
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## 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. Designed for use in centre-based childcare programs for children age 3-5 years of age. 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.

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.

**Infant/Toddler Environmental Rating Scales - (ITERS-3)** an internationally validated scale used to assess the quality of practice and self-compliance. Designed for use in centre-based childcare for infants and toddlers up to 30 months of age.

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.

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

**The States Early Years Team** - Includes Registration and Inspection Team and the Learning and Development Team.

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.