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Self-Evaluation Form

for the

Early Years Foundation Stage

**Early Years settings and school Nursery and Reception classes.**

**Quality of Education**

See the SEF guidance notes on what Ofsted inspectors will evaluate

***Provide examples and evidence of your judgements below each statement***

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| --- | --- | --- | --- |
| **Intent** | In place | Developing | Needs action |
| The offered curriculum ensures children gain the knowledge and skills required to be successful and to prepare them for their next stage. |  |  |  |
| The curriculum is carefully matched to children's individual learning needs. |  |  |  |
| The curriculum is broad and balanced and provides for cross-curricular learning opportunities. |  |  |  |
| Curriculum design offers a balance of taught and self-selected activities for all children. |  |  |  |
| Curriculum design enhances the experiences and opportunities available to all children, particularly the most disadvantaged children. (Cultural Capital). |  |  |  |
| A structured programme for teaching phonological awareness and synthetic phonics is planned and delivered with fidelity to the chosen programme. |  |  |  |
| All staff are aware of the age-related expectations for learning and the curriculum is sufficiently challenging. |  |  |  |
| Adults recognise that some children will learn rapidly and some may require more time to secure their understanding and these learning needs are supported effectively through curriculum design. |  |  |  |
| All staff can confidently talk about the intended learning both prior to an activity, and during it. They are able to discuss children's different learning needs, how they will differentiate and how they will recognise new learning. |  |  |  |
| All staff are involved in and contribute to planning and assessment systems. |  |  |  |
| **Implementation** | In place | Developing | Needs action |
| Staff are suitably aware of children's starting points. |  |  |  |
| The outdoor learning environment is effectively used for delivery of all areas of learning. |  |  |  |
| Resourcing for the curriculum is informed by the needs of the children. |  |  |  |
| Less advantaged children are provided with some opportunities to learn from more experienced children through careful groupings. (2-year-old funding, EYPP, SEND). |  |  |  |
| Staff respond effectively to individual children's preferred learning styles and teach across the whole environment using a range of strategies. |  |  |  |
| Children have opportunities to select their own means of learning in their preferred activities. |  |  |  |
| Staff effectively support child initiated learning as well as adult led play. |  |  |  |
| Staff effectively encourage children to talk about their learning and to reflect upon new skills, knowledge and understanding. |  |  |  |
| Staff use praise effectively to help children to understand what they have learnt and what they might learn next. |  |  |  |
| Staff questioning and interactions help children to understand their strengths and areas for development. |  |  |  |
| Systems are in place to support less experienced staff develop their practices. |  |  |  |
| Staff effectively use interactions, being aware of their own correct use of English, to support children in developing language skills and new vocabulary. |  |  |  |
| Children are able to extend activities. |  |  |  |
| Children who are finding learning difficult are effectively supported. |  |  |  |
| The presented learning environment is carefully monitored and evaluated to ensure all areas are supporting children's learning equally. |  |  |  |
| Planned experiences across the environment, build on children's knowledge, understanding and skills and enable children to practice, consolidate and apply previous learning. |  |  |  |
| Assessments are used to inform planning of further activities that build on children's interests. |  |  |  |
| Observations and assessments are able to pick up competencies of those children whose abilities and understandings are not reflected in their levels of spoken English. |  |  |  |
| Assessments accurately reflect the whole curriculum. |  |  |  |
| Children are enjoying their learning. |  |  |  |
| Children's physical needs are well supported through active play experiences. |  |  |  |
| Systems are in place to inform parents about the progress of their child. |  |  |  |
| Strategies have been established to support parents understanding that the school/setting values the unique knowledge that they have about their child. |  |  |  |
| Parents' different linguistic, cultural and religious backgrounds are regarded as positive assets. |  |  |  |
| Where appropriate parents talents are effectively used within the setting and systems are in place to support and prepare parents and other volunteers to work in the setting. |  |  |  |
| Strategies are in place to support families in providing high quality home learning experiences |  |  |  |
| **Impact** | In place | Developing | Needs action |
| Children are able to effectively articulate what they know, understand and can do in an age appropriate way. |  |  |  |
| Individual children's progress is monitored in order to set targets and to support attainment towards the ELGs. |  |  |  |
| EYFS data of different groups of children is monitored to identify trends and patterns and to inform teaching. |  |  |  |
| The impact of EYPP is monitored in order to close the gap. |  |  |  |
| All children are making progress towards achieving planned objectives and are ready for the next stage of learning. |  |  |  |
| The progress of disadvantaged or under achieving children is monitored and interventions and impact of these is measured. |  |  |  |
| Planning is evaluated to ensure children are gaining the knowledge and skills required. |  |  |  |
| Parents are fully informed about the nature of the EYFS curriculum and it's rationale. |  |  |  |
| Strategies to develop parent's awareness of the extent to which their child's achievements and well-being in the EYFS will influence future learning have been established. |  |  |  |

**Behaviour and Attitudes**

See the SEF guidance notes on what Ofsted inspectors will evaluate

***Provide examples and evidence of your judgements below each statement***

|  |  |  |  |
| --- | --- | --- | --- |
|  | In place | Developing | Needs action |
| Children are provided with opportunities to be active and inquisitive learners. |  |  |  |
| Children are able to explore, investigate and play in their learning. |  |  |  |
| Children are able to problem solve and use creativity and critical thinking in their learning. |  |  |  |
| Children are able to make some decisions and choices about how they use their time, who they learn with and the resources they use. |  |  |  |
| Consistent and clear boundaries for behaviour are in place, and staff manage negative behaviours swiftly and effectively to support children who are struggling. |  |  |  |
| Staff develop children's independence within their learning. |  |  |  |
| Staff encourage children to persevere and to keep trying. |  |  |  |
| Children are supported to develop high self-esteem and confidence and will take risks in their learning. |  |  |  |
| The routine provides children with sufficient **time** to develop their knowledge, skills and understanding, to practice new learning and to think about and return to experiences in a range of contexts. |  |  |  |
| Staff support children to develop tolerance and empathy and respect towards each other. |  |  |  |
| Staff support children to recognise, name and manage their feelings in age appropriate ways. |  |  |  |
| Staff recognise the different ways children show their interests and ideas and use these to plan for motivating experiences. |  |  |  |
| Adults actively encourage children to socially interact with each other and those with difficulties are appropriately supported. |  |  |  |
| Staff act as highly effective role models to support children's behaviour and attitudes. |  |  |  |
| Adults encourage children to help each other. |  |  |  |
| Systems are in place to enable all families to feel valued, included and respected. |  |  |  |

**Personal Development**

See the SEF guidance notes on what Ofsted inspectors will evaluate

***Provide examples and evidence of your judgements below each statement***

|  |  |  |  |
| --- | --- | --- | --- |
|  | In place | Developing | Needs action |
| Systems in place ensure that each child feels known as an individual and is emotionally secure. |  |  |  |
| Children and families all have access to a named key person who is effectively able to develop home/school/setting partnerships. |  |  |  |
| Systems are in place to make sure that children feel sufficiently secure, nurtured, engaged and motivated. |  |  |  |
| Systems are in place to celebrate children's achievements and staff support parents to recognise their role within this. |  |  |  |
| Staff celebrate children's cultural and ethnic diversity. |  |  |  |
| The curriculum and adult interactions ensures that children are developing secure British Values. |  |  |  |
| The staff team are well informed in their knowledge and understanding of all equality issues and Prevent duty. |  |  |  |
| The community and local environment is used to enrich curriculum experiences. |  |  |  |
| Resources provided reflect diversity and discourage discrimination and stereotyping. |  |  |  |
| Where children have English as an additional language, staff are proactive in encouraging the children to use their first language within the setting, as appropriate. |  |  |  |
| The individual characteristics, backgrounds, and abilities of all the children and families within the school/ setting are valued and recognised. |  |  |  |
| The provided learning environment and the adult’s interactions support children in becoming emotionally literate. |  |  |  |
| Children demonstrate confidence in talking about themselves and their families. |  |  |  |
| Children have an understanding of families, people and communities that are different from their own. |  |  |  |
| The curriculum and staff interactions support children in recognising healthy life choices. |  |  |  |
| Staff teach children to become increasingly independent in managing personal needs - e.g. personal hygiene. |  |  |  |

**Leadership and Management.**

See the SEF guidance notes on what Ofsted inspectors will evaluate

***Provide examples and evidence of your judgements below each statement***

|  |  |  |  |
| --- | --- | --- | --- |
|  | In place | Developing | Needs action |
| A school/setting vision is in place, is known by all users and underpins all practices. (Pedagogy is shared across the setting). |  |  |  |
| All EYFS curriculum policies and procedures are regularly monitored and evaluated. Systems to involve all staff in this process are in place. |  |  |  |
| Realistic and constructive staff management systems are in place, including performance management and supervision, to support effective teaching and learning. Staff voices are listened to and acted upon as appropriate. |  |  |  |
| Budgetary decisions made, ensure that equipment and consumables effectively promote children’s learning and development. |  |  |  |
| Systems to drive improvement are rigorous and effective and can demonstrate improved practice. |  |  |  |
| Systems are in place to monitor consistency across the school/setting, where inconsistencies are identified, actions to address these are in place. |  |  |  |
| Staff strengths and weaknesses are identified and acted upon appropriately. |  |  |  |
| Lines of communication between staff members and senior leaders / management are open and effective in driving improvements. |  |  |  |
| A focused professional development programme is linked to the needs of the school/setting and to the individuals. |  |  |  |
| Professional development activities are monitored to ensure they result in constructive outcomes. |  |  |  |
| The impact of support/mentoring and the induction of staff new to the EYFS are monitored and evaluated. |  |  |  |
| Leaders and Managers ensure that all children have access to their full entitlement to early education. |  |  |  |
| Leaders make sure that all staff and families are familiar with what quality EYFS provision looks like. |  |  |  |
| Lines of communication between staff members and senior leaders and management are open and effective in driving improvements. |  |  |  |
| Leaders and Managers ensure that all members of the EYFS team are well informed about the EYFS requirements and what is current within the Early Years. |  |  |  |
| Systems are in place to enable EYFS staff members to use each other as 'critical friends' to support improvements. Staff are engaged in sharing their knowledge and expertise with others. |  |  |  |
| Systems are in place to ensure that staff working with different ages and stages are fully aware of the learning and development requirements across the EYFS curriculum to support interventions, transitions and extensions when required. |  |  |  |
| Staff well-being is recognised and valued. Staff and others are nurtured and developed. |  |  |  |
| Staff are supported to share their own ideas thoughts and feelings to support developments. |  |  |  |
| Staff understand their roles and responsibilities and are motivated to achieve the vision using their own skills and interests. |  |  |  |
| There are good relationships throughout; professional boundaries are clearly understood. |  |  |  |
| Constructive insights from other professionals outside of the school/setting are used to develop practice & provision. |  |  |  |
| Systems to work effectively with other providers, other professionals, families, and the wider community have been established by the SMT. |  |  |  |
| Leaders and Managers have supported staff to be confident and competent to enable all children to make progress, particularly those that are disadvantaged and those with SEND. |  |  |  |