



Ealing Quality Indicators

The Ealing Quality Indicators have been developed by Ealing Early Years Childcare and Play. They are intended for managers, practitioners, development workers and LA consultants working within maintained, non-maintained settings, childminding and out of school services.



Aims

- To provide a measure of quality and effectiveness which is responsive to the settings' uniqueness and is also valid within national standards frameworks.
- To support managers and practitioners in identifying key strengths and areas for improvement.
- To provide evidence for the accurate completion of the OfSTED self-evaluation form.

The Quality Indicators detail standards identified as 'good to outstanding' where all children are making very good progress, 'satisfactory to good' where some improvement is needed but the majority of children are making good progress and 'inadequate' where children are making unsatisfactory progress.

This process is very much dependent upon regular monitoring and evaluation of standards combined with a professional dialogue between managers, practitioners, consultants and development workers.

Ealing Early Years Childcare and Play

www.childrenscentres.org.uk

Childcare practice is very effective. All children are making good or outstanding progress.

Staying Safe

- Children are made aware of personal safety
- Practitioners are deployed effectively and ratios maintained at all times
- The learning environment and equipment is safe, clean, secure, well maintained, organised and monitored on a regular basis
- Positive strategies are consistently used to manage children's behaviour
- Children, practitioners, parents/carers are aware of the provisions routines and procedures and know what is expected of them

Being Healthy

- There are well planned daily, all year round opportunities for challenging physical play both indoors and outdoors
- Children are protected from infection and are taken well care of after an accident or when ill
- All children are provided with nutritious balanced meals, snacks and liquids appropriate to their individual, cultural, religious and dietary needs
- The curriculum/framework ensures all children, parents/carers have a developing awareness of a healthy lifestyle and a healthy diet

Enjoying and Achieving

- The majority of children are settled and engaged
- All children are making good or outstanding progress in most areas
- A play based approach underpins all development and learning
- There is an appropriate balance of child initiated and adult guided experiences
- The environment is interesting, attractive and accessible to every child and promotes independence
- Safe and suitable resources are available both indoors and outdoors (including natural, found, manufactured and ICT equipment) to challenge and stimulate all children
- All children are involved in a broad range of planned activities and spontaneous events which are based upon first hand experiences
- Activities are adapted to meet the different learning ages, styles and interests of all children
- Creativity, originality and self-expression are valued and promoted across all areas of learning
- The children are confident to make decisions, explore and investigate and relate well to others
- Practitioners demonstrate positive and effective engagement and interaction with all children
- Practitioners make regular observations, accurately assessing each child's learning and development to inform planning
- Practitioners work in partnership with parents and other agencies in order to meet the children's individual needs
- There are effective transition and transfer procedures

Making a Positive Contribution

- The needs of all children, including bilingual learners are valued and respected within an inclusive environment
- There are opportunities and resources which support children and practitioners in valuing diversity
- The provision reflects the identity of the local community and encourages meaningful community involvement and partnership
- The children behave well as they learn to consider others and what is expected of them
- Relevant, up to date information is made available to promote partnerships with multi-agency services, children and their families

Achieving Economic Well-Being

- There is evidence that the provision responds to broader family needs
- All children make good progress in developing the skills and personal qualities which will equip them for work and adult life

**Childcare practice is very effective.
All children are making good or outstanding progress.**

In Addition

- There is continuous quality improvement and embedding of effective practice
- The outcomes for all children are continuously improving
- There is good support for children at risk of exclusion or poor outcomes
- Practitioners are encouraged to raise their levels of skills and qualifications
- Children's and parents' views are regularly taken account of

Settings may be judged as outstanding if practice is at least good in all aspects and exemplary in significant aspects and children make exceptionally good progress.



These Quality Indicators will assist you in monitoring and self-evaluating the quality of your provision including how effectively:

- the provision meets the needs of all children
- children are helped to learn and develop
- the welfare of the children is promoted
- the provision is organised and managed

Childcare practice is satisfactory but requires further improvement in specific areas. The majority of children are making good progress.

Refer to the Quality Indicators on the left to evaluate if there are key areas for improvement requiring focused support.

In Addition

- OfSTED have made recommendations for further improvement
- There has been a change of leadership or loss of key members of staff
- The quality of practice is not effectively monitored and evaluated
- There is the capacity to improve with some support

Childcare practice is inadequate. The children are making unsatisfactory progress.

Staying Safe

- The indoor and outdoor learning environment is unsafe, unsecured and unhygienic
- Health and safety procedures are being breached
- The children's behaviour is inappropriately responded to

Being Healthy

- Children go for long periods without refreshments
- There are poor opportunities for physical development
- The children do not regularly access the outdoors
- Meals are unbalanced and lack nutrition
- There has been a number of repeated infections
- Children who are ill are not cared for appropriately
- Individual dietary needs are not met and do not take into account culture and religion
- Children's emotional well being is not supported or taken account of

Enjoying and Achieving

- The children are unsettled and distressed
- A significant number of children are demonstrating inappropriate behaviour
- A high percentage of children do not make good progress
- Learning is unplanned and does not meet the interests and needs of individual children
- The children are left to their own devices for the majority of the time
- Adult engagement is ineffective
- Resources are of poor quality and do not stimulate or challenge the majority of the children
- Parents/carers are not encouraged to be involved in their child's development
- Individual children's progress is not monitored effectively
- Transition and transfer procedures are ineffective

Making a Positive Contribution

- The environment is adult dominated and lacks opportunities for children's independence, negotiation, self-expression and decision making
- Activities do not meet the children's interest and needs
- Practitioners infrequently praise and encourage the children
- There is a lack of mutual trust and respect between the children and practitioners
- There are no clear boundaries for behaviour
- Practitioners do not acknowledge the home-language and culture of the children
- There is little or no partnership with parents/carers and/or the community

Achieving Economic Well-Being

- There is no evidence that the provision responds to broader family needs
- A significant number of children are not developing adequately the skills and personal qualities which will equip them for work and adult life

In Addition

- Key issues from the previous inspection have not been effectively implemented
- Leadership and management is ineffective
- Leadership pays little attention to improving outcomes for all children
- A culture for improvement is non-existent
- The setting is not focused on reducing inequality