

# EYFS

## Self-evaluation tool

Supporting settings in evaluating quality  
and outcomes for all children

**The majority of the content in this Ealing EYFS self-evaluation tool is derived from the Effective Practice section of the EYFS Principles into Practice cards and OfSTED guidance on standards. A self evaluation and action planning section is also included for settings to complete according to their own agenda and timeline for improvement..**

### **Guidelines on completing the Ealing EYFS self-evaluation tool**

- Assign a person to lead the evaluation and findings
- Do not complete all sections in one go.
- Select areas where outcomes and provision in your setting need to improve
- Include all senior leadership team (SLT) members and practitioners in the evaluation
- Following your evaluation of standards create an action plan for improvement. This should include SMART (specific, measurable, achievable, realistic, timed) targets for improvement
- Name practitioners who will lead and monitor progress towards improvement targets
- Ensure progress towards intended outcomes is regularly evaluated and findings fed back to the whole team
- Use additional EYFS quality assurance tools which give examples of outstanding practice which you can use to evaluate your standards or progress against or implement across your setting
- Plan a CPD programme centred upon the identified areas for improvement
- Carry out regular monitoring and evaluation of the identified areas for improvement
- Work alongside your attached EY consultant to audit and review progress made
- Carry out regular, planned observations of practice across the centre, including feedback
- Analyse any available data to measure impact of actions
- Provide regular feedback to the SLT and practitioners on progress made
- All practitioners must demonstrate high aspirations and expectations for all children
- Celebrate success

### **Self-evaluation codes:**

**1 = outstanding** (*how can you secure continuous quality improvement?*)

**2 = good** (*how can you further improve outcomes?*)

**3 = satisfactory** (*how can you improve outcomes to get to good?*)

**4 = inadequate** (*how can you secure improvement short, medium, long term to get to good?*)

### **Useful documents to support you in securing continuous quality improvement:**

- Early Years: Firm Foundations (2005) Ref: HMI 2436
- Early Years: Safe and Sound (2006) Ref: HMI 2663
- Early Years: Getting on Well: Enjoying, Achieving and Contributing (2007) Ref: 070059
- Early Years: Leading to Excellence (2008) Ref: 080044
  
- Early Years' self-evaluation form. For settings delivering the Early Years Foundation Stage (2008) Ref: 080104
- Early Years' self-evaluation form guidance. Guidance to support using the self-evaluation form to evaluate the quality of registered early year's provision and ensure continuous improvement. (2008) Ref: 080103
- Are you ready for your inspection? (2008) Ref: 080023
  
- Ealing Quality Indicators
  
- Ealing Categorization of settings
  
- Ealing Good Practice Guidelines

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# Principle: A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured

1.1 Babies and children develop in different ways and at varying rates. Every area of development-physically, cognitive, linguistic, spiritual, social and emotional, is equally important							
SEF Guide:	Effective practice	1	2	3	4	Areas for improvement/action	Impact/Evidence
4k	All practitioners understand the processes involved in babies and children's growth						
4e 6l	All babies and children are supported in developing a positive sense of their own identity and culture						
3	All practitioners encourage, listen and respond to babies and children's communications, both non-verbal and verbal						
4k	All practitioners acknowledge the different ways in which babies and children learn						
3	There is a recognition that babies and children's attitudes and dispositions to learning are influenced by others						
1.2 The diversity of individuals and communities is valued and respected. No child or family is discriminated against							
SEF Guide:	Effective practice	1	2	3	4	Areas for improvement/action	Impact/Evidence
6(n)	All practitioners encourage children to recognise their own uniqueness qualities and the characteristics they share with other children						
6(l)	Activities promote equal opportunities and anti discriminatory practice						
5(i) 6(l)	Parents are regularly asked if their child may need special services or additional support						
4(e)	All practitioners support children to make new friends to help them understand what makes a good friend						
1.3 Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults							
SEF Guide:	Effective practice	1	2	3	4	Areas for improvement/action	Impact/Evidence
4(d)	All practitioners allow babies and children to do the things that they can, help them with						

	things they cannot quite manage to do for themselves						
4(e)	Practitioners demonstrate clear and consistent boundaries and are reasonable with expectations						
4(i)	Practitioners talk with parents about taking a consistent approach to challenging behaviour such as biting or scratching						
5(j)	All practitioners listen to children and act on non-verbal signals especially from children who are unable to voice their anxieties and always take action to follow up on any concerns even if these prove to be groundless						
<b>1.4 Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects</b>							
<b>SEF Ref:</b>	<b>Effective practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>		
6(n)	All practitioners find the best ways to offer care, nurture and learning that match the needs and interests of the individual baby or child						
5(i)	Practitioners recognise that parents and grandparents may have a huge amount of knowledge about their children which they may be happy to share						
4(b) 4l	Practitioners provide opportunities for children to explore, play and learn in a safe and secure environment, remembering that children's mobility and movement are important for their development						
4(b) 4l	All practitioners have reasonable rules that fit with children's rhythms and give pattern to daily life						
5(j)	Practitioners are able to recognise child abuse and neglect and know how to consult if there is a cause for concern						

# Principle: Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

## 2.1 Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
4(i)	All practitioners make time to listen to parents to learn about their feelings and identify any concerns						
4l	Practitioners are aware that many factors such as tiredness, stress or communication – if English is not their first language, could influence children's and families' sociability						
4(e)	Practitioners help children who find it difficult to get on with others by showing them how to play and be friendly towards their peers						
6(n)	Practitioners recognise the strengths of professional relationships in creating an approach that best meets the needs of individual children						

## 2.2 Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
6(l)	Words from home languages are displayed for use by children in the setting and parents and practitioners are invited to contribute to them						
6(l)	Appropriate greetings are used either in English or other languages in order to encourage staff, parents and children to use the greetings						
6(l)	Practitioners make sure that everyone who enters the setting receives a friendly welcome						
5(i)	All practitioners talk with parents about their children's progress and development, providing appropriate support for those who do not speak or understand English						
2	Practitioners ask parents for their views						

	on the care and education they provide						
<b>2.3 Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources</b>							
<b>SEF Guide:</b>	<b>Effective practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Evaluation (including impact)</b>	<b>Evidence</b>
4(f)	All practitioners motivate children to concentrate and try different ways to make something work rather than giving up by encouraging friendly and lively approaches to support children and increase their motivation						
4(e)	Parents and practitioners model active listening when listening to children, when supporting a child who is being called names or harassed, when taking turns in the conversation, and when showing respect for what a child has to say						
4(d)	Children are helped in building on prior learning by pitching activities, such as a play or a story at a level that is demanding but still within the children's reach						
3	Practitioners model being a learner as they work with children						

<b>2.4 A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and care for and building relationships with their parents</b>							
<b>SEF Ref:</b>	<b>Effective practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Evaluation (including impact)</b>	<b>Evidence</b>
5(k)	Practitioners ensure that rotas are based on when a key person is available for each child						
5(k)	All practitioners provide a second key person for children so that when the main key person is away there is a familiar and trusted person who knows the child well						
5(k)	Time is planned for each key person to work with parents so that they know and understand the children in their key group						
5(i)	As and when children move groups or settings, practitioners help them to become familiar with their new key person						

# Principle: Enabling Environments

The environment plays a key role in supporting and extending children's development and learning

**3.1 Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interest, development and learning**

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
AI 5(k) 3 5(i)	When planning practitioners are aware that children learn from everything, even things not – such as snow falling						
5(k) 3	All practitioners plan to observe as part of the daily routine						
5(k) 5(i) 3	Observations are analysed to help plan 'what next' for individuals and groups of children						
5(k) 3	Records of learning and development are kept up to date						
3 5(i) 5(k)	Practitioners ensure that parents have regular opportunities to add to records						

**3.2 The environment supports every child's learning through planned experiences and activities that are challenging but achievable**

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
3 5(k)	Practitioners understand the complex relationship between child development and how children learn. Appropriate, realistic experiences are planned that build on children's interests						
5(i) 3 5(k)	All practitioners use the experiences children bring from home such as their family, the shops or the park as the starting point for their learning						
3 4(d) 4(c) 5(k)	A clear view of the learning journey for all children is maintained as well as providing different learning opportunities for individual children or groups who may need extra support or more challenge						
5(i) 3 6(n)	People from the wider community are included in familiarising children with those who work together to support their learning						

**3.3 A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces**

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
4(e) 5(k) 4(f) 3	Practitioners understand that some children may need extra support to express their feelings and come to terms with them						
4(e) 3	Children are encouraged to help to plan the layout of the environment and contribute to keeping it tidy						
3	Children have the opportunity to play outside on a daily basis all year round						
4(e)	Children need help to understand how to behave outdoors and inside by talking about personal safety, risks and the safety of others						
3	The indoor environment is reassuring and comforting for all children, while providing interest through novelty from time to time						
3	Where possible links are made with both indoor and outdoor environments so that children can move freely between them (free flow)						

**3.4 Working in partnership with other settings, other professionals and with individuals and groups in the community supports children’s development and progress towards the outcomes of *Every Child Matters*: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being**

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
5(l)	Practitioners ensure that parents are kept informed in advance about what will happen at transition times, such as when children join the setting						
5	Parents are involved at transition times, valuing what they say and encouraging them to stay with their children while they settle in						
5	When children attend several settings practitioners ensure that each setting regularly share the children’s development and learning records						

	and any other relevant information					
5	Time is taken to listen to colleagues from other professional backgrounds and all practitioners are open about differences of language and approach					
5	Children are involved in learning which takes them into the local community, such as walking to the shops					
4(f)	Members of the local community are invited into the setting to share their expertise, for example, digging a new flower bed or talking about their own childhood					

# Principle: Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

## 4.1 Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
3	All practitioners provide flexible resources that can be used in many different ways to facilitate children's play and exploration i.e. lengths of plastic guttering, tubing and watering cans near the sand and water play areas						
3	Children's play is observed and children are helped to join in if they find it hard to be included						
3	Information is available on how children play at home and different cultural approaches to play are valued						
3	Play is valued when based on people such as superheroes who may mean a lot to children						
3	Stories are told and read and children are encouraged to act them out						

## 4.2 Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
3	All practitioners ensure children's well-being and involvement in learning by making each child feel secure and confident, and allowing them some control over their learning						
3	Practitioners have realistic expectations of every child based on information from parents, what children themselves "tell" and from observation						
3	The environment is reviewed to ensure that it is interesting, attractive and accessible to every child so they can learn independently						
3	Learning plans for each child are based on						

	information gained from talking to them, their parents and colleagues and by observing the child						
3	Every child's learning journey is recognised as being unique to them						

**4.3 When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.**

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
3	Practitioners value what parents tell about the way in which children behave and learn at home						
3	Children are allowed to move equipment around the setting, indoors and outside, to extend their own play and learning						
3	There is a balance of adult-led and child-initiated activities (approx 50/50)						
3	Children's learning is documented through photos and words. These are used when talking to children and parents about the learning that has taken place						
3	Practitioners model being creative, for example, "I wasn't quite sure how to join this wheel on the car but then I thought about what we did last week. Can you remember what Kanisha did with her bus?"						

# The six areas of Learning and Development

4.4 The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Personal, Social and Emotional Development</b>							
3	<b>Requirement:</b> a) Children are provided with experiences and support which will help them to develop a positive sense of themselves and others b) Practitioners ensure support for children's emotional well-being to help them to know themselves and what they can do						
<b>Positive Relationships</b>							
3	Warm, caring attachments are formed with children in the group						
3	Constructive relationships are established with parents, with everyone in the setting and with workers from other agencies						
3	There are opportunities to give encouragement to children, with practitioners acting as role models who value differences and take account of different needs and expectations						
3	There are planned opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes						
<b>Enabling Environments</b>							
3	Each child has a key person						
3	There is time and space for children to concentrate on activities and experiences and to develop their own interests						
3	Positive images are provided that challenge children's thinking and						

	help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities						
3	Opportunities established for play and learning that acknowledge children's particular religious beliefs and cultural backgrounds						
3	The development of independence skills is supported, particularly for children who are highly dependent upon adult support for personal care						
<b>Learning and Development</b>							
3	Activities are planned to promote emotional, moral, spiritual and social development together with intellectual development						
3	Experiences are provided that help children to develop autonomy and a disposition to learn						
3	Practitioners give support and a structured approach to vulnerable children and those with particular behavioural or communication difficulties to help them achieve successful Personal Social and Emotional Development						

SEF Guide:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Communication, Language and Literacy</b>							
3	<p><b>Requirement</b></p> <p><b>a) Children’s learning and competence in communicating, speaking and listening, being read to and beginning to read and write are supported</b></p> <p><b>b) Children are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes</b></p>						
<b>Positive Relationships</b>							
3	Children are helped to communicate thoughts ideas and feeling and build up relationships with adults and each other						
3	Daily opportunities are planned to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories						
3	Children regularly see adults reading and writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and conventional script						
3	Practitioners Identify and respond to any particular difficulties in children’s language development at an early stage						
<b>Enabling Environments</b>							
3	The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, music and songs that take into account children’s different interests, understandings, home backgrounds and cultures						
3	For children who may need to use alternative communication systems, opportunities are provided for them to discover ways of recording ideas and to gain access to texts in an alternative way, for example through ICT						

3	There is time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups and between the children themselves. Children are given time to initiate conversations, think and be silent						
3	Practitioners are aware of, and sensitivity to, the needs of children learning English as an additional language. Their home language is used when appropriate and close teamwork between practitioners, parents and bilingual workers is encouraged so that the children's developing use of English and other languages support each other						
<b>Learning and Development</b>							
3	Language is linked with physical movement in action songs and rhymes, role-play and practical experiences such as cookery and gardening						
3	Practitioners show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs						
3	Children's phonological awareness is developed, particularly through rhyme and alliteration and their knowledge of the alphabetic code						
3	Practitioners develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille						

SEF Guide:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Problem Solving, Reasoning and Numeracy</b>							
3	<b>Requirement:</b> <b>a) Children are supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts</b> <b>b) Children are provided with opportunities to practise skills and to gain confidence and competence</b>						
<b>Positive Relationships</b>							
3	Children are given sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language during child-initiated activities in their own play						
3	Children are encouraged to explore real life problems, to make patterns and to count and match together, for example "How many spoons do we need for everyone in this group to have one?"						
3	Children are supported in using a means of communication other than spoken English to develop and understand specific mathematical language while valuing knowledge of Problem Solving, Reasoning and Numeracy in the language or communication system that they use at home						
3	Children's own graphic and practical explorations of Problem Solving, Reasoning and Numeracy are valued						
<b>Enabling Environments</b>							
3	The mathematical potential of the outdoor environment is high profile, for example, for children to discover things about shape, distance and measures, through their physical activity						
3	The mathematical potential of the indoor environment is fully						

	exploited, for example, enabling children to discover things about numbers, counting and calculating through practical situations such as finding out how many children are in the music are or how many story books a child has looked at today						
3	Mathematical resources are readily available both indoors and outside						
<b>Learning and Development</b>							
3	Mathematical understanding is developed through all children's early experiences including through stories, songs, games and imaginative play						
3	A range of activities are provided, some of which focus on mathematical learning and some which enable mathematical learning to be drawn out, for example, exploring shape, size and pattern during block play						
3	Mathematical terms are used during play and daily routines						

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Knowledge and Understanding of the World</b>							
3	<p><b>Requirement:</b></p> <p><b>a) Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world</b></p> <p><b>b) Learning is supported through opportunities for using a range of tools; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials</b></p>						
<b>Positive Relationships</b>							
3	Parents' and carers' knowledge is used to extend children's experiences of the world						
3	Children are helped to become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues						
3	Children with sensory impairment are supported by providing supplementary experiences and information to enhance their learning about the world around them						
<b>Enabling Environments</b>							
3	The environment is stimulating and offers a range of activities which encourage children's interest and curiosity, both indoors and outdoors						
3	Effective uses made of the outdoors, including the local neighbourhood						
3	Correct terms are used so that, for example, children will enjoy naming a chrysalis if the practitioner uses its correct name						

3	Carefully framed open-ended questions are posed, such as “How can we...?” or “What would happen if...?”					
<b>Learning and Development</b>						
3	Planned activities are based on first-hand experiences that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making and discussion					
3	Skills and knowledge are taught in the context of practical activities, for example, learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs					
3	Children are encouraged to tell each other what they have found out, to speculate on future findings or to describe their experiences. This enables them to rehearse and reflect upon their knowledge and to practise new vocabulary					
3	Children are supported in using a range of ICT to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers					
3	Children are given accurate information which challenges cultural, racial, social and gender stereotypes					

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Physical Development</b>							
3	<b>Requirements:</b> <b>a) The physical development of babies and young children is encouraged through opportunities for them to be active and interactive and to improve their skills or coordination, control. Manipulation and movement</b> <b>b) All children are supported in using all of their senses to learn about the world around them and make connections between new information and what they already know</b> <b>c) Children are supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food</b>						
<b>Positive Relationships</b>							
3	Practitioners build on children's confidence to take manageable risks in their play						
3	Children are motivated to be active and practitioners help them develop movement skills through praise, encouragement, games and appropriate guidance						
3	Practitioners notice and value children's natural and spontaneous movements, through which they are finding out about their bodies and exploring sensations such as balance						
3	Time is provided to support children's understanding of how exercise, eating, sleeping and hygiene promote good health						

Enabling Environments							
3	Equipment and resources are provided that are sufficient challenging and interesting and that can be used in a variety of ways, or to support specific skills						
3	Sufficient space, indoors and outdoors is allowed to set up relevant activities for energetic play						
3	Time and opportunities are provided for children with physical disabilities or motor impairments to develop their physical skills, working in partnership with relevant specialists such as physiotherapists and occupational therapists						
3	Additional adult help is used, as necessary, to support individuals and to encourage increased independence in physical activities						
Learning and Development							
3	Activities are planned that offer physical challenges and plenty of opportunities for physical activity						
3	Sufficient time is given for children to use a range of equipment to persist in activities, practising new and existing skills and learning from their mistakes						
3	Appropriate vocabulary is introduced to children, alongside their actions						
3	Mealtimes are used as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices						

SEF Ref:	Effective practice	1	2	3	4	Evaluation (including impact)	Evidence
<b>Creative Development</b>							
3	<b>Requirements:</b> <b>a) All children's creativity is extended by the provision of support for their curiosity exploration and play</b> <b>b) All children are provided with opportunities to explore and share their thoughts, ideas and feelings</b>						
<b>Positive Relationships</b>							
3	All children feel secure enough to 'have a go', learn new things and be adventurous						
3	Practitioners value what children can do and children's own ideas rather than expecting them to reproduce someone else's picture, dance or model, for example						
3	Opportunities are provided for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas and different responses to media and materials						
3	Children's specific religious or cultural beliefs are accommodated relating to particular forms of art or methods of representation						
<b>Enabling Environments</b>							
3	The environment is stimulating in which creativity, originality and expressiveness are valued						
3	Resources are included from a variety of cultures to stimulate new ideas and different ways of thinking						
3	Opportunities are provided for children with visual impairment to access and have physical contact with artefacts, materials, spaces and movements						
3	Opportunities are provided for children						

	with hearing impairment to experience sound through physical contact with instruments and other sources of sound						
3	Children who cannot communicate by voice are encouraged to respond to music in different ways, such as gestures						
<b>Learning and Development</b>							
3	A wide range of experiences and activities are presented so that children can respond to by using many of their senses						
3	Sufficient time is allowed for children to explore and develop ideas and finish working through these ideas						
3	Opportunities are created for children to express their ideas through a wide range of types or representation						

# Leadership and Management

## Accessing the capacity of the provision to ensure improved outcomes for all children

SEF Ref:	Quality practice and provision	1	2	3	4	Areas for improvement/action	Impact/Evidence
<b>Improving outcomes for all children</b>							
5 6(m)	The setting continually improves outcomes for <u>all</u> children						
5 6(n)	The majority of children make constantly good progress in relation to their starting points and capabilities						
5 LD1	<i>The majority of children achieve 6+ across all areas by the end of the EYFS</i>						
5 6(n)	The setting consistently reduces the attainment gap between the lower and higher achieving groups						
5 6(m)	There is a rigorous evaluation of strengths and areas for improvement in learning and teaching so that all children are suitably challenged and supported						
5 6(m)	The provision and outcomes are regularly monitored and evaluated through regular quality assurance checks and self-evaluation, leading to identified targets for improvement						
5 6(m)	The SLT can demonstrate how they have raised children's achievements and made improvements to the provision						
5 6(l)	The setting ensures that no groups or individual children are disadvantaged						
5 6(l)	Improvements to promote equality and inclusion have had a beneficial effect on all children						

5 6(l)	Inclusive practice is promoted so that all children's welfare needs are met and achieve as well as they can regardless of background.						
5 6(k)	Thorough and accurate observations ensure learning and teaching is well matched to all children's needs						
5 3	Samples of the children's work and records are regularly analysed as evidence of progress						
<b>Improvement planning</b>							
5 6(m)	There is clear direction on how to ensure secure improvement						
5 6(m)	All practitioners strive to improve the outcomes for all children						
5 6(m)	Self-evaluation underpins targets for improvement						
5 6(m)	The setting sets appropriate targets for improvement based upon evidence						
5 5(h)	The SLT and practitioners have high aspirations for quality which is evident through continuous quality improvement						
5 6(m)	All practitioners are aware of the settings strengths and areas for improvement						
5 6(m)	Impact of changes made are regularly monitored						
5 6(m)	The setting plans for improvement short, medium and long term						
5 5(h)	There is regular and rigorous self-evaluation of the provision and outcomes in welfare, learning and development						

5 5(h)	All practitioners are fully aware of the settings strengths and weaknesses						
5 6(m)	Action plans for improvement are well targeted short and medium term						
5 5(h)	There is evidence of good impact against the actions taken						
5 6(m)	Longer term plans exist which will ensure sustained improvement						
5	The SLT has high aspirations for quality						
5	The setting as a whole has a common sense of purpose to ensure all children make good progress						
5(i)	Resources are well used, including extended services, to improve outcomes and secure good value for money						
5(m)	Self-evaluation takes into account the views of children						
5(i)	Self-evaluation takes into account the views of parents/carers						
5(i)	Self-evaluation takes into account the views of other interested partners e.g. governors, community, professionals						
5(h)	Any recommendations from the attached EYC or OfSTED are successfully acted upon within a well managed timeline						
5(k)	Key areas of responsibility are shared/delegated effectively						
W5	There are well-documented policies and procedures to monitor and evaluate and improve practice						
5(h)	National and local EYFS guidance is taken full advantage of						

Safeguarding						
W2.1	Vetting procedures for all adults who work in the setting are robust					
W2	Arrangements for safeguarding children are robust, regularly reviewed and understood by all practitioners					
W2.1 W2.3 W3	Managers meet the adult-child ratios, training, qualification, space and equipment required to meet the children's needs					
W5	Records, policies and procedures ensure safe management of the setting to promote all children's welfare, learning and development					
5 3	Practitioners are fully aware of the needs and abilities of all children					
5 6(h)	Inclusive practice is promoted across the setting					
5 W2.3	All practitioners are well deployed at all times					
5 5(k)	Quality and risk assessments are rigorous and ensure the elimination of risks					
EYFS curriculum						
5 3	The curriculum is broad and balanced across the 6 areas					
5 3	PSED, CLLD, mathematics and IT are promoted well					
5 3	All practitioners are confident in helping children learn appropriately indoors and outdoors					
5 3	All practitioners understand how children develop and plan and provide a range of interesting, stimulating and appropriate activities for all children					
5 3	All adults understand how to question children effectively					

	during adult led and child initiated activities						
5 3	Planning and organisation are of high quality and ensure every child enjoys and is suitably challenged by the learning experiences						
5 3	There is a good balance (50/50) of adult initiated, adult led and child initiated activities						
5 3	Arrangements for observation, assessment and tracking each child's interests, learning styles and progress link directly into planning						
5 3	The environment is used to full potential for children to learn, experiment, plan and make independent choices						
5 3	All practitioners understand and meet the needs of EAL children						
5 4(e)	All practitioners encourage positive behaviour and strategies to manage challenging behaviour are managed in a consistent way						
5 3	Practitioners work as a team to promote children's learning						

### Partnerships with Parents and Carers

5(i)	Partnerships with parents and carers are effective						
5(i)	Partnerships are very well established and there is a good 2 way flow of information, knowledge and expertise						
5(i)	Parents/carers are provided with good quality information about the provision						
5(i)	Parents/carers are encouraged to be involved in supporting their						

	child's learning and development						
5(i)	Parents/carers are well informed about their child's achievements and progress						

1-outstanding

2-good

3-satisfactory

4-inadequate

## EARLY YEARS FOUNDATION STAGE ACTION PLAN

### PRIORITY 1:

QI/ SIP Ref.	Action	Lead Person	Deadline	Success Criteria	Monitoring	Evaluation	Resources	Impact

### SUCCESS CRITERIA FOR PRIORITY 1:



# Ealing Early Years Childcare and Play

## Categorisation of settings and targeted support

Quality Indicators	Standards	Visit Level	No of visits
<b>Good-outstanding</b>	EYFSP scores are above the national average	<b>1</b>	1 annual visit + drop in
	All children make very good progress		
	Trends in standards and achievement are constantly rising		
	The gap between the lowest and highest achievers is constantly narrowing		
	There are no significant underachieving groups		
	There are no significant differences in standards across the 6 areas		
	The setting is focused upon continuous quality improvement		
	Very good implementation of the EYFS		
	Transition procedures guarantee continuity of children's learning and development		
	The SEF (or similar) is completed and regularly updated with evaluative evidence		
	CPD is focused upon the settings improvement plans		
	Good attendance by practitioners and SLT at local meetings/training etc		
	All welfare and safeguarding requirements met		
	Appointed SENCO in place		
	SEN code of practice (2001) implemented effectively		
	Vulnerable children are supported effectively		
	Few staffing concerns i.e. ratios, stability, qualifications		
	Leadership and management is effective		
	SIP (setting improvement plan) is in place and ensures continuous quality improvement		
	All welfare and safeguarding regulations are met with continuous improvement		
No sustainability issues			
Good-outstanding OfSTED			
<b>Satisfactory</b>	EYFSP scores are at least in line with the national average	<b>2</b>	3+ visits including drop in
	A % of children do not reach NA		
	Trends in standards and achievement may be variable		
	No closing of the gap between the highest and lowest achievers		
	One or two vulnerable groups may be significantly underperforming		
	One or two areas of learning may be significantly lower than the remaining areas		
	The setting is focused on improving children's outcomes and reducing inequalities		
	Generally good implementation of the EYFS		
	The setting is focused on continuous quality improvement		
	Transition is developing, there is some evidence of planning and record sharing		
	The SEF has been started and there is some evidence of reflective practice		
	SENCO in place		
	SEN code of practice (2001) met to minimum requirements		
	Vulnerable children supported adequately		
	CPD is having some impact		
	Average attendance of practitioners and SLT at local meetings/training etc		
	Some concerns with staff ratios and/or staff turnover		
	Evidence of non-compliance with welfare and/or safeguarding regulations		
	Leadership and management is satisfactory to good		
	SIP is in place and is centred on improvement		
Some concerns about sustainability			
Satisfactory OfSTED			

Quality Indicators	Standards	Visit Level	No of visits
<b>Inadequate</b>	EYFSP scores are below the local and national average	<b>3</b>	6+ visits including drop in
	The majority of children are making unsatisfactory progress		
	Vulnerable groups are performing below expectations		
	Trends in standards and achievement are declining		
	The setting is not focused on improving outcomes for all children		
	The setting is not focused on quality improvement		
	EYFS is not being implemented appropriately		
	No evidence of transition planning, processes etc		
	No SEF or evidence of self-evaluation		
	No evidence of workforce development. Attendance on training is very low		
	Low attendance at local training, meetings etc		
	Evidence of serious breaches of compliance with welfare and safeguarding regulations		
	Significant issues with leadership and/or management		
	High turnover of staff, low staff ratios, low qualifications		
	Welfare and safeguarding requirements are not being met or are inconsistent		
	No SENCO in place		
	SEN code of practice (2001) is not being met		
	Vulnerable children are not given targeted support		
	Leadership and management is just satisfactory or inadequate		
	Targets for improvement are not challenging		
	Inadequate OfSTED		
<i>*Newly registered setting</i>			
<i>*New management appointed</i>			

SEF - self-evaluation form

SIP - setting improvement plan

CPD – continuing professional development