

Solihull Early Years Setting Improvement: Joint Evaluation & Support Visit 2019/2020



Setting:	Date:	Time:
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Setting Lead:	Deputy/CM Assistant:
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Staff Changes: *Leads' roles/DSL/SENDCo etc*

Setting context changes: *such as extended provision changes in hours, buildings, governance ...*

In a childminder (CM) setting: number of children present today _____

Training accessed 2018/19: www.solgrid.org.uk/eyc > training

Paediatric first aid training –full 12 hour / emergency 6 hours - renewed every 3 years

Support for other settings:

Ofsted

Ofsted Date: _____ **Ofsted Grade:** 1 2 3 4 EY Register Childcare Voluntary School

Previous inspections: _____ 1/2/3/4 _____ 1/2/3/4 _____ 1/2/3/4

Leadership & Management	Personal Development,	Behaviour & Attitudes	Outcomes	Teaching Learning, Assessment	Quality of Education
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

EIF 2019 +: Providers registered on the Early Years Register but who only provide care exclusively for children at the beginning and end of the school day or in holiday periods will have a MET / NOT MET with actions / NOT MET with enforcements

Previous SIA visit date:	Overall effectiveness (SIA): Good/Better Requiring Improvement
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Update on 2018/19 development aspects:

Aspects identified by the setting to drive continual improvement for further development in 2019/20:

Setting Self Evaluation – Effectiveness of Leadership and Management: [L&M] 1 2 3 4

<ul style="list-style-type: none"> ○ Support for staff and parent and child well-being ○ How do owners & leaders monitor personal development, behaviours and attitudes? ○ Complaints in the last year – actions taken ○ Finding out the views of parents in relation to the promotion of well-being and support for each child ○ SEND – graduated approach demonstrates all children (ch) are included and listened to, to ensure they feel safe, secure, happy and excited? ○ L&M are aware of the need to notify Ofsted of a significant event and what this entails 	<p>Evidence notes: <i>such as parent views, Special Educational Needs and Disability (SEND) case study, monitoring activities, complaints log, 2 year check</i></p>
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Safeguarding and Welfare				
<ul style="list-style-type: none"> ○ KCSiE 2019/WTSC/Prevent/ What to do if..? ○ Talk to children to see if they feel safe & secure ○ Health, safety and well-being are supported ○ How settings deal with children's care arrangements, including intimate care, levels of privacy afforded to children and supervision arrangements when undertaking personal hygiene tasks ○ All staff know 4 types of abuse and how to record and report concerns –policy & procedures ○ Supervision: support, coaching, training, promoting children's interests, teamwork, improvement & provides opportunities to discuss ch's well-being ○ British values (democracy, rule of law, indiv liberty, mutual respect and values) supports equality and diversity personal development, behaviour & protected characteristics 	Evidence notes: <i>such as setting brochure for parents, displays, staff meetings, self-evaluation, training plan, safer recruitment policies, risk management logs etc ...</i>			
Setting Self-Evaluation – Quality of Education				
<ul style="list-style-type: none"> ○ Characteristics of effective learning [CofEL] – how does the setting support them to develop children's dispositions and attitudes? ○ Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment [awe & wonder] ○ Opportunities planned for children excite them and build upon the experiences they have had and their interests and fascinations ○ Opportunities ensure children's self-awareness, self-esteem and emotional intelligence are developed ○ Stories, songs, rhymes are used to support social learning and personal, social, & emotional dev't [PSED] 	1	2	3	4
	Evidence notes: <i>such as starting points, parent input, ages and stages questionnaire (ASQ), 2 year check, plans, curriculum opportunities, displays, observations, etc ...</i>			
Setting Self-Evaluation – Personal development				
<ul style="list-style-type: none"> ○ Observations of routines and care ○ Tracking PSE development ○ Transitions – who the setting works with to ensure children are ready for their next steps? ○ Disadvantage and supporting vulnerable children and parents NB: 'cultural capital' awareness ○ Children experience a rich range of opportunities; experiences that promote an understanding of people, families and communities beyond their own ○ Adults behave as positive role models for children ○ Developing vocabulary of emotions – adults explain and use language to label emotions/feelings etc 	1	2	3	4
	Evidence notes: <i>such as environment, room/leads monitoring, behaviour and care documents, transition information, planning, parent – key person communication, child-profiles, play zones etc ...</i>			
Setting Self-Evaluation – Behaviour and Attitudes				
<ul style="list-style-type: none"> ○ Developing self-regulation and agency ○ CofEL: playing and exploring, active learning, creating and thinking critically ○ How well providers work with parents to promote children's attendance so that the children form good habits for future learning ○ How the provision helps children to manage their own feelings and behaviour and how to relate to others in an age appropriate way ○ Practitioners have a sound understanding of how to support developing emotional capabilities 	1	2	3	4
	Evidence notes: <i>policy, planning, curriculum, routines, parent info, attendance, reports, SEN offer, case study..</i>			

<ul style="list-style-type: none"> ○ Consistency in relation to policy/practice ○ Children are developing a sense of right and wrong ... curriculum/ethos/policy/value ○ Support children to recognise their personal, physical and emotional needs <p>Behaviour and attitudes</p>		
<p>Joint activity: learning walk/lead discussion such as SENDCo or behaviour lead/key person work scrutiny/pupil discussion/routine observation/case study – Completed with</p> <p>Focus:</p> <p>Ofsted links:</p> <ul style="list-style-type: none"> ○ Leadership and management <input type="checkbox"/> ○ Quality of education <input type="checkbox"/> ○ Personal development <input type="checkbox"/> ○ Behaviour and attitudes <input type="checkbox"/> 	<p>Evidence notes: <i>preparation, 360° view, paperwork, case study, securely/consistently applied approach...</i></p>	
Outcome of Visit 2019-2020		
<p>Setting Evaluation of Overall Effectiveness</p> <p>Outstanding: practice is exemplary <input type="checkbox"/></p> <p>Good: practice is strong <input type="checkbox"/></p> <p>Requires Improvement: practice is not good enough and I know it needs to improve <input type="checkbox"/></p> <p>Inadequate practice requires significant improvement <input type="checkbox"/></p>	<p>Agreed Judgement: How well does the setting meet the needs of children ...</p> <p>Good or Better <input type="checkbox"/> Requiring Improvement <input type="checkbox"/></p>	
Setting Support 2019/2020		
Generic Support	Targeted Support	Intensive Support
Support needs identified:		
<p>Outline of strengths: (identified by the setting and visit focussed on personal development, behaviour and attitudes)</p>	<p>Agreed actions from the visit: & action owner</p>	
<p>Setting comments: Did you find this setting visit useful? YES/NO Did you find the focus on personal development, behaviour attitudes and safeguarding effective YES/NO</p>		
<p>Please explain why:</p> <p>We plan to focus on the quality of education, leadership and management next time – what might you choose as a paired evaluation activity?</p>		

Signed:

Signed:

Setting Lead:

EYEIS:

This note will be stored in the setting file within the Solihull Local Authority electronic files, accessible by the Solihull Early Years and Education Improvement Team