Solihull Early Years Setting Improvement:

Joint Evaluation & Support Visit 2020/2021

Solihull
METROPOLITAN
BOROUGH COUNCIL
URBS·IN·RURE

Setting:	**Date:**	**Time:**
Setting Lead:	**Deputy/CM Assistant:**	

The 2020 -2021 contact was	Virtual –phone or video meeting ☐	In setting visit ☐

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 _____ Early Years children on roll Yes / No
Training accessed over the last year: 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 Register ☐   School ☐
Previous inspections: date_____   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

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

Evaluating 2019/20 development aspects:

Aspects identified by the setting to drive continual improvement for 2020/21:

The focus for the setting visits and evaluation activity this year is pandemic recovery, leadership and management, curriculum and pedagogy to meet the needs of all children and as the new EYFS becomes statutory in September 2021.

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

o Leaders have a strong culture of self-evaluation What are leaders' plans for future improvement?	**Evidence notes:** *such as self-evaluation and action plans, parent views, Special Educational Needs and Disability (SEND) case study, monitoring activities, workload plans, 2 year checks, actions resulting from consultation –child/ adult*

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o What is in place to ensure that child, family and staff wellbeing is understood and influences how things are done? o Staff consultation leads to manageable workloads. o How do you make decisions about staff training, and how do you know if it is has had an impact? o How do owners & leaders monitor the effectiveness of the curriculum intent> implementation> impact? o How well are *all* children progressing in this setting? o SEND – graduated approach demonstrates all children (ch) are included and listened to, to ensure they feel safe, secure, happy and excited? o What is the impact of the setting's use of additional funding – EYPP/ inclusion fund/ deprivation fund? o The setting monitor the effectiveness of policies and procedures by ……whose views are accounted for? o Business plans are linked to sustainability [profit] and future quality improvement.	

Safeguarding and Welfare: setting self-evaluation - effective / not yet effective

o How effective are the systems of control? o Updated threshold and Solihull/ national guidance is used to monitor and review safety and welfare o All staff know 4 types of abuse and how to record and report/ act on concerns –policy & procedures Supervision: leads to support, coaching, training, promoting children's interests, teamwork, improvement & opportunities to discuss well-being [LAC/EYPP/SEND/ all vulnerable children/ staffs] o Talk to children- do they feel safe & secure? o Is early help supporting families and enabling children to thrive? Note: early help assessment o Children are prepared for British life –support to be respectful and contribute positively to society; British values (democracy, *rule* of law, *indiv* liberty, mutual *respect* and *values*) are understood and embedded in practice. o How will the setting build oral hygiene into their offer as part of the 2021 EYFS statutory framework?	**Evidence notes:** *such as setting brochure for parents, displays, staff meetings, self-evaluation, training plan, safer recruitment policies, risk management logs. Cv19 risk assessment and planning for systems of control, CiN/CPP…* LSCP –multi agency modules attended_____

Setting Self-Evaluation – Quality of Education   1   2   3   4

o How does the setting plan, design and implement the EYFS curriculum? o When moving to the new EYFS statutory guidance/ ELGs for September 2021 what will be the approach to support staff to understand the curriculum and their role in delivering it? o How well do the curriculum and care practices meet the needs of all children? Secure progression o Characteristics of effective learning– how does the setting support active learning, exploration, thinking, creativity –the child's engagement and motivation? o Opportunities planned for children excite them and build upon the experiences they have had and their interests and fascinations- child and adult led o How does the setting support speech, language and communication needs and 'look, say, sing, play' 'chat, play, read'- in the setting and at home?	**Evidence notes:** *such as starting points, parent input, ages and stages questionnaire (ASQ), 2 year check, plans, curriculum opportunities- 7 areas, displays, observations, qualification levels, training impact, concentration, vocabulary.*

	o What is home learning like for each child? o Is provision sufficiently supportive and challenging with quality interactions? Are stories used as a teaching tool to introduce new ideas, concepts and vocabulary? o How does the setting support older pupils? OOSC/HPS	

Setting Self-Evaluation – Personal development	1 2 3 4

o Observations of routines and care show staff make the most of all opportunities to meet children's needs and interests. o Tracking PSE development and consultation demonstrates how all learners are supported to learn and develop personally, socially and emotionally. o Transitions – who the setting working with to ensure children are ready for their next steps? o Are children 'school ready' –what does this mean to the setting? How is cultural capital supported? o What does the setting do to 'level-up' outcomes for disadvantage and vulnerable children and parents? o Adults behave as positive role models for children	**Evidence notes:** *LAC-PEP, EAL, adult-supervision process, environment, room/leads monitoring, behaviour and care documents, transition information, planning, parent – key person communication, child-profiles, play zones, agencies etc*

Setting Self-Evaluation – Behaviour and Attitudes	1 2 3 4

o Developing self-regulation & agency- learning habits o CofEL: playing and exploring, active learning, creating and thinking critically- teaching & learning o How well providers work with parents to promote children's attendance so that the children form good habits for future learning o How the provision helps children to manage their own feelings and behaviour o A positive, respectful culture exists –adults & children o Practitioners have a sound understanding of the stages of emotional development o Consistency in relation to how policy/practice is monitored –how? Adjustments for individuals. o Staff can articulate how the setting supports children to recognise their personal, physical and emotional needs o Are all children receiving their full entitlement?	**Evidence notes:** *policy, planning, curriculum, routines, parent info, attendance, reports, SEN offer, case study, EYPP*

Joint activity: *learning walk/lead discussion such as SENDCo or deputy/safeguarding lead, learning walk ,scrutiny, pupil discussion, routine observation, case study-EAL/LAC/SEND/ a child's typical daily routine, transition arrangements SEND* - Completed with ………………………………………… **Focus:** **What evaluation question do you want to answer through the joint activity?** *e.g 'How well do we support language development?'*	**Evidence notes:** *evidence seen and impact*

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Outcome of Visit 2019-2020	
Setting Evaluation of Overall Effectiveness **Outstanding:** practice is exemplary ☐ **Good:** practice is strong ☐ **Requires Improvement:** practice is not good enough and I know it needs to improve ☐ **Inadequate** practice requires significant improvement☐	**Agreed Judgement:** How well does the setting meet the needs of children … Good or Better ☐ Requiring Improvement ☐

Setting Support 2020/2021		
Generic Support	Targeted Support	Intensive Support

Support needs identified:	
Outline of strengths: (identified by the setting –the visit focussed on leadership and management, quality of ed'n)	**Agreed actions from the visit:** **& action owner**

Setting comments: Did you find this setting visit useful? YES/NO
Did you find the focus on leadership and management and the quality of education useful? YES/NO

Please explain why:

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