

Setting: _____ **Date:** _____ **Time:** _____

Setting Lead: _____ **Deputy/CM Assistant:** _____

Present at the meeting ... _____

Staffing:
Registered Person:
DSL:
SENCo:

Other allocated roles-

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

In a childminder (CM) setting: number of children present today x _____ Early Years children on roll Yes / No

Ofsted

Ofsted Date: Ofsted Grade: 1 2 3 4 EY Register Childcare Register
Previous inspections: date _____ 1 /2 /3 /4 _____ 1 /2 /3 /4

Ofsted Common Inspection Framework				Ofsted Education Inspection Framework 2019+			
Leadership & Management	Teaching Learning, Assessment	Personal Development Behaviour & Wellbeing	Outcomes	Leadership & Management	Quality of Education	Behaviour and Attitudes	Personal Development
1 2 3 4	1 2 3 4	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 [or have no early years children on roll or present on the day of inspection] will have a MET / NOT MET with actions / NOT MET with enforcements -circle- outcome

Previous setting visit date: _____ **Overall effectiveness (SIA):** Good/Better Requiring Improvement
Virtual or in setting visit

Evaluating 2020/21 development aspects: what was the impact?

Aspects identified by the setting to drive continual improvement for 2021/22: expected impact?

The focus for the setting visits and evaluation activity this year is curriculum and pedagogy to meet the needs of all children as the new EYFS becomes statutory in September 2021. The joint activity will be a deeper dive into evidence.

Joint activity focus: learning walk, observation, key person/ lead discussion, ...

Prime area focus: PSED Communication & Language [C&L] PD

Organisational note: _____

Quality indicators: *reflective considerations*.....

1. The Best for Every Child

- Setting leads have a good understanding of what works well to support young children's learning- including those at risk of having vulnerable early skills in the prime areas+
- Additional funding is well spent to support children to 'level up'
- How do leaders design an ambitious and well-sequenced curriculum that prepares children well for the next stage of their education?
- Providers can articulate what they want children to learn and why?

Evidence notes: *such as self-evaluation and action plans, parent views, child case study, monitoring activities, curriculum plans, Progress check at 2y, actions resulting from consultation –child/ adult,*

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

Quality indicators:

2. High Quality Care

- <https://solihullscp.co.uk/training.php> Multi-agency training and/or reducing parental conflict LSCP training completed -
- All staff access training to understand the safeguarding and welfare requirements and Solihull Local Safeguarding Children Partnership procedures. Thresholds are understood/acted on swiftly. There is a shared vigilance ...
- Leads can describe and apply their understanding of their role in early help
- The curriculum supports children to understand how to keep themselves healthy and safe, to risk assess choices, to regulate their behaviour and care for others and their environment.

Evidence notes: *such as setting brochure for parents, displays, staff meetings, self-evaluation, training plan, safer recruitment policies, risk management logs, curriculum overview, CiN/CPP... URGENCY OF ACTING ON CONCERNS*

Setting Self-Evaluation – Quality of Education

Quality indicators:

3. The Curriculum

4. Pedagogy

5. Assessment

- The curriculum is broad and balanced
- Teaching supports all learners
- Key persons know and understand the story of a child, they can articulate what a child can do now and how they were supported to get there
- What children knew and could do when they started at the provision provides a starting point for curriculum provision
- Plans show what the setting wants children to encounter, explore and learn


Evidence notes: *such as starting points, parent input, ages and stages questionnaire (ASQ), 2 year check, plans, curriculum opportunities- 7 areas, displays, observations, home learning support ...*

<ul style="list-style-type: none"> • The staff know how they are helping children know more and remember more and how they measure this success? • Home learning environment support is helped by the setting – all staff work flexibly to engage parents and carers 	
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Setting Self-Evaluation – Personal development	1	2	3	4
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<p>Quality Indicators: All about me 😊</p> <p>6. Partnership with Parents</p> <p>Do you appreciate and understand my [child's] interests and abilities and those of my family? Do you meet my daily needs with care and sensitive consideration? Do you engage my mind, offer challenges, and extend my world? Do you encourage and facilitate my endeavours to be part of the wider group?</p> <div style="border: 1px solid black; padding: 5px;"> <p>Do you know me? – linked with a sense of belonging Can I trust you? – linked with well-being Do you let me fly? – linked with exploration Do you hear me? – linked with communication Is this place fair for me? – linked with contribution.</p> </div>	<p>Evidence notes: LAC-PEP, EAL, adult-supervision process, environment, room/leads monitoring, agencies, behaviour and care documents, transition information, planning, parent – key person communication, etc</p>
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Setting Self-Evaluation – Behaviour and Attitudes	1	2	3	4
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<p>Quality indicators:</p> <p>7. Self-regulation and executive function</p> <p>An environment that explores how different children's needs might be met. Acceptance that behaviour is communication and the setting seeks to explore what children are communicating about their experiences, rather than a punitive response. Understanding that children process trauma differently.</p> 	<p>Evidence notes: policy, planning, curriculum, routines, parent and practitioners working together, attendance, reports, SEN offer, case study, EYPP, incident logs...</p>
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<p>Joint activity: - Completed with</p> <p><input type="checkbox"/> PSE <input type="checkbox"/> CLL <input type="checkbox"/> PD</p> <p>Evidence notes- see separate note</p>

Outcome of Visit 2021-2022

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 need for 2021/2022

Intensive, Targeted, Generic Support

Evaluation summary

Outline of strengths: (identified with the setting –the visit focussed on curriculum intent> implementation> impact to support all children]

**Agreed actions from the visit:
& action owner**

Setting comments: Did you find this setting visit useful? YES/NO

Did you find the focus on the joint evaluation activity helpful to celebrate/ identify actions? Yes/ No

What was helpful?

It would be great if

Signed:

Setting Lead:

Signed:

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. Virtual meeting notes will be emailed after the meeting – these cannot be signed but should be checked for accuracy as they will be saved as an accurate record of the discussion unless setting tell us otherwise.