

Solihull Early Years Setting Improvement 2026/27

Self-evaluation support visit (Group setting)

Setting	Date	Time
Setting lead	Deputy	
Present at meeting		
Key leads (DSL/SENCo)		
Ofsted date Ofsted grade 1 2 3 4 met/not met Register: early years ☐ childcare ☐ OR Expected+ Needs Attention Urgent improvement Safeguarding met/ not met		
Previous setting improvement approach (SIA) visit date: Visit option (Belonging): Safeguarding ☐ Key person ☐	Setting improvement approach (SIA) outcome: General support ☐ Additional support ☐	
Setting context (business/organisational/staffing changes/training accessed)		
Number of children present today Early years children on roll? Yes ☐ No ☐ Do you have any EYFSP children on roll? Yes ☐ No ☐		
<u>Visit plan: three elements</u> <u>1. Leadership discussion</u> - Initial brief discussion to provide context before jointly seeing the setting 'in action' - After the walkaround and joint observation to reflect on findings, and further explore safeguarding, children's welfare and wellbeing as appropriate.		
Progress made against 2025/2026 priorities/areas for development		
Setting priorities 2026/2027 (including response to updated EYFS Statutory Framework 01/09/2026)		

What do you expect us to see today? *Highlight elements of strength as well as any areas that are a focus for development. What is 'typical' in terms of practice and provision?*

How do you know that this is the case?

The following two parts can be completed in any order:

2. Walk around the whole setting to reflect together on practice and provision. *This may include discussions with practitioners relating to safeguarding (child protection, suitability), children's welfare and wellbeing, or behaviours, attitudes and establishing routines.*

3. Joint observation: case sampling with a member of the leadership team. *Identify the group/room of children and practitioners who will be observed, and a **specific child** in the group who faces a **barrier to their learning**. The focus Ofsted evaluation area will be **Behaviour, attitudes and establishing routines**. The observation does not have to be during an adult-led experience. In fact, observing children accessing the continuous provision with practitioners, during snack or mealtimes, or transitioning between a range of these experiences is all valuable.*

Walk around- reflections on practice and provision

What is it like for a child in this setting, particularly those who may face barriers to their learning?

Joint observation: case sampling Ofsted Early years inspection toolkit- Behaviour, attitudes and establishing routines: *Practitioners understand and consider **each child's** individual needs and circumstances, including those of disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may **face barriers to their learning**. Any **adaptations and/or reasonable adjustments** maintain the high expectations of behaviour that **reflect the children's ages and stages of development**. Practitioners **proactively** work with other agencies to serve children's best interests.*

Safeguarding and Children's welfare and wellbeing Ofsted Early years inspection toolkit- Safeguarding

- *Leaders ensure that **supervision, support and monitoring** of adults are appropriate. The **impact** of safeguarding policies, systems and processes is kept **under continual review**.*
- *Maintaining an attitude of '**it could happen here**'.*
- *DfE 10 tips to build a culture of safeguarding to build a culture of safeguarding: Make the environment **physically and emotionally safe**.*

SETTING SELF-EVALUATION against Ofsted Early years inspection toolkit[Early years inspection: toolkit, operating guide and information - GOV.UK](#)

Safeguarding	Met/Not met				
Behaviour, attitudes and establishing routines	Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional
Children's welfare and wellbeing	Urgent improvement	Needs attention	Expected standard	Strong standard	Exceptional

The full seven Ofsted evaluation areas are: Safeguarding, Inclusion, Curriculum and teaching, Achievement, Behaviour, attitudes and establishing routines, Children's welfare and wellbeing, Leadership and governance

Outcome of visit 2026-2027**Reflecting on the setting judgements today****Setting support for 2026-2027**

Intensive support ☐ additional support ☐ generic support ☐

Evaluation summary**Outline of strengths identified with the setting****Agreed actions from the visit and action owner**

Operation Encompass registered: Yes

Named key adult:

Operation Encompass registered: Not yet

**Setting comments**

The visit was...not useful / of some use / very useful because

Signed by setting lead **Signed by EY team**

This note will be stored in the setting's file within the Solihull Local Authority electronic files, accessible by the Solihull Early Years Team. We expect to visit every setting annually, unless the setting has a graded Ofsted inspection at Expected + standard during the cycle.



Solgrid/EYC- webpage link to access a range of resources