**Solihull Early Years Setting Improvement**

***The Voice of the Child***

**Joint Evaluation and Support Visit 2023/2024**



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| --- | --- | --- |
| **Setting** | **Date** | **Time** |
| **Setting lead** | **Deputy/CM assistant** | |
| **Present at the meeting** | | |
| **Key leads (DSL/SENCo)** | | |

|  |  |  |
| --- | --- | --- |
| **Setting context** (business/ organisational/ staffing changes/ training accessed)  EYFS changes 2023 v1 and v2 - how this will be implemented in your setting?  Number of children present today Early Years children on roll Yes No | | |
| **Ofsted date: Ofsted grade:** 1 2 3 4 met/not metRegister EY  Childcare  School | | |
| **Previous Setting Improvement Approach (SIA) visit date:** | **Setting Improvement Approach (SIA) outcome:**  Generic support Additional Support | |
| **The shared expectations for this visit……** (The EY Team focus is on the child’s voice) | | |
| **Setting comments**  The visit was ……. not useful / of some use / very useful  because  Have your expectations for the visit been achieved? Yes/ No  Have you found any ways to strengthen the response to the voice of the child?  How will you share this information? | | |
| **Evaluating 2022/23 development aspects:** *what was the impact….including when given additional EY support?* | | |
| **Aspects identified by the setting to drive continuous improvement for 2023/24:** *the expected impact?* | | |
| **Joint observation/reflection of early years practice and provision**  The voice of the child- what do you know about each child and how do you use that knowledge?  Completed with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outside/ inside age group\_\_\_\_\_\_\_\_  **Evidence notes:** | | |
| **Evaluation notes with reference to the EYFS principles and 7 features of effective practice:**   * The best for every child * The curriculum: what we want children to learn * Pedagogy: helping children to learn * Assessment: checking what children have learnt * High-quality care * Self-regulation and executive function * Partnership with parents   Listening to the child’s voice to support safeguarding children- *DSL training modules accessed through SSCP such as neglect: module 6, managing allegations, and the potential safeguarding risks for children in your care.* | | |
| **Setting self-evaluation** | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Based on the leader’s knowledge of the Ofsted Inspection Framework, and how well the setting meets the needs of the children in their care, today the setting judges themselves as:** | | | | | | Effectiveness of leadership and management  safeguarding and welfare is effective / not effective | 1 | 2 | 3 | 4 | | Quality of Education | 1 | 2 | 3 | 4 | | Personal Development | 1 | 2 | 3 | 4 | | Behaviour and Attitudes | 1 | 2 | 3 | 4 | | Overall effectiveness: the quality and standards of the early years provision (including EYFS in schools) | 1 | 2 | 3 | 4 | | | |
| **Outcome of visit 2023-2024** | | |
| Reflecting on the setting judgements today:  **Setting support for 2023/24** intensive support additional support  generic support | | |
| **Evaluation summary** | | |
| **Outline of strengths identified with the setting** | | **Agreed actions from the visit**  **and action owner** |
|  | | Including how the setting will self-support development |

Signed by Setting Lead: Signed by EY Team:

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*This note will be stored in the setting’s file within the Solihull Local Authority electronic files, accessible by the Solihull Early Years Team. A copy of these meeting notes will be emailed after the visit. We expect to visit every setting annually, unless the setting has had a graded Ofsted inspection with a good or outstanding grade.*