**Self-Evaluation Report**

*Name of Setting:*

**Estyn Definitions**

**The judgements**

|  |  |
| --- | --- |
| Excellent | *Very strong, sustained performance and practice* |
| **Good** | *Many strengths and no important areas requiring significant improvement* |
| Adequate | *Strengths outweigh weaknesses, but improvements are required* |
| Poor | *Important weaknesses outweigh strengths, and significant imprvements are required* |

**Vocabulary**

|  |  |
| --- | --- |
| **Excellent**: | *outstanding, very good, innovative, exceptional, superior, exemplary, superb, very high standard, very high quality, perfect, extensive, highly creative, highly imaginative, well above expectations, highly effective, sector-leading* |
| **Good**: | *successful, strong, skilful, worthwhile, beneficial, valuable, able, thorough, useful, powerful, comprehensive, used well, consistently good, effective* |
| **Adequate** | *satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average, consistent* |
| **Poor** | *insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, inconsistent, irregular, limited, poor* |

**Numbers - quantities and proportions Key Areas**

|  |  |
| --- | --- |
| **nearly all** | *with very few exceptions* |
| **most** | *90% or more* |
| **many** | *70% or more* |
| **a majority** | *over 60%* |
| **half** | *50%* |
| **around half** | *close to 50%* |
| **a minority** | *below 40%* |
| **few** | *below 20%* |
| **very few** | *less than 10%* |

|  |  |
| --- | --- |
| **Children** | 1. *Wellbeing* 2. *Learning* |
| **Practitioners** | 1. *Care and Development* 2. *Teaching and Assessment* |
| **Leaders** | 1. *Environment* 2. *Leadership and Management* |

|  |  |  |
| --- | --- | --- |
| **Theme 1: Wellbeing** | **How do we know?** | **Areas to improve** |
| * 1. **To what extent do children have a voice?** * How good are children at making choices and decisions? * How well are children listened to? * Are all attempts at communication valued? * Are children encouraged to speak and express themselves? * Do children express their views and know that their ideas are listened to? * Are children givent the opportunity to contribute their ideas to themes and topics? | Observation notes  Photographs  Baseline assessments  Nutshells  Profiles  Together time  Family Groups  Setting Planning |  |
| **1.2 To what extent do children feel safe, happy and valued?**   * How well do children settle and cope with separation from their parents? * How well do children form positive emotional attachments? * Do children feel secure, happy, comfortable and relaxed? * Do children feel valued and have their rights respected? * How well do children bond with practitioners within the setting? * How well are children given consistent and continuous care which fosters confidence and positive self esteem? * How well do children form friendships? * Do children know who to talk to if they are unhappy or worried about something? * Do children know that their likes, dislikes and concerns are acted on? | Observation notes  Photographs  Parent questionnaires  Family Groups  Together Time  Key Worker information  Setting Planning |  |
| **1.3 How well do children interact?**   * Are children resilient? * Do children understand right from wrong? * Do children manage their behaviour well? * Do children understand their own feelings? * Are children sensitive to the emotions of others? * Do children cooperate well, take turns and share? * Do children respect others and take care of equipment and resources? * Are children self-disciplined and comply with rules? * Do children behave appropriately for their age and stage of development? | Observation Notes  Behaviour and Discipline Policy  Positive Behaviour Strategies  Nutshells  Profiles  Setting rules displayed (age appropriately) and followed |  |
| **1.4 To what extent do children enjoy their play and learning?**   * Are children engaged, interested and excited? * Do children persevere, sustain interest and concentrate for an age/stage appropriate time? * Are children proud of their achievements? * Are children active and curious learners? * Do children enjoy organised and free play activities? | Observation Notes  Baseline Assessents  Displays of children’s work/achievements  Profiles  Focus Task Notes |  |
| **1.5 How well do children develop and become independent?**   * Are children meeting developmental milestones? (emotionally, physically, socially, creatively, linguistically and intellectually) * Are children developing confidence and independence? * Are children motivated and do they follow personal interests? | Baseline Assessments  Profiles  Health Records/Notes  External agency information  Early Years ALN Team evidence  ALN Policy  Healthy Pre-schools File |  |
| **Things we do really well:** | | |
| **Areas for development to be considered for the SIP:** | | |

|  |  |  |
| --- | --- | --- |
| **Theme 2: Learning** | **How do we know?** | **Areas to improve** |
| **2.1 How well do children acquire skills and make appropriate progress in their learning?**   * Do children achieve good standards for their age, stage of development, additional learning needs and their starting points? * Do children make realistic progress in what they can do, in their knowledge, understanding and skills? * Do children achieve well in activities that develop their learning?   **2.1.1 How well are children developing their Communication Skills?**   * Are children seen to express their feelings and emotions? * Do children make themselves understood? * Do children listen and carry out instructions? * Do children use appropriate language? * Do children show and interest in books? * Do children follow stories read to them and respond? * Do children experiment with and enjoy mark making and writing experiences? * Do children play with language, e.g. join in with Nursery Rhymes, songs, etc? * Do children understand some of the functions of writing?   **2.1.2 How well are children developing their Numeracy Skills ?**   * Do children select and use appropriate Mathematical ideas, equipment and materials to solve practical problems? * Do children use mathematical language? * Do children recognise patterns, sequences and relationships through play and practical experiences? * Do children take part in a range of songs and rhymes?   **2.1.3 How well are children developing problem solving skills?**   * Do children make descisions about what activities they choose? * Do children use different material and resources? * Do children demonstrate perseverance when faced with challenges? * Do children work collaboratively to solve problems?   **2.1.4 How well are children developing physical skills?**   * Are children physically active in line with their ability? * Do children develop coordination skills? * Do children use large play equipment with increasing control? * Do children begin to handle small tools with increasing control?   **2.1.5 How well are children developing creative skills?**   * Can children express themselves? * Can children make choices about how to present their ideas?   **2.1.6 How well are children developing personal, social and emotional skills?**   * Do children play cooperatively, without adult support? * Can children actively join in group activities? * Do children control their emotions with some support? * Do children begin to consider the needs of others?   **2.1.7 How well are children developing ICT skills ?**   * Are children familiar and confident in using technology in their play and everyday activities? * Are children developing their communication skills?   **2.1.8 How well are children developing Welsh Language skills?**   * Do children build their Welsh skills systematically as they move through the setting? * Are children making progress using Welsh? * Do children communicate with adults in Welsh? * Do children respond appropriately to instructions in Welsh? * Do children show enjoyment and pleasure in singing welsh songs and learning welsh rhymes? | Baseline Assessments  Profiles  Health Records/Notes  External agency information  Early Years ALN Team evidence  ALN Policy  Observation notes  Focused activity notes  Setting Planning  Timetable  Family Groups  Together time  Dispays of children’s work including 3D  Nutshells  Photographs  Floor Books  Scrap Books  Seesaw  Helpwr Heddiw  Bilingual Displays |  |
| **Things we do really well:** | | |
| **Areas for development to be considered for the SIP:** | | |

|  |  |  |
| --- | --- | --- |
| **Theme 3: Care and development** | **How do we know?** | **Areas to improve** |
| **3.1 How well do practitioners keep children safe and healthy?**   * Do practitioners implement the setting’s policies and procedures for safeguarding and promoting children’ wellbeing? * Does the setting have a child protection policy, including procedures for recognising signs of radicalisation and extremism? * Is there a health and safety policy which includes food hygiene and provision for infection control? * Are there procedures to promote healthy life styles, including healthy eating, drinking and physical activities? * Are there procedures in place to ensure safe administration of medication? * Does the setting support children with medical conditions? * Do the setting have clear procedures for administering first aid? * Are there policies and procedures to ensure safety on outings and visits? * Is there a policy on internet safety? * Is there a bullying policy which includes the management of children’ behaviour including physical intervention and restraint? | Risk assessments  Safeguarding Policy and Procedures  Child Protection Policy and Procedures  Health and Safety Policy  Food hygiene training and certificates  DBS Records  Safer recruitment procedures  Safeguarding training  Health Care Plans  First Aid Training  Allocated Safeguarding leads on display  Named First Aiders on display  Visits Policy  Internet Safety Policy  Bullying/Behaviour  Menus/Tiny tums |  |
| **3.2 How well do practitioners manage interactions?**   * Do staff work in line with the setting’s behaviour management policy? * Are staff consistent in their approach? * Do practitioners set realistic boundaries and use appropriate sanctions? * Do practitioners encourage older children to take responsibility for their own behaviour? * Do staff model good behaviour? | External Agency Information Behaviour Management Policy Induction Observations  Individual Play Plans  ECERS  Behaviour and Reward Systems |  |
| **3.3 How well do practitioners promote children’s development and meet their individual needs including ALN?**   * Do practitioners know, understand and meet the individual needs and abilities of the children? * Does the setting provide a nurturing and caring environment? * Do practitioners give responsive care? * Do practitioners promote equality and diversity? * Do practitioners promote the development of children? * Do practitioners treat all children with dignity and respect? * Do practitioners ensure children’s privacy is respected? * Do practitioners track children’s progress and use information and observations to plan for the next steps in their play? * Do practitioners ensure that older children can determine and control the content of their play? * Does the setting offer children with ALN full access to all areas of learning? * How consistent are the setting in conducting regular reviews of children’s progress? * Do practitioners consult well with parents/carers regularly? | Differentiated planning  Observations  Equality Policy  Play plan  Parent Questionnaires  GDPR policy and procedures  Assessment Records  Observations  Photograpghs  ALN Policy and procedures  Managers quality assurance procedures and records |  |
| **Things we do really well:** | | |
| **Areas for development to be considered for the SIP:** | | |

|  |  |  |
| --- | --- | --- |
| **Theme 4: Teaching and Assessment** | **How do we know?** | **Areas to improve** |
| **4.1 How well do practitioners plan learning experiences that meet the needs of children?**   * Are planned learning experiences successful in engaging all children? * Do practitioners collaborate to plan flexible, responsive and innovative activities? * Do learning experiences encourage children’s all round development and progress towards meeting Foundation Phase Outcomes? * Do learning experiences build systematically on existing knowledge, understanding and skills as children move through the setting?   **4.1.1 How well do practitioners provide learning opportunities that encourage the development of**  **The ‘whole child’?**     * Are children encouraged to form relationships with others and show respect and tolerance for people from all cultural backgrounds? * Are children encouraged to take risks, experiment with new experiences, become confident explorers of their environment and become independent learners? * Are children encouraged to develop their physical, thinking and creative skills? * Are children encouraged to develop a better understanding of the world in which they live? * Are children encouraged to understand that all living things should be treated with care, respect and concern? * Are children encouraged to act sustainably?   **4.1.2 How well does the setting develop children’s skills?**   * How well does the setting develop children’s communication skills? * How well does the setting develop children’s literacy skills? * How well does the setting develop children’s numeracy skills? * How well does the setting develop children’s ICT skills? * How does the setting make sure the provision for these skills is properly co-ordinated to ensure that children make good progress?   + 1. **How well does the setting develop the Welsh Lanuage?** * How well does the setting provide for children to use and experience the Welsh language as much as possible in their learning, taking account of the children’s starting points? * How well does the setting develop progressively the Welsh language skills of the children and staff?   + 1. **How well does the setting develop the Welsh Dimension?** * To what extent does your setting promote the children’s awareness of the traditions and celebrations of the cultures of Wales?   + 1. **How well does the setting develop children spiritually, morally, socially and culturally?** * Do children develop a sense of curiosity about their own and other people’s lives and beliefs? * Do children develop a sense of awe and wonder about the world in which they live? * Do children foster values such as honesty, fairness and respect? * Does the setting promote principles that help children to distinguish right from wrong? * How well do you encourage children from different groups to do the following? * Do children take responsibility, show initiative and develop an understanding of co-operating and sharing with others? * Do the children understand simple rules of behaviour such as sharing toys? * Do the children learn how to relate to others and take some responsibility for their own actions? * Do the children contribute to decision making? * Does the quality of relationships in the setting help to form children’s attitudes to good social behaviour and self-discipline? * Are the children encouraged to engage with the arts, sports, music and other cultural activities? | Comments from parents  Questionnaires  Minutes from team meetings  Planning sheets  Good attendance  Observation books  Baseline assessments.  Observed in group activities/play  Observed in free play, indoors and out  Setting planning  Access to varied cultural toys/dolls/stories  Evidence in observation books/ photographs/ baselines  Caring for setting pets/plants  Contributing to setting recycling during play/tending plants/ re-use waste materials ie box-modelling.  Baseline data/ Wellcomm  Team meetings  Setting Planning  Area provision  Incidental daily Welsh during Together Time/Focused tasks  Training  Dressing up resources  Cooking  Music  Santes Dwynwen/ Dydd Gwyl Dewi  Interest in books/imagery/artefacts  Together time/Free play  Positive Behaviour management  Take part in group activities |  |
| * 1. **How well do practitioners teach and assess children ?** * Do practitioners have upto date knowledge of child development and the impact of additional learning needs on development? * Do practitioners understand the requirements of the Foundation Phase? * Do practitioners have high expectations of all children, including children with ALN and more able and talented children? * Do practitioners plan a good balance between child-initiated and adult led activities that meet children’s individual needs flexibly? * Do practitioners understand the importance of providing opportunities for children to learn through play and active involvement and first hand experiences? * Are practitioners good language models? * Do practitioners provide a stimulating, challenging and exciting environment both inside and outside, which encourages children’s involvement, participation and enjoyment? * Do practitioners use questioning to challenge children? * Do practitioners use fellow practitioners effectively? * Do practitioners intervene appropriately in children’s activities/play? * Do practitioners value the children’s creative process and not the end product? * Are all practitioners involved in planning and briefed about what they are expected to do?   + 1. **Assessment** * Do practitioners assess children regularly and robustly and record observations and assessments to measure children’s progress? * Do practitioners use the outcomes of assessment to plan future activities which meet children’s needs and interests? * Are parents informed of their children’s progress and what they can do to help them improve? | Adapted Framework  Next steps on planning sheet/individual targets  Planning sheet  Photographs/videos  Wellcomm  ECERs assessment  Planning meeting minutes  Post-it observations  Next steps  Individual targets  Baseline assessments  Planning sheets  Open morning/ report/home-setting diary |  |
| **Things we do really well** | | |
| **Areas for development to be considered for the SIP:** | | |

|  |  |  |
| --- | --- | --- |
| **Theme 5: Environment** | **How do we know?** | **Areas to improve** |
| **5.1 How well do leaders ensure the safety of the premises?**  Do leaders:   * Ensure that children are cared for in a safe, clean and secure environment? * Identify risks to children and, as far as possible, eliminate them? * Ensure that there is a balance between promoting children’s safety and supporting children in taking risks? | Registers Risk Assessments including indoor and outdoor site checks Fire Drills Planning Care standards file and healthy pre schools |  |
| **5.2 How well do leaders ensure the suitability of the premises?**  Do leaders ensure that:   * Premises and outdoor play areas are welcoming, friendly and provide a rich environment for play and learning? * There is sufficient space and facilities to meet the needs of children? * The layout and design of the premises promotes children’s independence? * The layout is considered from the children’s perspective? * The premises are well maintained? * There are suitable facilities for staff? * There are appropriate arrangements to hold confidential conversations and to store records securely? * Play/recreational spaces for older children offer suitable challenges, risks and opportunities to experiment? | ECERS Observations Healthy Pre schools Risk Assessments 10% Visit notes GDPR Policy and Procedures |  |
| **5.3 How well do leaders ensure the quality of resources and equipment?**  Do leaders ensure:   * Children have access to furniture, equipment, toys and resources that are appropriate and suitable for their needs? * Resources are age and stage appropriate, well maintained and conform to relevant safety standards? * Resources are clean and their maintenance complies with infection control principles? * Toys and play materials promote cultural awareness, including the culture and heritage of Wales, and equal opportunities? * The outside area provides appropriate play and learning opportunities? * The use of a wide range of sustainable materials is promoted? | Resourse Audit Infection Control Policy Planning Observations Areas offered |  |
| **Things we do really well:** | | |
| **Areas for development to be considered for the SIP:** | | |

|  |  |  |
| --- | --- | --- |
| **Theme 6 – Leadership and Management** | **How do we know?** | **Areas to improve** |
| * 1. **How effective is leadership?**   Do we:   * Set high expectations? * Communicate our vision for the setting and explore how to achieve it with others? * Keep the registered person/responsible person (and where applicable the management committee) informed about the setting’s progress? * Promote safe practices and a culture of safety? * Actively support and challenge everyone to do their best? * Create a positive ethos so children and staff feel valued? * Promote and sustain improvements? * Share our values and expectations about learning, behaviour and relationships? * Set clear aims and objectives that are focused on children’s needs and are understood and implemented by all practitioners and made available to parents? * Plan strategically to provide purposeful opportunities for children to develop their Welsh language skills in formal and informal situations? * Deliver the Welsh Language Active Offer? (Active offer is a service that is offered with someone having to ask for it). * Monitor and evaluate outcomes for children? * Comply with CIW regulations and meet the national curriculum standards? * Have a clear statement of purpose that provides an accurate picture of the setting? | Staff / Parent questionnaires.  SIP review documentation.  Vision, values and expectations displayed in the setting.  All staff aware of SIP targets and their role to achieve them.  Planning documentation i.e. Welsh language.  Monitoring procedures  Planning  CIW File  Parent handbook |  |
| * 1. **How effective is self-evaluation and planning for improvement?**   Does our self-evaluation process:   * Accurately identify our strengths and areas for improvement? * Draw on first-hand evidence of the quality of care, teaching and learning? * Involve all staff in assessing outcomes and our own performance, such as reflecting on what we do on a daily basis? * Take account of the views of staff, parents/carers, children and other stakeholders? * Lead to development plans that are monitored against clear targets and success criteria? * Prioritise the areas we wish to improve? * Take into account whether concerns/complaints have been appropriately addressed? * Lead to making improvements and have a positive impact on children’s learning and well-being?   Is the self-evaluation / planning process:   * Embedded in strategic and operational planning and drawing on regular quality assurance procedures? * Ensuring that we implement sound strategies likely to bring about the desired improvements?   Ensuring that allocated funding results in improvement in the quality of care, play and learning? | Peer observations Appraisals Planning Focus tasks obserations Evaluations Questionnaires Staff Meeting Minutes SIP to include costings Complaints procedure and policy Scheduled team meetings with clear focus (Agenda and minutes) Financial Audits Budget/teasurer reports |  |
| * 1. **How effective is the management of staff and resources?**   Do we:   * Follow safe, robust and timely recruitment processes? * Define roles and responsibilities? * Have an effective system of practitioner’s supervision and appraisal that leads to agreed targets? * Ensure that there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children? * Ensure that practitioners understand and fulfil their roles in relation to our strategic aims, plans and responsibilities? * Manage our own time and prioritise activities responsively? * Communicate high expectations to those we manage? * Agree and achieve challenging and realistic targets for ourselves and others? * Negotiate and co-operate well with staff and outside agencies? * Ensure that there are sufficient staff numbers and that they are deployed appropriately? * Develop contingency staffing plans? * Secure appropriate outcomes for children overall? * Successfully balance the effectiveness of our provision against cost (including staffing cost)? * Make good use of the funding we receive, including the Early Years Development grant? (EYDG) | Safer recruitment policy Job Descriptions Individual staff files Session observations Staff Meetings 1 – 1 meetings  Appraisals  Target Setting for both setting and staff  SIP  Reports from outside agencies  Disscussion with staff  Assessment  Observations  Budget Reports  Evidence of training attended and cascaded funded by EYDG (Through LA) |  |
| * 1. **How effective are partnerships?**   How well do we:   * Work with parents to identify the individual needs and preferences of their child before and during their time at the setting? * Work with parents to improve their child’s wellbeing and learning on a day-to-day basis? * Keep parents informed about their child’s care, development and progress? * Involve in our parents in making decisions about their child’s progress and well-being? * Provide information to parents about our policies and procedures? | Home Visits  Nut shells  Pre school referral panel  Parent handbook  Welcome pack  Daily feedback report  Feedback  See saw  Website/social media |  |
| **Things we do really well:** | | |
| **Areas for development to be considered for the SIP:** | | |