

# Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

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**Age group:** Birth to 31 August following a child's fifth birthday

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<b>Setting name</b>	Addlestone Pre-school	
<b>Setting unique reference number</b>	160624	
<b>Setting address</b>	Milton Road Addlestone Surrey	
	Postcode	KT15 1NY
<b>Completed by (name and role)</b>	Rachel Flynn, Manager Carol Harbridge, Deputy Manager	
<b>Date completed</b>	August 2014	

## Introduction

This form is divided into three sections and we ask that you complete all of them. You may wish to add extra sheets, if so please make sure each additional sheet has the name of the setting and unique reference number clearly stated at the top of each page. Please make sure you have completed the front page with your setting details and the name of the person who has completed the form.

Please refer to *Early years self-evaluation form guidance* to help you understand what is required in each section. The guidance is available from the self-evaluation form's page: [www.ofsted.gov.uk/publication/080104](http://www.ofsted.gov.uk/publication/080104).

## Part A. Setting details and views of those who use the setting

### *Section 1. Your setting*

In this section please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Refer to *Early years self-evaluation form guidance* page 8.

Addlestone Pre-school was established in 1986 in the current premises, but has been running for approximately 45 years. The Pre-school is one large room with kitchen and toilets attached. There is direct access to an enclosed outside area which includes a sheltered, canopied area and a large wooden summer house. The pre-school is located in the grounds of Ongar Place School which is situated within a residential area. Access to the building is via a ramp or steps.

There is a parent led committee which is re-elected at the AGM. The pre-school has good links with Ongar Place School including regular use of their playground and contact with the Early Years teacher there.

Addlestone Pre-school operates from Monday to Friday, term time only. We are open from 9:00 – 12:15 Monday to Friday mornings, and from 12:30 – 15:00 Monday to Thursday when younger children can attend. There is no provision on a Friday afternoon as this time is used for weekly staff meetings and planning.

The pre-school is operated on a session by session basis. Morning sessions can take up to 24 children and afternoon sessions currently take 12 children (this is being reviewed by the committee).

The pre-school employs five members of staff, four of these including the manager and deputy manager, hold an appropriate Early Years Qualification. One member of staff is currently training. All members of staff hold a current first aid certificate. Staff are deployed daily on a rotational basis, this is logged on our daily planning. We have 36 children on roll and after working with Early Years four of these are now FEET children.

Recent training attended:

- All staff members have completed or are booked to complete Food Hygiene
- Manager is due to start IML Leadership & Management Diploma
- All members of staff updated 'What to do if' training. Manager attended module 1 & 2 Safeguarding.
- The Deputy Manager was due to attend module 1 & 2 Safeguarding, but tendered her resignation, therefore another member of staff is now looking to attend.

There has been difficulty recruiting a manager and retaining them, up until now we have not had to recruit practitioners as staff have been here for extended periods. The pre-school will be reorganising staff due to the resignation of the deputy.

Before children start their sessions at the pre-school all parents complete an 'All about me' form, this tells us basic information about their likes/dislikes and details of family life. In the first term each keyworker will observe their children against the 3 prime areas to establish if there are any immediate needs. After 3 months of attending pre-school a 2 year check will be carried out with parents. We collect photographic and written evidence throughout the children's time at pre-school.

We also fill in a written summary sheet termly, which covers all areas of learning and provides next steps.

At the moment we have two children with English as their second language. We keep in close contact with the parent to update them on any support and progress. Both children have a close keyworker relationship which enables a bit more 1:1 support. We work closely with parents and any outside agencies if required.

For children achieving more than what is expected of them, we would extend their learning through a planned 1:1 learning experience or set ability based groups. We have close links with the Early Years teacher at Ongar Place School who is available for us to talk to and happy to give advice.

## **Section 2. Views of those who use your setting**

Please tell us about the views of the children and their parents or carers who attend your setting.

Refer to *Early years self-evaluation form guidance* page 8.

- Pre-school has an open door policy, so parents are able to speak to staff on a daily basis, or as the need arises.
- Parental questionnaires are sent out yearly to ensure that we have feedback from all parents and can continuously improve. Feedback from the most recent highlighted that there wasn't always enough time to speak to staff before sessions started.  
**Action:** A member of staff now goes out to talk to parents specifically before sessions. **Action:** We updated our website to become more comprehensive and relevant, allowing us to better inform parents of their child's day at preschool and what they have been learning. Some of the feedback from parents can be seen below:
  - *"Our two daughters have both been very happy at Addlestone Pre-school. The staff provide a very loving, nurturing and safe environment for them whilst developing their social skills and confidence and preparing them for school."*
  - *"The staff have offered so much support in his development and have worked with us as Partners. We will miss the small knit community we have felt part of and can only hope that our son has another positive educational experience in his next steps. We would recommend Addlestone Pre-School to anyone as it is an amazing child focused environment. Thank you all the team. You have been amazing."*
- As from 10 March 2014 a comments and complaints box will be situated by the pre-school gate. This will be anonymous.
- 2 year checks are being arranged for relevant children
- There is a daily notice board which highlights what we have been learning and parent meetings are held annually to review the children's progress
- Staff meetings are held each Friday afternoon to allow us all to meet and discuss planning, improvements and any other issues arising on a weekly basis.
- Addlestone Pre-school is committee led. The committee is made up of parents of children attending the pre-school and the committee manage all staff.

- We plan around the children's interests and have a daily group time, where the children are free to talk about their wants and interests. Key workers support their children with 1:1 times.
- We are looking in the future to rekindle our links with other local pre-schools and nurseries to enable us to share good practice.
- We work closely with Early Years and have meetings with advisors where relevant. This allows us to ensure our working practice is updated.
  - After working with a professional on a safeguarding issue, the social worker involved asked the manager to be the main contact and liaise with all parties involved on the mum's request. This is ongoing.
  - Early Years have been supporting us to adapt our setting to enable us to take younger children. They have advised us in different areas, including; planning, supervision, appraisal and met with the committee to highlight their role. As a result we have now enrolled four FEET children and are in the process of adapting the setting to suit their needs.
- The manager has carried out supervision and recently appraisals for all staff members
- Committee members now have a better understanding of what is expected of them. There have been meetings involving staff and the committee. While there is still room for improvement and increased cohesiveness things are working more smoothly. We aim to become more of a team rather than separate committee and staff.
- Boo Boo Bear, our preschool bear is given to each child throughout the year and they are encouraged to take him home and add pictures/words to the accompanying book. This helps parents and children bridge the gap between preschool and home life. Encouraging parents to continue the learning journey and allowing us to have a deeper understanding of our children.
- Wow stars are used as another form of linking parents, children and staff. Parents are encouraged to let us know when their child/children have achieved or done something special outside of preschool. We then ask the children to comment on their achievement and during our circle time make sure that they are feeling congratulated and special for their achievements.

## **Part B: the quality of the early years provision and outcomes for children who attend**

The main aim of the Early Years Foundation Stage is to help young children achieve the five Every Child Matters (ECM) outcomes which are embedded within the themes of the Early Years Foundation Stage. These are to:

- Achieve and enjoy
- Feel safe
- Adopt healthy lifestyles
- Make a positive contribution
- Develop skills for the future.

Please use part B to evaluate how your provision helps children achieve these outcomes.

While completing this part of the form you may find it helpful to have a copy of the Early Years Foundation Stage pack for reference and *Early years self-evaluation form guidance*.<sup>1</sup>

As you go through this section you will be asked to grade your practice for different aspects of your provision. Completing the 'My practice' boxes will help you consider the quality of the service you offer to the children who attend. Please refer to Annex B – 'How will my provision be graded?', for guidance when deciding which grade best reflects the practice at your setting.

It is not necessary to repeat any comments you have included in one section if you think they also relate to another section. For example you may decide when answering the question on safeguarding that you have covered this elsewhere. You can just record: 'comments in staying safe', or 'being healthy' and 'leadership and management', rather than rewriting comments.

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<sup>1</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm)

### ***Section 3. The quality of provision in the Early Years Foundation Stage***

This section includes how effectively you promote children's learning and development and their welfare to enable them to achieve good outcomes. You should take a critical look at the effectiveness of what you and any assistants or staff do to help children achieve good outcomes. In particular you should consider how you provide a safe and stimulating environment for children, and how practitioners help children enjoy their time with you and achieve as much as possible.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development and their welfare. What works well? What could be improved?

Refer to *Early years self-evaluation form guidance* page 9.

**Evaluation:** We provide an enabling environment and have strong partnerships with both children and their parents and this allows us to; know the children, understand their needs and form a close keyworker relationship. The children in turn are comfortable to express likes and dislikes.

We feel that we provide stimulating resources inside. We are currently fundraising to enable us to provide more physical resources for our outside area, so children can take more risks eg. climbing and balancing equipment. We understand each child's development and learning through daily observations. Through the observations we are able to evaluate children who need either extension or support in a particular area. The outcome from the observation would be noted and fed into planning for the following week. We also track the children's progress on a visual form. This enables us to easily see how children are progressing and shows any areas where a child needs extra support in order to become a more competent learner.

Each child is allocated a keyworker as we are a small setting this ensures that each keyworker has a good knowledge and understanding of each individual child's needs. This allows us to fulfil our aim of creating successful children who engage better in their learning and gain skills for future success in society.

We advocate children's sense of being through making sure children feel and are safe, and build wonderfully, playful, accepting and curious attachments with their key workers and other adults in the setting.

Children tend to settle quickly, are confident to express themselves freely and are comfortable in the pre-school environment. We welcome all children from different backgrounds and cultures. We understand that each child is unique and respect different cultures by celebrating a variety of festivals and welcoming family members to come into the pre-school and share their experiences. We provide multicultural resources in both genders

We recognise that parents are children’s first and main educators and work together to ensure that parents know what their child is learning. This is achieved through our daily notice boards, regular newsletters and our new website.

We work with outside professionals to support children who may have a special need. We provide planning around the children’s interests and are flexible with our daily routine to ensure the children enjoy their learning. We try to group the children to their ability so the learning is appropriate to their development.

**On the basis of your evaluation, what are your priorities for improvement?**

- Our outdoor area is seen as dull and boring, we will change this to make it a more natural environment to also allow for digging, planting and explorative play.
- Working towards making more individual planning for each child and grouping them on ability
- Aim to send staff on more and new training courses to bring this extended knowledge back into the preschool
- We will design a new tracker system that will specifically suite our requirements.

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## ***Section 4. Outcomes for children in the early years provision***

In this section you should take a critical look at the outcomes for children attending your provision. In particular do children achieve well and enjoy their learning; feel safe; know and understand how to lead a healthy lifestyle; take on responsibilities and play a part in the setting and wider community and develop skills for the future? You are asked to evaluate each of the five outcomes before evaluating the outcomes for children overall.

**Evaluation:** We strive to ensure children develop the characteristics of effective learning through playing and exploring. We encourage children to explore and show an interest in discovering new things. We encourage children to be independent learners by allowing children to do things for themselves and achieve their own outcome through trial and error, and feel a sense of achievement. We plan the environments around the children's interest and how they play. We provide things to enhance their learning and make sure we have lots of different textures for children to explore. We add learning resources to our continuous provisions to achieve our learning outcomes.

**Extent to which they feel safe:** Before the children start they are invited to come in to pre-school for a play session with their parent/carer, this enables both parent and child to get to know the staff and setting before they start. Addlestone Pre-school prides itself on the relaxed environment that helps the children to settle. Although we are relaxed we understand the importance of the children feeling happy and secure, which results in the children becoming positive learners. We value each child as an individual, if a child does not settle we will work with the parent/carer and put an individual care plan in place to suit the child.

Children forming strong attachments with their carers is at the heart of all we do. Key workers are allocated to individual children from the start, but they are able to change if they form a bond with a particular adult to ensure that they are getting the most out of their time at preschool and optimising their progress. This information is shared with parents on our daily sheets. We pride ourselves on knowing our key children inside out. Key workers meet with parents twice a year and there is an open door policy.

We are sensitive to parent's feelings in this process and are happy to support them. We use positive reward and praise so every child feels special and unique in their own achievements. We promote positive behaviour management in the classroom and work closely with parents to provide strategies to link home and preschool. All of which are positive eg. sticker charts, wow stars. We understand that behaviour is age and stage related and can be affected by changes in their home life.

Working with parents is central to a child's behaviour and engagement. When a child starts at preschool parents are made aware of our relevant policies. Our settling and behaviour policies are set up to ensure children feel children safe in the preschool environment and allow all staff/parents and children to have an understanding of how we can create a safe, secure and positive learning environment for all children.

**Extent to which children adopt healthy lifestyles:** We promote healthy eating at snack time and include activities that help the children learn about a healthy lifestyle. We encourage children to be physically active by making available a wide variety of physical activities daily. Throughout the year children learn about visits to the dentist, doctors and the role of people that help us achieve a healthy lifestyle.

We promote good standards of personal hygiene, encouraging children to hand wash, go to the toilet independently. Through songs, activities and regular reinforcement of the importance of personal hygiene in a healthy lifestyle. In addition to our outdoor area, at least twice a week we use the Ongar School playground and make use of their physical equipment, as well as encouraging children to join in a physical activity.

**Extent to which make a positive contribution:** Children are encouraged to help take part in the preschool day and see how they can make a positive contribution. They are given roles which include helping with the snack, feeding the fish, bell ringing and helping at registration. This builds their confidence and gives them a sense of responsibility for their environment. The children respond well. We run a reward chart system and have reward stickers.

Children are encouraged to respect diversity and difference within their friends. As they begin to mature through our preschool they start to understand how everyone is different and everyone is special. Our celebration board lets us explore these differences and understand children have different likes and dislikes to themselves and this is exciting as we can learn from each other's skills and interests.

**Extent to which develop skills for the future:** We provide an adult led activity each day, which covers all areas of learning through our half term. Through self-evaluation children are able to play and explore independently, which enables them to think critically and become creative learners.

We promote good role models in both adults and children by setting boundaries and rewarding positive behaviour and actions. Within pre-school children are naturally competitive and enjoy challenges we set for them to achieve. Adults will lead, then step back and allow the children to take control and decide when the task is finished.

Children are encouraged to be aware of their surrounding and everyday activities. Trips are undertaken to the local library and visits to the local shops, where children are included in the preparation and process. Children are encouraged to prepare for the transition to school, and work on the skills required to help in the new environment. For example getting themselves dressed, writing their name, recognising letters, counting and drawing pictures of themselves/family. We have received excellent feedback from the reception teacher.

**Priorities for improvement:**

- Change planning to suit characteristics of learning
- Focus on 'Every child matters' and cover each individual area

Outcomes for children are:

Outstanding	
Good	YES
Satisfactory	
Inadequate	

## ***Section 5. The leadership and management of the early years provision***

In this section you should think about how well the overall leadership and management of your setting promotes children's welfare, learning and development. You should consider how well you:

- embed ambition and drive improvement
- deploy your resources
- promote equality and diversity
- safeguard children
- use self-evaluation to promote improvement
- work in partnership with parents and others

If you are a childminder, you should consider how the questions in this section relate to the organisation of the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

**Evaluation:** The preschool manager has links with the reception class teacher and works to ensure we met the new requirements of the EYFS. These policies are rigorously introduced to all staff. Staff have their own copies of the policies. Policies are collated in the preschool room and on our notice board.

The preschool manager and staff undertake weekly planning, preparation and assessment on a Friday afternoon where requirements are discussed. All staff are encouraged to take part and all views/input valued. We continually reflect and analyse our working practises to ensure the children reap the benefits of the very best outcomes.

The manager and deputy manager are working with staff to build on their knowledge of the characteristics of learning. Our aim is for all staff to be able to change and adapt to suit the children's individual learning.

**Example of self-evaluation and improvement planning:** We evaluate regularly to see which areas in our environment are working well, so we can change, adapt or add additional resources to enhance the children's learning experience. Recently our Early Years advisor supported the manager in an ECERS Audit for our new two year old facilities.

We feel that we are able to evaluate our provision and constantly look at the cohort of children to see how they learn. We take into account gender and age and we adapt the classroom and outside area to suit.

Staff are exceptionally skilled at meeting individual children's needs and have outstanding skills and expertise in different areas. The deputy manager has immense knowledge and experience of the EYFS.

**Examples of performance management and professional development:**

Each and every staff member has individual supervision where we review their effectiveness and any support we are able to offer them to meet the requirements of EYFS. The preschool manager has her supervision with the chair of the committee.

**Rigorous safeguarding:** Safeguarding is our first priority. IT underpins all we do. Records are stored and shared appropriately. We pride ourselves on our ability to communicate openly and in a trusting manner with parents as we believe that it is through these relationships with parents that we protect all children.

- To ensure the safety of children the manager makes sure that the child to adult ratio is at least the minimum statutory requirement, however most sessions will exceed this ratio. At arrival and departure time a member of staff is deployed and does not leave the door until all children have arrived or the last child has left. The manager then personally double checks the door to make sure that they are locked. Another member of staff is deployed to the main green gates (shared entrance into the preschool and Ongar school) this is then padlocked. The manager will only let children leave with another adult if a form has been previously filled out by the parent/carer or if we receive a telephone call from the parent/carer. The adult needs to have the child's password before they can take the child.
- The manager holds regular fire drills and makes sure that they are done on different days of the week to incorporate all children.
- The manager makes sure that the health and safety officer is up to date with new requirements and that any daily checks are carried out by either the officer or deputy.
- Only visitors expected by previous arrangement are let in and sign in to the visitor book. Any unexpected visitors must have valid identification.
- When staff start with the preschool the manager makes sure that they are aware that mobile phones are not to be used when children are in the building. Staff are made aware that any urgent calls need to be made to the preschool landline. Our staff induction includes the importance of 'safeguarding'. We talk through child protection 'What to do if' and the referral procedure. This is followed by staff attending the workshop as soon as spaces can be secured.

The deputy has been made responsible for overseeing the educational programme to ensure that all areas of learning are included as the manager felt that the deputy had more experience in this area. The manager and deputy manager both work together as a management team to ensure that we provide learning appropriate to the children's developmental abilities. Together they encourage staff to observe children by carrying out a focused child observation, which provides us with information on how the children learn socially and this helps all staff to get to know the characteristics of each child.

The manager is attending an ILM Leadership and Management course and this has supported her and given her the knowledge and confidence to put in place systems to make sure that we have effective performance management. The manager is using Improvement/Development Plan to set and log targets. Through regular supervision any training or support needed will be identified and individual goals put in place.

SENCO: we pride ourselves on being able to recognise if a child has any SEN needs from very early on. We are very aware that this can be hard for the parent/carer to accept and feel we are compassionate when working with them. We understand this can be an emotional time and are there to support the parents when they are ready to take the next step. We closely work with outside agencies to give us strategies to support each individual need.

Staff building good relationships with parents allows the keyworker to have a good understanding of any language or cultural barriers that could delay the child's learning. We are then able to put strategies in place to ensure that the child feels included. The manager strives to provide total inclusion throughout the preschool and ensure that all children have the freedom to express themselves as an individual. **Examples of partnership working:** Early years advisor, reception class teacher, forums and meetings. Other preschools, staff at courses bringing back best practice.

**Committee run:** Addlestone Preschool is very proud of the fact that it is 'Committee led' and the Committee provides an opportunity for parents to become involved in supporting the Preschool. Many parents really value this chance to 'give something back' - usually getting involved a term or two after their children join as a result of seeing what a wonderful job the practitioners do.

The Committee numbers vary, but essentially it is made up of the Chair and Vice-chair, Treasurer, Secretary and Fundraising team. As well as fundraising, other roles have previously included sourcing contractors, forming working parties for general maintenance, assistance with the creating of the website etc.

This close collaboration is feasible thanks to the 'Open door' policy of the Preschool and the regular meetings that we have.

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## Section 6. The overall effectiveness of the early years provision

**Progress all children make in their learning and development:** We meet the needs of all children who attend our provision. Each child is unique and treated as an individual. This is very important to us and is reflected in our practice. Children are happy, feel part of a group, confident and comfortable within their self. When children start at preschool we encourage parents to complete an 'all about me' sheet. This enables us to find out important information about the children. We can put things in place so we are prepared for their start. Two year checks are completed and keyworkers fill out a summary and planning sheet which enables us to identify relevant next steps, support or extensions.

Developmental profiles are kept on all children. This allows keyworkers to observe and evaluate how children are developing in each area of learning. When a child is observed achieving a step in their development, keyworkers are responsible for planning their next steps to extend their development. Strong key worker relationships ensure staff are aware of help/support a child may need on starting.

Addlestone preschool promotes total inclusion and respect for both children and their families. Staff respect all cultures and backgrounds and offer support to ensure everyone feels comfortable and welcome attending the preschool.

**Children's personal and emotional development:** Staff at Addlestone preschool are extremely good at making children feel comfortable within the settling in process. Staff work with parents by using a settling in plan. If children are unsettled or do not leave their parent/carer independently we offer a warm and comfortable environment which we feel encourages children to settle quicker and fast become more independent learners. The keyworker plays a big role in children's settling in, being responsible for creating a bond with both child and parent. Having a good relationship encourages parents to feel comfortable to be involved in their child's personal development at preschool and children have that key person if they have any worries or concerns. Keyworkers are matched to a child before they start, but if for any reason a child creates a stronger bond with another adult we feel it is important to be flexible and can change their keyworker. The phrase "unique child" is very important to us and we encourage children to be individual, voice their own opinions, likes and dislikes. Children are respected and encouraged to respect others, their beliefs and cultures, backgrounds and especially their feelings. We as a preschool feel that a positive attitude is extremely important, this includes behaviour, inappropriate behaviour is dealt with in a positive way. Depending on the behaviour we apply different strategies and feel it is important for children to understand that it is the behaviour that is unacceptable not the child.

The manager and deputy (CPL Officers) have up to date knowledge of the requirements of safeguarding and “what to do if” with clear understanding of the process of referral. Each staff member understands the importance of the process and of informing the CPLO of any concerns.

We have a no mobile phones policy and parents sign a consent form for photographs. It is of major importance that children stay safe and secure whilst at preschool.

### **Safeguarding and the welfare of children:**

**Security;** we pride ourselves in providing a safe and secure environment. All members of staff adhere to the safety procedures, which include securing entrances and exits, staff ratios and children using the outdoor and toilet areas.

Our environment has age and stage appropriate resources, which provide a stimulating place for children to learn. We provide varied activities which enable children to learn and follow their interests. We have a good understanding of the importance of children’s play and believe children can learn through doing things they enjoy and naturally select. We especially believe in taking children’s leaning to their play rather than rigid learning.

**Health & exercise;** Children are provided with healthy snacks and encouraged to be independent in their selection of foods and to do things independently like hand washing, pouring drinks and clearing tables. We provide many different activities and routines to ensure children are active. We encourage children to join in physical activities, to ensure they have a good balance, express their self and sometimes just use up energy. We believe that this has a positive effect on their learning.

**FIP:** We evaluate our daily planning to look at how an activity has worked, whether we achieved a desired outcome and linked it correctly to learning outcomes. We observe children prior to key learning activities and group to ability. We complete ‘focus child observations’ which enable us to observed children in the session. This allows us to look at how children learn, play and how they use the environment. This enables us to support areas if we have concerns and to understand their characteristics of learning.

To ensure we continue to provide a quality provision for all children within preschool we as a team assess, plan and review every Friday afternoon at an all staff meeting. During these meetings we evaluate all aspects of the past week and discuss where, if necessary, there are areas in need of improvement. We are constantly looking at ways of changing the provision to build on how our children learn and play. We pride ourselves on being flexible within our planning so that we can follow the children’s interests as they are observed. This keeps things current and means children can learn in a way that they enjoy. Taking children’s learning to what interests them has an extremely positive effect within preschool and moving on to their transition.

The overall effectiveness of my provision in meeting the needs of the children is:

Outstanding: my practice is exemplary	
Good: my practice is strong	YES
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

## Part C: information about compliance with statutory requirements

Please complete the table on the following pages which is a summary of the statutory requirements.

Refer to *Early years self-evaluation form guidance* page 23–25 and Annex C page 30.

To assist you we have numbered the general legal requirements and included the pages to refer to in the May 2008 edition of the EYFS framework.<sup>2</sup>

<b>Learning and development requirements pages 11–18</b>	<b>Fully in place</b>	<b>Partly in place</b>	<b>Not in place</b>
<b>LD 1:</b> The early learning goals – the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach 5. Pages 12–16			
<b>LD 2:</b> The educational programmes – the matters, skills and processes that are required to be taught to young children. Pages 12–16			
<b>LD 3:</b> The assessment arrangements – the arrangements for assessing young children to ascertain their achievements. Pages 16–18			
<b>Action</b> LD2 Action for improvement: evaluate and focus on key areas throughout 2015  LD3 Action for improvement: review and continually improve			

<sup>2</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm).

<b>Welfare requirements</b> Pages 19–40	<b>Fully in place</b>	<b>Partly in place</b>	<b>Not in place</b>
<b>W1:</b> Safeguarding and promoting children’s welfare <b>W1.1:</b> The provider must take necessary steps to safeguard and promote the welfare of children in the setting. Pages 22–25			
<b>W1.2:</b> The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. Pages 26–27			
<b>W1.3:</b> Children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. Page 28			
<b>W2:</b> Suitable people <b>W2.1:</b> Adults looking after children, or having unsupervised access to them, must be suitable to do so. Pages 29–30			
<b>W2.1:</b> Adults looking after children must have appropriate qualifications, training, skills and knowledge. Page 31	<i>Training is on going</i> 		
<b>W2.3:</b> Staffing arrangements must be organised to ensure safety and to meet the needs of the children. Page 32			
<b>W3:</b> Suitable premises, environment and equipment. Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose. Pages 33–36			

<p><b>W4: Organisation</b></p> <p>Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.</p> <p>Page 37</p>			
<p><b>W5: Documentation and reporting.</b></p> <p>Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.</p> <p>Pages 38–40</p>			
<p><b>Action</b></p>			