

Early years self-evaluation form

For provision on the Early Years Register

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

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Setting name	Lickhill Pre-School	
Setting unique reference number	Ey406538	
Setting address	Lickhill Primary School	
	Almond Way	
	Stourport on Severn	
	Worcester	
	Postcode	DY13 8UA
Completed by (name and role)	Lisa Shorthouse (Pre-school Manager)	
	Sally Eldridge (Pre-School Deputy/Manager)	
Date completed	Updated 12 May 2013 Updated 12 January 2013 Updated 13 May 2013 Updated 15 July 2013 Updated 17 November 2013 initially written 26 November 2012	

Introduction

This optional self-evaluation form is for providers on the Early Years Register. You may prefer to record your self-evaluation on a different form, for example:

- a children's centre self-evaluation form which covers the registered part of your provision
- a local authority form
- A quality assurance scheme system.

If you submit this form online or send it to Ofsted as part of your planning cycle, the inspector will use it when planning your inspection. If you choose not to send it to Ofsted, or you complete a different form of self-evaluation, please make this available to the inspector at the start of your inspection.

Whatever way you choose to record an evaluation of your provision, the inspector will expect this to include:

- the views of children, parents and any staff or assistants you employ
- the views of other professionals who may work with you, such as local authority advisers/development workers; health professionals; children's centre staff and any other early years provision
- Your strengths, any areas for improvement and the actions you propose to tackle them.

You may find it helpful to use the following to evaluate your provision:

- *Early years self-evaluation form guidance*¹
- *Evaluation schedule for inspections of registered early years provision*²
- *The Statutory Framework for the Early Years Foundations Stage*³
- *Development matters in the Early Years Foundation Stage*.⁴

¹ *Early years self-evaluation form guidance* (120342), Ofsted, 2012; www.ofsted.gov.uk/resources/120342.

² *Evaluation schedule for inspections of registered early years provision* (120086), Ofsted, 2012; www.ofsted.gov.uk/resources/120086.

³ *The Statutory Framework for the Early Years Foundations Stage*, Department for Education, 2012; www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs.

⁴ *Development matters in the Early Years Foundation Stage*, Department for Education, 2012; www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs.

Completing this form

Please make sure you have completed the setting details at the beginning of the form, including the name of the person who completed it. Please make sure any additional sheets you might use have the name of the setting and unique reference number (URN) at the top.

The form is in two parts. Part A tells us what those who use the setting think of the quality of the provision you offer. Part B gives you an opportunity to evaluate your provision using the same judgements as inspectors.

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

Section 1. Your setting

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

Refer to the *Early years self-evaluation form guidance*, page 5.

A pre-school has been on this site since Sept 2010. Lickhill Pre-School was registered the 29th July 2013 as a school ran maintained. It is situated in classrooms within Lickhill Primary School, which was rated as out standing in Nov 2012. The setting serves the local and wider area and is accessible to all children. It has an enclosed garden for outdoor play and learning and also uses a purpose designed Forest School on site. The setting is registered on the early years register and employs four members of staff. Of these, three hold early years qualifications. The setting opens Monday to Friday, term time only. Sessions are from 9.00am to 3.00pm. Children attend for a variety of sessions.

The pre-school provides funded early education for three and four-year-old children and 'free for two' spaces for children within selected postcodes.

There are currently 30 children on roll of which 22 receive funding for early education. Also we have 2 Two year olds receiving funding. They support children with special educational needs and/or disabilities. The Pre-School receive support from the local authority.

Section 2. Views of those who use your setting and who work with you

This section should record:

- the views of the children who attend your setting and those of their parents or carers
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in
- The RAG⁵ rating the local authority may give you to indicate the level of intervention they offer.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

Refer to the *Early years self-evaluation form guidance*, page 6.

⁵ The local authority categorise settings by the amount of targeted support they need. Most local authorities use a red, amber, green (RAG) system to do this.

We work at an **outstanding level to gain the views of parents, carers, children and external professionals.**

Examples of how we obtain and use the views of others.

Daily feedback is obtained verbally through personalised meet and greeting as children enter the setting. Furthermore, a written communication book provides parents with detailed, lively and inclusive information about children's daily learning and forthcoming events. Children and parents demonstrate high levels of satisfaction in our 'communication book' system. Comments from our recent parental questionnaire reveal 100% of parents who responded agree that the communication book is an effective way to share information.

Our Pre-School makes maximum use of 21st century technology to seek the views and opinions of others. The Pre-School host their own class page within the school website where parents and children are able to add comments to the post. We also have an active face book account where parents can 'like' us.

We believe that children of an early age are able to express their likes and dislikes. For example the pre school children used to join the whole school for lunch, after observing the children we found they were more sociable in the pre-school surroundings. We actively observe and 'listen' to children using a wide range of media and materials. We monitor the areas and the equipment being used in a weekly period. For example a sensory activity of shaving foam and children are not accessing this we would add something of interest. We also use a toy called Lola which is a specialised social and circle time prop that talks to the children about what they like doing best and supports them to express their views.

Examples of how parents are included in your management body and how else they contribute directly to the running of our provision

Many parents choose to complete a DBS form (used to be called a CRB form). This enables them to help out as a Pre-School representative and also as an active Volunteer. We have parents who are on the Parent Teachers Association and also Have a class representative who represents the Pre-School on Parent Council.

Many of our parents volunteer to help in our setting in so many diverse ways. Parents have been into out Pre-School to share their skills and experiences. For example, parents of a child who speaks a second language have been into the Pre-School to share their second language with us.

Examples of how we know and use children's views and ideas

Every week children are selected to be 'focus children'. Listening to children is something we build our entire curriculum around. Focus sheets are sent home with parents and returned full of information about children's likes, dislikes and daily adventures. We use this information to steer and sculpt play opportunities and activities for the week. For example, focus children tell us what their favourite books are, in turn; we use these books as 'books of the week'. As children ooze confidence in their familiar stories they speak so much more about which aspects they particularly enjoy. Every child 'feels special' as we implement an ethos known as Thrive. Thrive uses the very latest in brain research to recognise how to ensure every child's social and emotional resilience with a focus on the arts and creativity. We currently receive targeted support poorly due to our new registration and change of manager, rather than a concern about the quality of provision.

Examples of how we work with other organisations

Through astute planning and highly effective relationships with other organisations we ensure intricately focused, inclusive care for every child. Children with specific learning or care needs have individual education plans which are overseen by the special needs coordinator in pre-school and supported by the special needs coordinator within Lickhill School. These education plans include targets set by other organisations such as speech and language or the health service. The Head Teacher of the school works alongside our Pre-School Manager to ensure Children in Need and Safeguarding partnerships ensure children's needs are always prioritised.

We have intimate links with other external agencies such as The Gypsy, Roma and Traveller Team who have loaned us toys and equipment which positively promote such communities. The travelling community is the highest ethnic group in Stourport.

We recognise parenting can be demanding and often exhausting with no handbook to tell parents what to do during tricky, inevitable times. As a result, we offer Triple P parenting workshops. A representative from Parents Matter, a comprehensive support service for parents in Worcestershire, co-presents the workshops and offer extended support to any parent in need.

Examples of systems or methods used to assess what we do.

Our Pre-School manager attends partnership meetings with the local authority and has completed ECERS training in order to co-audit our Pre-School provision. We make extensive use of ECERS guidance to self-assess furniture, equipment and resources. Our last ECERS inspection was in May 2013. The results were incredibly positive. Any pointers for improvement have been acted upon in a bid to continually improve our service provision.

The school Reception Teachers work alongside the Pre-School manager for one afternoon per week to evaluate assess and rigorously plan for outstanding learning and teaching. In addition, the Reception Teachers have completed regular monitoring visits to ensure all aspects of the Statutory Framework are met and that the quality of teaching continues to improve. This role has since been assumed by the Headteacher.

Example of our local authority support and intervention including any RAG (WER) rating they have given us

Our work with the local authority is applauded. For example, an inclusion worker visited our setting at our request, and in partnership with the child's parent and child minder. This was to assess additional needs we had suspected regarding physical development. As a result, the child was booked into physio and the activities within the room adjusted to meet the needs of the individual child. Our relationship with our improvement advisor is superb.

Our pre-school manager attends manager's forums, works to co-audit our setting in relation to ECERS and attends ongoing courses in order to ensure our WER rating was continually high. This is all linked to the local authority.

Examples of any action you have taken to change your provision as a result of the views of others.

As a result of parental questionnaires we have now added a section to our focus child learning journeys to indicate the age band that their child's development falls within. The information we share with parents is exceptional so it just meant a slight amendment to our existing systems. We plan to use a more formal system to gain more parental engagement.

In November 2012 we trialled development matters in children's books alongside contemporary research about how development matters, even from an early age, can influence the speed of children's progress. The feedback from parents was certainly encouraging. Through discussions they told us that they really liked the way it helped them to support and target learning at home. Our parents are keen to support children in their next steps and this has proved a really useful way of providing this information on a regular basis.

January 13 update: Our focus child learning journeys ensure parents are well-informed of their child's progress and that observations of children's learning are shared openly and honestly. Parents were hugely receptive of this innovative approach. However, some parents told us they would like to know which stage of development the observations and potential learning pathways related to. As a result, we have tailored the learning journeys to include developmental months. Our provision is continually changing and is driven by a deep passion to ensure the very best outcomes for children and their families.

Part B: The quality and standards of the early years provision

This part of the form covers the judgements the inspector will make when evaluating your provision. It is important to have your own judgement about how well you are doing in these areas.

Section 3. How well the early years provision meets the needs of the range of children who attend

This section is about the impact of your provision on children's learning and development. You should refer to:

- *Early years self-evaluation form guidance, page 7*
- *Evaluation schedule for inspections of registered early years provision, pages 6–9.*

Evaluation

We evidence how the impact of our provision has an **outstanding impact on children's learning and development.**

Our outstanding practice is recognised by schools within Worcestershire and disseminated through training events held at school and by the Headteacher visiting local schools to advise on implementing and sustaining contemporary play based learning in early years provisions. The Nominated person of our Pre-School is a local leader in education and a member of the National Ofsted Headteacher Reference Group which Ofsted use to consult with Head teachers about best practice (cross reference (xref) Leadership and Management).

Our knowledge of how children learn is exceptional. We passionately believe in and deliver a creative curriculum which builds children's social and emotional resilience, draws upon the latest research in brain development and recognises the importance of strong relationships with parents, families and teachers. To fulfil our aim of creating successful children who engage better in their learning and gain skills for future successes in society we have adopted a wonderful approach known as Thrive. Our Pre-School manager and Deputy have completed a sharply focused and rigorous whole class assessment within Thrive strands in order to ensure the pre-school is meticulously focused on children's emotional and social resilience. We understand which parts of the brain are accessed during which times for individual children and as such are able to make every child feel special. For example, we know that if a child is crying when they are dropped off by a carer they will only have access to the reptilian part of the brain as all other sections will 'shut down'. At this time we calm and soothe children using recognised techniques of for example, attunement and validation in order to bring children to a state of equilibrium where they can begin to access their thinking part of the brain.

Within Thrive 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 person and other adults in the setting. Children make outstanding progress as key person initially assess children's starting point and then continually assess children's progress, charting progress through highly personalised care. Our pre-school specialises in multi-sensory open-ended play opportunities.

We recognise parents are children's first and main educators. As such. We involve them in every step of their child's learning and progress. This helps us to build comprehensive knowledge of each unique child and their families. Parents know what their child is learning as they receive regular website updates, daily notes in communication books including photos of their child in action in Pre-School and are invited to workshops where they can learn why we teach in the way we do.

Your priorities for improvement

As a setting we are continually driving our standards forward. We aim to provide children with the very best standard of education from their very earliest years.

We have rigorously implemented the new EYFS including using characteristics of effective learning with parents and throughout our individualised planning systems. Our priority now is to continually evaluate the effectiveness of how we promote children’s learning within the new framework and to act on information received from the Government about the new EYFS profile and what we have learnt about our vulnerable learners, we support these by making our communication vital to enhance our knowledge and understanding of their individual needs. **January 13 update – following the launch of the EYFS profile all staff have been given a copy of section 4.4 of the profile handbook to guide their observations of characteristics of effective learning and the Focus Child Learning Journey has been updated to include observations and comments of staff, children and parents in relation to the characteristics. Our next step is to monitor the effectiveness of the new systems.**

Furthermore, we have plans to develop designated Thrive rooms where children can work on a 1-1 or small group basis to reap the benefits of breathtakingly simple activities which make every child feel special. The Nominated person has a business plan in place to obtain funding and drive Thrive forward through renovating an unused on site building. **January 13 update – space has been allocated within the main school building for individual and group Thrive work. The room is currently being prepared for use with tailored resources to support our Thrive ethos. Our next step is to complete the transformation of the space, plan and monitor its usage.**

Training for staff is always at the heart of future developments as we recognise that research and development continually refines our knowledge of how children learn. We are currently exploring the best ways to keep our staff up-to-date and inspired to be at the forefront of new initiatives. We now run monthly early years meetings jointly with reception class staff in order to build a seamless curriculum which is underpinned by solid staff knowledge and a clear vision of our future. **January 13 update – a TED day was held on 7 January as part of our commitment to outstanding early years practice.**

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
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. The contribution of the early years provision to children's well-being

This section is about the effectiveness of your care practices in helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. You should refer to:

- *Early years self-evaluation form guidance, page 8*
- *Evaluation schedule for inspections of registered early year's provision, 10–12.*

Evaluation

We make an **outstanding** contribution to children's well-being.

Examples of how children form appropriate bonds and secure emotional attachments with their carers

Children forming strong attachments with their carers is at the heart of all we do. Key person are allocated to individual children right from the very start. This information is shared with parents on parental notice boards and in individual children's communication books. Key person have a special bond with their key children; we pride ourselves on knowing our key children and their parents inside out. This is built through getting to know the parents/carers and children on the home visits and through out our settling in procedure which is personalised to meet the child's needs. Key person meet regularly with parents to discuss their child's progress and update children's EYFS profiles. We work closely with Reception class, throughout the year making the transition as seamless as possible.

The children are able to take risks in a safe environment, where indoor and out door risk assessments are carried out.

Examples of how children learn to behave well and develop good relationships with their peers

Our behaviour policy and hence working procedures are based on evidenced research of proven positive behaviour management techniques known as Triple P. Not only do we promote positive behaviour management in the classroom but we also offer Triple P seminars to parents so that children receive holistic consistency. We understand that behaviour is age and stage related and closely knitted to formed neurone-pathways in the brain. Should children become upset we instantly use our Thrive techniques to validate how they are feeling and their lifelong development.

Working with parents is central to children's behaviour and engagement. Most recently we have invited parents in to talk about children's behaviour in our setting. This was a positive step to ensure a consistent approach during a tricky time for the child. Parents were most appreciative of the time and energy we ploughed into ensuring that their child's behaviour was managed successfully. Children get plenty of time to explore in Forest School and understand risk taking in proportionate ways. This enables them to appreciate their own level of safety from a very early age.

Children are encouraged to respect the diversity and difference within their friends. As they begin to mature through our pre-school they start to understand how everyone is different and everyone is special, predominantly through our focus child system. They start to understand that children have different likes and dislikes to themselves and this is quite exciting as we can learn from each other's skills and interests.

Examples of how children develop the characteristics of effective learning.

We use the characteristics of effective learning to plan a two weekly timetable of play and exploration.

Prior to the characteristics of effective learning being launched we already agreed to implement Lickhill Schools 7 secrets of success which are displayed in the school hall which we regularly use. This link beautifully to the characteristics of effective learning providing children with a real readiness for school which the EYFS advocates.

Your priorities for improvement

- Analyse how effectively we promote the characteristics of effective learning in practice and using this to steer an action plan for improvement – believing that a clear vision of our future ensures sustained and exciting development. **January 13 update – x reference 'how to obtain and act on the views of others'.**

At the moment we offer all parents the opportunity to attend Triple P parenting workshops. Although Triple P is largely consistent with our Thrive ethos we understand there are a few simple differences that make a big difference. We are currently working with Thrive to explore parenting programmes in order for the Thrive ethos to ripple through all aspects of our work. This is a National piece of work.

My practice is:

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

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

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- meeting the requirements of the Early Years Foundation Stage
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- Partnership working.

You should refer to:

- *Early years self-evaluation form guidance*, page 9.
- *Evaluation schedule for inspections of registered early years provision*, pages 12–15.

Evaluation

Our leadership and management are inspirational and **outstanding.**

Examples of how we meet the requirements of the Early Years Foundation Stage

The pre-school manager and reception class teachers worked hand-in-hand to ensure the statutory policies met the new requirements of the EYFS. These policies were rigorously introduced to all staff as part of an in house training day. Staff have their own copies of the policies. Policies are collated in the pre-school room in our EYE (Early Years Ethos) folder. The pre-school manager/deputy and the reception teachers have rigorous weekly planning, preparation and assessment afternoon where the statutory requirements are meticulously discussed. Furthermore, should we be in any doubt of our interpretation of the requirements we telephone Ofsted for advice or check their website. We continually reflect and analyse our working practises to ensure we are ensuring children reap the benefits of the very best outcomes.

Example of self-evaluation and improvement planning

We are a staff team that are driven by improvements and an inspirational future for every child. The Head teacher and manager complete ongoing monitoring of the overall effectiveness of our pre-school. This provides clear action for improvement. Most recently we have over-hauled our exploratory area with new creative arts equipment that children can use in open-ended ways. This was to bring the pre-school up to our visionary standard within Thrive and the motivation, engagement and thinking characteristics of the EYFS. Our pre-school manager has trained in ECERS which enables her to work alongside the local authority in a joint ECERS audit. She also picks up tips and advice from local authority partnership meetings.

Staff are exceptionally skilled at meeting individual children's needs and all have outstanding skills and expertise in different areas. Our Forest School Teacher has immense knowledge and understanding of the outdoors. He also sits on the school sustainability team to enhance the outdoor learning and forest school approach within school.

An HMI educational consultant visited our pre-school in March 2013 praising the pre-school for their outstanding commitment to children's care and education. She analysed the progress since the last inspection as being significantly good and provided our pre-school with an action plan for continuous and embedded improvement. Following this visit an action plan was implemented to ensure all points for consideration were completed in a timely and efficient manner.

Examples of performance management and professional development

The Headteacher of Lickhill Primary School is the Nominated person for our Pre-School. She is a Local Leader in Education and has supported four schools in vulnerable positions or in a category. Other outstanding teachers at Lickhill are used within LLE work to support other schools. The Headteacher has also been involved in Leadership and Management training for the Local Authority and Edge Hill University, facilitating NPQH & NPQSL across Worcestershire.. The Headteacher is also a member of the National Ofsted Headteacher Reference Group, which Ofsted use to consult with Head teachers about best practice. In December two HMI Inspectors visited school and the pre-school to look at the strategies in place which enable it to be so successful. Every staff member's benefits from regular staff supervision in order to ensure children have the very best opportunities to Thrive.

Each and every staff member has individual supervision where we review their effectiveness and any support we are able to offer them to competently exceed the requirements of the EYFS. The pre-school manager has regular supervision with the head teacher and also attends all school staff meetings. Visits from educational consultants reflect the rigour given to staff appraisals and supervision with continuously identified strengths and areas for development identified and acted upon. Furthermore, staff work as a close knit team, attending training courses and actively feeding back their findings in order to further influence findings.

Examples of our rigorous safeguarding

Safeguarding is our first priority. It underpins all we do. The Headteacher is the joint Nominated Person alongside the pre-school manager. Together they work tirelessly to ensure staff are aware of their safeguarding responsibilities and act when and where necessary. Records are stored and shared appropriately, Child in Need meetings attended, referrals to family or parent support made. We pride ourselves on our ability to communicate openly and in a trusting manner with parents as we believe that it is through these strong relationships with parents that we protect all children.

Examples of our partnership working.

At our last inspection we were awarded outstanding for partnership working. And now we do even more partnership work! Our communication books with parents are so highly rated that HMI's from Ofsted visited the pre-school in December 2012 to find out about our contemporary teaching methods.

Our partnership with the reception class is wondrous, And children make outstanding progress throughout in pre-school and continue in reception class. Furthermore, the pre-school manager attends teaching staff meetings and is fully involved in all aspects of school life. We use the school hall, and join in with celebrations like class assemblies and charity fundraising days.

For individual children we work tirelessly to ensure services with speech and language and other professionals are joined up. Within the last 3 years we have cared for many children with special educational needs such as Downs Syndrome and significant hearing impairments. We have worked with the educational psychologists and local children's centres to offer communication and language courses for parents.

Your priorities for improvement

- Targeted areas for personal development through observations of staff practise in line with the characteristics of effective learning. All have been reviewed in July13
- **polices will be reviewed on a rolling monthly basis from here on in.**

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
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 quality and standards of the early years provision

This section brings together the evaluation of all aspects of your practice, your identified priorities for improvement and the grades you have awarded yourself.

You should refer to:

- *Early years self-evaluation form guidance*, page 10
- *Evaluation schedule for inspections of registered early years provision*, pages 15–16.

The overall quality and standards of my early year's provision is:

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

Any further comments you wish to include