

Early years self-evaluation form

For provisions on the Early Years Register

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Contents

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Setting name	Little Jems Childcare Services	
Setting unique reference number	2610940 / 2610942	
Setting address	40 Manor Close, Thamesmead	
	Postcode	SE28 8EY
Completed by (name and role)	Joy Abbe – Nursery Manager	
Date completed	11/08/2022	

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 that includes 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 guidance¹
- Early years inspection handbook²
- Common inspection framework³
- The Statutory Framework for the Early Years Foundations Stage⁴
- Early years outcomes.⁵

¹ *Early years self-evaluation form guidance* (120342), Ofsted, 2015;

www.gov.uk/government/publications/early-years-online-self-evaluation-form-sef-and-guidance-for-providers-delivering-the-early-years-foundation-stage

² *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015

³ *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015

⁴ *The Statutory Framework for the Early Years Foundations Stage*, DfE, 2014;

www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

⁵ *Early years outcomes*, DfE, 2013: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years

<https://www.gov.uk/government/publications/early-years-outcomes>.

Completing this form

Please make sure that you have completed the setting details at the beginning of the form, including the name of the person who completed it. Please make sure that 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 used by the 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.

Our setting is an enabling environment created to meet children's needs and involve parents during their children's learning and development journey.

We understand that each child has unique needs and interests. We provide the environment and tools your child needs to reach the best of their abilities.

Our Setting is a mixture of Montessori and a continuous provision that accommodates inclusion following children's interest with an aim to achieve independence and self-confidence with a rich vocabulary.

Our Mission is to ensure that children are healthy, learn, grow and achieve independence in all aspects of learning and development before the age of 5, when they transition to mainstream school, where they are confident communicators with very rich vocabularies with which they can freely express themselves verbally. Independent in carrying out basic self-care tasks such as handling their personal hygiene, feeding, dressing up and undressing, listening to instructions and carrying out actions as directed. Caring and respecting others and boundaries. Develop good self-esteem of who they are and where they want to be.

Our setting is rich with children from diverse cultural backgrounds, including special educational needs/or disabilities, or speak English as an additional language.

To cater for all of them, ensuring they achieve and attain, we use various resources and materials to cater to their unique individual needs, for example, we use materials/ resources such as

- 1) Posters / talking mat for EAL children.
- 2) We use picture and name language from home sharing gathered from their parents from starting point and as ongoing resources as the need arises.
- 3) We maintain a PLP (personal learning plan) for all our SEN children.
- 4) We maintain a strong parent partnership system for all our children including SEN.
- 5) Staff are trained and enrolled on a continuous development program to enable them to be confident practitioners and meet every child's needs.
- 6) Children, parents, and staff wellbeing is of utmost importance in our day-to-day services.
- 7) We liaise with our local authorities and other agencies where need be regularly to ensure that we are adequately resourced, trained and informed in carrying out our duties and care to all and sundry.

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.

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.

Parents' Satisfaction Surveys

To continue to improve in our services and delivery of the EYFS, we make use of parent questionnaire surveys to gather information from parents, children and staff and other agencies /local authorities feed backs to help review and improve on our services to them. A typical parent's satisfaction survey results / report showing our evaluation of parent's feedback is as given below:

Date of Survey: 20/06/2022 – 27/06/2022

Number of parents surveyed: 19nos. No. of questionnaires returned: 19nos.

Performance in in key area surveyed:

- | | |
|--|-----|
| 1. Quality of care and support: | 90% |
| 2. Quality of environment: | 91% |
| 3. Quality of Staffing: | 92% |
| 4. Quality of management and Leadership: | 92% |

Overall satisfaction with quality of setting (from survey results): 100%

As a result of the feedbacks we received from parents and children from the above surveys, we purchased more age-appropriate outdoor resources / toys for the children's use. In addition, we have improved our

communication approach with parents on developments in and around the setting to strengthen our partnership working.

Quality assurance schemes

We attend Ofsted trainings such as Curriculum Roadshows for early years 2022 June and webinars on new inspection framework and other training opportunities at our disposal to help us stay on track in the way we carry out our services.

We work in partnership with our local authorities who seem to be very impressed with our record keeping and termly appraisal update standards that we have maintained up to date.

We also liaise with health professionals involved with the children we care for in sharing progress check at two findings and with parental consent following up on referrals for children in need ensuring that they are not left out in achieving and attaining their full potential.

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. Effectiveness of leadership and management

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 and other government requirements
- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- the curriculum
- your vision for the setting
- partnership working.

You should refer to:

- Early years self-evaluation form guidance, page 7
- Early years inspection handbook, page 30–34.

Evaluation

Meeting the requirements of the early years foundation stage and other government requirements.

We ensure that we work in accordance to government guidance and requirements in delivering the EYFS at all times.

We take safeguarding of children / child protection to be the centre of all that we do.

To ensure that,

we always take adult child ratio into consideration.

Health and safety of all persons on our premises is important to us.

Staff are trained on how to identify types of abuse in children and how to raise concern and follow up on issues of concern and who to report to in the event of serious incidents and within time frames.

Staff are equally trained on the procedures to follow in the event of allegations and parents complaint procedural concerns.

Staff are trained to risk assess the environment, children and resources / materials / equipment at all times.

Staff are assigned key children.

Staff are suitably vetted during recruitment process and are trained on the need to continue to always stay suitable to be able to work with children and to know the sort of things that can disqualify them from being suitable to work with children. They are made to regularly declare their suitability status.

Staff are trained on how to handle behavioural challenges that children may display and how to create an alternative and reward positive behaviour more, while explaining to children the impacts and consequences of negative behaviours.

Staff are trained on how to identify concerns bordering on radicalism and the process of reporting the concerns to the appropriate bodies for professional investigation.

Staff are aware of our numerous work policies and why they must always adhere to the policies.

Staff are trained on how well to deliver the EYFS and checking for outcomes of learning in children bearing in mind the 3 I's otherwise known as the Interest of children, implementing learning to children and the impact of teaching to individual children within a group learning opportunity.

Staff are trained on the delivery of the new development matters, SEN and unique child and resources to extend learning and development of every child through observation / child's interest, parent voice, child voice, are deployed to better planning strategies for a most effective outcome for every child.

Training is continuously available to staff in the forms of Staff meetings, Manager staff / peer observation, CPD, Partnership with local authorities and other agencies, Ofsted newsletters, webinars, D.E.F training opportunities, apprenticeship schemes etc.

Staff are updated on latest guidance bordering on covid-19 safeguarding procedures, and impact of covid-19 on children and what we should do about it.

Such as educating the parents on why and how covid-19 impacted on children adversely, e.g children being anti-social due to the fact that they saw less and less people over a period of time and when they saw people, they were masked up so could not read or interpret facial expressions easily.

Staff are encouraged to continually self-appraise and evaluate processes to see what worked well and what needs to be improved on.

Our Curriculum borders on building children's confidence, self-esteem and their coordination using repetitive teaching method and getting them to participate in various activities and attempting new things while focusing on who needs extra help. Children are then encouraged to try again and again to build up their resilience.

Staff are trained on Cultural capital, children's starting point notifications, next steps through children observation records, Parent meetings and tips

sharing and supporting children with communication and language barrier.

Staff are trained on monitoring and encouraging children with their self-care, personal hygiene, their attendance, and wellbeing always.

Our Vision for our setting.

Our main goal in our setting is to provide a safe, warm and loving environment in which children can develop vital cognitive and social skills, where they will be encouraged to express themselves creatively through fun activities. To do so, we engage children in a variety of activities such as free play, reading, arts and crafts, music, singing, dancing, dramatic play and puzzles.

From language and literacy development to social skills and creative expressions, our children are constantly being exposed to new activities and environments in which to thrive. We build on the strengths and interests of each child to help create a solid foundation where they can develop a bright and promising future.

The consolidation of all these points above lies strongly in parent partnership working where sharing of information and tips sharing and home learning 'wow' moments are captured and shared with settings to help extend learning opportunities.

Our priorities for improvement

Our priorities for improvements are based on Feedbacks and reviews from parents, children and staff is very key.

Parent partnership working and meetings.

Feed backs from local authorities and other agencies.

Ofsted recommendations and actioning it.

Ofsted newsletters and attending trainings following reviews findings.

My practice (is):

Outstanding: my practice is exemplary	yes
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

Section 4. Quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing the characteristics of effective learning.

- Early years self-evaluation form guidance, page 8
- Early years inspection handbook, page 34–38.

Evaluation

QUALITY OF TEACHING, LEARNING AND ASSESSMENT.

In delivering learning to children in our setting, we carry out led activities with the 3 Is in mind for every child.

INTENT (we have intent in mind for every child while delivering learning)

IMPLEMENT (we take into consideration the number of children to participate in the activity, their ages and abilities of children, to provide enough safe resources for learning to not be interrupted)

IMPACT (at the end of a led activity we ask individual children questions following our intent for them to see if learning / teaching had impacted on them positively)

Learning is reinforced intermittently throughout the day by engaging children in various question sessions or conversation to see what they know and can remember about what has been taught.

We often apply review processes in all that we do, where we discuss what went well and what could be done better. This method we find very useful as it makes us continue to improve on all fronts in what we do with the children and their parents. Hence, we get a lot of positive feedback from parents regarding our services to them and their children in whom they see huge positive improvement. We receive a lot of commendation letters, messages, and feedbacks from all our parents.

We also have great feedback from our liaising Officer from our local authority after every termly update where they check and vet our provision in terms of regulations and guidance and the delivery of the EYFS and the Development matter approach of record keeping etc.

We are constantly reviewing and making necessary changes for next time and carrying our enrolled parents along all the time by sharing information with them mostly verbally and through text messages and WhatsApp group info sharing.

We recreate learning opportunities through repetitive teachings, by providing same opportunities to all children that can bring different learning outcomes.

Your priorities for improvement

Always reviews and feed backs from staff, children and parents are what we consider to better improve our services and provision.

My practice (is):

Outstanding: my practice is exemplary	yes
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

Section 5. Personal development, behaviour, and welfare

This section is about helping children feel emotionally secure and ensuring children are physically, mentally, and emotionally healthy. It is also about ensuring that children are prepared for learning, they attend regularly, and become self-aware, confident learners.

You should refer to:

- Early years self-evaluation form guidance, page 9.
- Early years inspection handbook, page 38–41.

Evaluation

PERSONAL DEVELOPMENT, BEHAVIOUR, AND WELFARE.

To ensure we are meeting up with this regulation and requirements, we diligently adhere to the following points:

We closely monitor children's attendance and follow up in the event of absences to know why.

We read to the children and teach them about emotions, using various teaching materials example talking mat, and other related books. We also use live examples to teach children to care for one another in the setting by sharing and taking turns, saying please and sorry when necessary. Generally teaching children to use their good manners always.

Providing sensory activities to build security and control emotions.

Promoting and rewarding positive behaviours while creating alternatives to distract and discourage negative behaviours.

Constantly sharing tips with parents and sharing any new observation about their kids and tips on how to improve and extend their learning in the areas of concern.

We also encourage parents to share home learning opportunities and capturing 'wow' moments. So that we can extend knowledge of the 'wow' moment with child in the setting too.

We always welcome our parents and children in a warm way at the entrance while quickly inquiring if they have been ok and any special thing to note.

Settling in of Children is done over a period of days sometimes weeks until the child feels loved, safe and happy to attend setting. We also share tips with parents on how to help extend knowledge of settling in

children into our loving and welcoming setting to help prepare the children to settle warmly in their new stimulating environment.

We often welcome and call children by their names and make them feel special and important always.

We teach children about safety too, and how to recognise danger.

They help to declutter and tidy up after their mess or an activity or after a meal. They are taught the need to always stay clean by washing their hands before a meal and after using the toilet or after an outdoors play experience or being out and about.

We encourage and promote children's independence both at the setting and with their parents on the home front. They are taught to do things for themselves like put on and take off their own personal clothes and take care of their personal hygiene. Example using tissue to clean their nose when required and dispose of it appropriately, washing of hands afterwards etc. using their good manners always to get things done. Being their brothers' keepers, caring for one another, taking turns, sharing nicely.

Kids are taught to respect one another, rules and boundaries.

Kids are encouraged to promote oral hygiene by brushing their teeth at least twice a day. Morning and at bedtime.

Kids and parents are carried along in promoting healthy living styles by choosing healthy options for meals and snack times, living treats to special occasions such as birthdays and celebrations. They are taught the benefits of healthy options and the impacts of non-healthy options.

Kids are taught to impact their environment positively. To risk assess their self-choosing play times, discussions are encouraged to check if they are risk assessing by staff and point them in the right direction if learning is missed out. All of these learning impacts on children and helps them to become self-aware and confident learners.

Our priorities for improvement

Constant review of what went well and what needs to be improved on.

Sharing tips with parents to carry them along also.

Children’s voices are always important to note and apply to reviewed processes and it’s good to let them know their voices have been heard to make them feel self-worth.

My practice (is):

Outstanding: my practice is exemplary	yes
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

Section 6. Outcomes for children

This section is about the progress of different groups of children from their starting points.

You should refer to:

- Early years self-evaluation form guidance, page 9.
- Early years inspection handbook, page 41–44.

Evaluation

OUTCOMES FOR CHILDREN.

We often take notes of starting point of all our children from parent at point of registration.

Staff are notified of every child's starting point as shared by their parent.

Observation of children in the setting is always an ongoing event, findings are noted and shared with all other staff and parents where need be.

Based on findings, learning opportunity is created, with intent, implement and impact in mind by all staff.

Starting point and individual learning tracker where children's progress is monitored and supported by all staff and Next step is drawn and noted for further learning and development purposes.

Parents are always carried along to help extend every learning goal at home.

Our priorities for improvement

Reviews and feedbacks are constantly how we improve our services and practice.

My practice (is):

Outstanding: my practice is exemplary	yes
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

Section 7. The overall effectiveness of the early years provision

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

You should refer to:

- Early years self-evaluation form guidance, page 9
- Early years inspection handbook, pages 28–30.

The overall quality and standards of my early years provision (is):

Outstanding: my practice is exemplary	yes
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

Any further comments you wish to include

The overall effectiveness of our early years provision.

Little Jems childcare setting is an enabling environment created to meet children's needs and involve parents during their children's learning and development journey.

Our main goal is to provide a safe, warm and loving environment in which children can develop vital cognitive and social skills, where they will be encouraged to express themselves creatively through fun activities. We are constantly in the business of improving our services and provision by constantly reviewing and gathering feedbacks from service users to continue to always meet their expectations in line with the regulatory guidelines and requirements. We have worked closely with our staff, parents, local authorities, and other agencies involved in the care of our children to ensure that we are giving it our best while ensuring the health and safety and wellbeing of all and sundry.