

# Early years self-evaluation form

For provisions on the Early Years Register

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

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## Contents

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<b>Introduction</b>	<b>5</b>
Completing this form	6
<b>Part A. Setting details and views of those who use the setting</b>	<b>6</b>
Section 1. Your setting	6
Section 2. Views of those who use your setting and who work with you	7
<b>Part B: The quality and standards of the early years provision</b>	<b>8</b>
Section 3. Effectiveness of leadership and management	8
Section 4. Quality of teaching, learning and assessment	14
Section 5. Personal development, behaviour and welfare	16
Section 6. Outcomes for children	18
Section 7. The overall effectiveness of the early years provision	19

<b>Setting name</b>	Woodlands	
<b>Setting unique reference number</b>	EY467495	
<b>Setting address</b>	Sysonby Acres Leisure Park	
	Asfordby Road	
	Melton Mowbray	
	Postcode	LE13 0HR
<b>Completed by (name and role)</b>	Samantha Faulkner and Katie Pollione	
	Owner and Manager	
<b>Date completed</b>	01/10/2016	

## 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 guidance<sup>1</sup>
- Early years inspection handbook<sup>2</sup>
- Common inspection framework<sup>3</sup>
- The Statutory Framework for the Early Years Foundations Stage<sup>4</sup>
- Early years outcomes.<sup>5</sup>

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<sup>1</sup> *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](http://www.gov.uk/government/publications/early-years-online-self-evaluation-form-sef-and-guidance-for-providers-delivering-the-early-years-foundation-stage)

<sup>2</sup> *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

[www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015)

<sup>3</sup> *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

[www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015)

<sup>4</sup> *The Statutory Framework for the Early Years Foundations Stage*, DfE, 2014;

[www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

<sup>5</sup> *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.

Woodlands was registered in April 2012 at this address but previously operated from another location since September 2009. In January 2016 we expanded our provision to include a new purpose built modular building from this address to allow more space for the children and to allow the out of school provision and pre-school to operate more independently.

We aim to provide a safe, secure and stimulating environment which enables children and their carers from all backgrounds and all abilities to play, learn and grow together.

We operate all year with the exception of Christmas holidays and bank holidays and are open 7.00am – 6.30pm and are located on 39 acres of woodlands on the outskirts of a market town. Both buildings are fully accessible for wheelchair use and ample of parking.

We have 32 Staff. 27 are qualified, 5 at level 6 and 2 EYP

We have large outdoor gardens and enclosed decks from each of the 4 rooms, they are fully enclosed and accessed daily.

How many SEN children?

How many 2 year funded?

How many EYPP?

How many different nationalities?

How many EAL?

## **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.

We aim to use a wide range of methods to obtain the views and opinions of our users.

Children's views and opinions are valued and promoted throughout our daily activities and routines. We gather information from home in the child's 'All About Me' and within progress meetings with parents held twice a year. The children have open access to resources and are encouraged to select equipment. We follow the children's interests to extend their learning. By using the children's feedback throughout the day we swap resources if they are not being accessed.

We are in the process of developing a 'Choice book' with photographs to enable children who are not vocal or are EAL to make choices.

Parents are encouraged to give feedback on their child's learning via questionnaires, EYlog, the key person daily handover and in progress meetings. We have an open door policy and parents are aware that they can ask to discuss their child's profile at any time. Parents comments about the setting can be seen on the website [www.parklanekids.co.uk](http://www.parklanekids.co.uk) and in our partnership with parent's scrap book in the main lobby.

Other professionals are always welcome in the setting. We work closely with the Local Authority Early Years Team, Speech and Language therapists, Social Workers, Educational Psychologists and local schools. Recently the manager has been working with an improvement advisor at the LA to support her as a fairly new manager. This has been great to be able to reflect with an external persona and share knowledge.

We ask parents for feedback at the end of their first month and action these to make improvements.

Staff complete room action plans as a staff team and always involve parents in new projects.

Staff complete annual questionnaires where they give their feedback about the setting. Senior staff meet regularly with the manager and have the opportunity to share their views.

We have a closed Facebook page for staff where they can share views and opinions and critically comment about work issues.

## **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.

### **Meeting the requirements of the Early Years Foundation Stage and other government requirements**

The manager and senior staff complete an audit of the safeguarding and welfare requirements and reflect on this throughout the year to make sure they comply with all legal requirements. This can be viewed during the inspection and will point the inspector to where they can find evidence to support the audit.

We also have an audit of the childcare register to ensure we meet all requirements in relation to the out of school club (4-11 years).

The setting has produced a health and safety book and safeguarding book for staff to ensure we are not only aware of our legal requirements but also that staff know our procedures.

More recently we have done a team audit of 'inspecting safeguarding in early years' and have produced evidence of how we meet the legal requirements.

All books are printed in A5 and are accessible to staff in the main lobby where they sign in.

All documents will be available during inspection.

### **Self-evaluation and Improvement Planning**

The setting has regular senior meetings and termly staff meetings and full days training. This gives staff the opportunity to air any concerns, suggestions and be involved in future planning.

The management team complete regular 'learning walks' which enable them to take a reflective look at the setting and to critically evaluate practice and identify gaps in the EYFS and legal duties.

The rooms have termly improvement plans and the manager has termly setting improvement plans which are shared with parents and staff. We are continually self-evaluating our practice, if something is not working we discuss it in the staff meetings and try to come up with a solution.

The SEF is added to files on our closed staff Facebook page which allows staff to contribute. As a result of this we added additional information to the SEF.

### **Performance management and professional development**

Staff attend regular training by the Local Authority and feed back to another staff who did not attend. Staff have online access to 14 training modules provided by Educare to complete in their own time. We provide internal annual first aid training and safeguarding training. The owner is a

trained safeguarding trainer and shares the training with two other settings, Little Rascals (2 settings) in Melton and Great Bowden Pre-school in Market Harborough. She also offers advice and shares practice with the two settings. We are in the process of enabling staff to experience different settings and have a day at a different setting.

The owner has organised for a consultancy company to do a mini-ofsted inspection to enable a different person to help us identify areas of improvement. We are excited about this, as having an external person will see things for the first time. (Booked Feb 2017)

Staff recently attended a conference and had the opportunity to meet with other professionals. (Spring 2016) and some staff attended a National conference where they were able to network and see what other resources and information is out there. (autumn 2016)

We are just introducing a more formal method to access to training. Staff will be asked to complete 'reflections from training' logs and reflect about how they can make improvements to practice as a result of attending. Staff appraisals & supervisions continually roll throughout the year at which targets for improvement can be set (PDP) or improvement plans (PIP). Seniors to complete supervisions and carry out peer observations and the management team carry out independent peer observations. This ensures that staff can be supported and that we provide the highest quality of teaching.

### **Safeguarding**

We have a named Safeguarding Lead (DSO) but also have 2 other people who are able to take on the role if the manager is absent. New staff are given access to Educare, an online training package and required to complete the safeguarding module within their first 2 weeks, although it is also covered at induction.

All staff are fully aware of safeguarding policies and procedures. There is a safeguarding display within the staff room, this covers flowcharts for referrals, contact numbers, signs and symptoms of abuse, British Values and The Prevent Duty. We aim for all staff to be Prevent Duty trained and the Safeguarding Lead has received FGM training and designated person training. Staff are issued with a safeguarding handbook for easy reference and attend annual training. Company newsletters highlight any current issues and remind staff about their roles and responsibilities. Children are kept safe through education for internet safety and how to talk to a grown up if something upsets them. School children have had input from CEOPS and Thinkuknow training, internet safety.

We have carried out an audit of 'inspecting safeguarding in Early Years' and as a result, made changes to our policy to reflect the document. We had recently changed our policy to reflect the different devices and it now includes wearable devices. Training now includes CSE, FGM and prevent

and we have procedures for if children are absent from the setting.

Staff teach children about their bodies, who are trusted adults and how to say no and report. We use books during circle time and open discussions while children are engaged in play.

We identify early any safeguarding concerns and report early through the 'Early Help' system to get intervention in place early. If there are child protection matters these are reported immediately to First Response and any concerns about staff reported to LADO.

We are currently supporting children who are looked after and who are on the child protection register. This involves regular contact with social care and other professionals.

### **The curriculum**

All staff 'know' their children well and this leads to effective progress within the Early Years Foundation Stage, even if children are start below age they still make good progress.

We use an electronic system of recording observations and progress called EYlog. This has been brilliant in tracking children, identifying gaps and ensuring all children are observed regularly. Their progress is monitored by termly tracking which identifies areas of weakness and an action plan can be put in place to address any issues. Senior staff in the room print out progress monthly and reflect on this at planning meetings with staff.

Planning meetings are held every 6 weeks and parents and children contribute through, all about me sheets. WE have a long term plan, to ensure all local and national events and festivals are considered alongside children's interests and next steps. Visitors and outings are planned and the mid-term plan is shared with parents and carers.

Our short term planning ensures that all areas of learning are covered on a daily basis, both by child free play and adult led activities. Activities can change and each room is very much led by the children. Staff have key person time and opportunities to chat to management about how the curriculum works in their room. As a result, each room has adapted the planning to work best for their environment and children.

### **Your vision for the setting**

The principle aim of Woodlands is to provide a safe, caring and stimulating environment with a welcoming and friendly staff team. Where children can benefit from the large natural surroundings of our outdoor space, while learning and development as independent individuals in a positive and creative way. Children are encouraged to think for themselves, take risks and gain an understanding of how to stay safe.

### **Partnership working**

We work very closely with parents, other settings and professionals. Recently we released a member of staff to go with a child to the school induction sessions as she was on a behaviour plan with us. More recently we have had some looked after children and the manager has had to attend case conferences and strategy meetings. The partnership has meant that we have all been consistent for the child.

Parents and children contribute to new menu's and are asked for ideas to support planning.

We have an open-door policy and parents can visit at any time. We offer settling in sessions and encourage parents to stay at first, to get to know the routines and staff and to share what they do at home. Parents complete an 'individual needs pack' which enables us to be confident we are following parents' wishes.

Parents evenings are offered twice a year and have been very successful. Parents comment that they enjoy the 1;1 time with their child's key person but that they can also look around the room and the setting, and see how other rooms are set up. This has been particularly good to support transition.

Partnership with other settings is promoted if children share their care between different places. We provide a report about what they do with us and ask for feedback from the other setting.

Partnership with the local primary schools is good. We provide transport to 5 schools which means a lot of our pre-school children stay on with us. We are able to support transition as we know the routines and we have recently asked the schools to share their behaviour management policies so that we can introduce a separate policy for the out of school club, as on reflection the one we use for the EYFS has not always had effective strategies. As a result, we have had meetings with parents of a child whose behaviour has had a negative impact on the other children and staff and since introducing a 3 way contract his behaviour has improved.

To support diversity, we ask parents to work in partnership, by sharing information about jobs, interests or hobbies or to read a story in their native language or to bring in foods from around the world.

Parents are invited to join us for Christmas parties, farm trip and theatre trips with children. It is lovely to see the interactions between parents/carers and children.

**Your priorities for improvement**

To embed the reflections from training log

To encourage more parents to share their skills, language with the children.

TO train more staff to teach internet safety.

My practice (is):

Outstanding	

## 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

We aim to support children in making steady progress towards the Early Learning Goals by:

- getting to know the children and planning around the needs and interests of each child. By doing this the children will be more willing to participate and engage in the activities.
- provide resources, activities and equipment that is age/stage appropriate ' this enable the children to have a 'can do' attitude to their learning.
- each child their own EYlog page which enables staff to track each child's rate of progress and highlights any areas in need of support.
- children with SEN are identified and supported by our named SENCo and other professionals come to the setting to offer support and advice.
- we have regular progress meetings between a child's Key Person and parents, during which we go over the child's Development Matters, discuss any concerns we have and give parents the opportunity to express any concerns they have.
- we provide activities and resources to support all areas of learning. Activities are delivered through a combination of free play, child led and adult led. Activities are altered when needed to encourage children to stretch their learning. These activities are done with small groups, large groups and on a 1:1 basis
- children are observed in a variety of ways: This enables us to identify interests, weaknesses and next steps.
- Staff respond to the needs of the children and actively challenge their development skills
- children are encouraged in making their own choices and to develop their independence.

A baseline/entry assessment is carried out when a child begins at the setting, this gives us a starting point to track their development. This is done again each time a child moves room to ensure they are not missed. Parents contribute to this. The children have their 2 year progress check carried out as part of their integrated review with the Health Visitor. Our SENCo review the support plans for SEN children every 6 weeks, this is done in partnership with parents and any other professionals involved.

We provide a wide range of appropriate resources to support the Characteristics of Effective Learning, staff are supportive in allowing children to think critically and make decisions, adapt and problem solve

and to extend their learning through play. Each room has made a display board to demonstrate to parents how they use the Cof EL to support children.

Staff share information about any concerns at 6 weekly planning meetings and seniors chat at management meetings about any concerns in children's development. These are passed to the SenCo who helps to support early strategies. Speech and language is supported with social communication group work and whole setting training has been booked to further support staff. There are long waiting lists for speech intervention in Melton, so staff all use the 'toddler talk' cards which are embedded into daily practice. These mean we can start with the strategies that we know local health visitors use and try to get early help in. We know how important it is to send in referrals early.

Babies and Foxcubs have been learning baby sign to help in their communication and older children key phrases in Polish as we have a large Polish community in Melton.

Loose parts and holistic play forma big part of our ethos at Woodlands, along with the open access to outdoors at all times. Staff have worked hard to ensure the outdoors offers all 7 areas of learning and development and provide waterproof clothing for staff and children to take part in all weathers.

We send out termly newsletters which includes what we will be doing for that month with the children, we ask parents to contribute to this, e.g. with resources, suggestions or coming into the setting.

**Your priorities for improvement**

For staff to complete a working display for Characteristics of effective learning so that they really embed this into every day practice and children's learning and teaching.

For the Senco to provide further training and devise a flow-chart to make the process of early intervention even better.

Provide water-proof trousers for staff.

My practice (is):

Outstanding	

## 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

Each child has a named Key person, the key person supports the child when settling in & liaises with parents/cares during this emotional time. Children tend to settle quickly at Woodlands and I think that this demonstrates that they feel safe & secure within the setting. We have consistent staff so that the children know all staff members and a staff 'all about me' booklet which is shared with parents on the website and in hard copy.

The setting has clear boundaries which enable the children to feel secure with these in place and are able to act appropriately. They will inform a member of staff if a child is acting inappropriately, or remind their peers of the setting boundaries. The behaviour management policy has recently changed to reflect changing society, peer: peer abuse, bullying and the internet and the SenCo has delivered whole staff training to ensure we quickly embed the changes (October 2016)

We have a regular routine which also helps the children to behave well as they know what is happening throughout the day. The children are encouraged & supported during play - both in large & small groups. We have just introduced weekly sessions of Polish', 'Music and movement', Child Yoga' and hopefully later this year 'Forest school'.

We link up with parents to try to encourage healthy lunch boxes, and we provide healthy snacks. All food is prepared fresh on site and we have a good awareness of portion sizes and foods groups in the fight against child obesity.

Physical development is promoted at all times; children can choose to play inside or outside without compromises the curriculum. Large construction and risk-taking play a big part for children at Woodlands and the teaching of safety which is promoted through walks along the golf course, into town and to local parks. Pre-school children take part in PE sessions the term before school, this means we can teach children independence, getting dressed and how to take care of their clothing while taking part in team sport.

Children enjoy loose parts, holistic play and using their own imaginations, staff are skilled at watching their play and offering support where needed.

Children learn how to be independent through good routines for using the toilet and hand washing, self-service at meals and helping to tidy away. Staff teach about dressing and undressing and children learn to think about the weather. For example, they understand about sun cream and sunhats in the summer or woolly hats and wellies if it's cold and raining.

They learn how to stay safe on outings when they need to cross the road, using the internet safely and using resources and equipment safely.

Short circle-times are used to teach children about days of the week, weather and their feelings and how to say no to a trusted adult. Positive messages about staying safe on the internet are re-enforced and children are reminded about being kind to each other.

Equal opportunity and diversity is taught through books, toys, skin-coloured art materials, visits to Melton road Diwali and a visit to the Indian community centre. Children visit the Polish church in Melton, taste different foods and hear different languages through story and song. We celebrate different festivals and teach children the Fundamental British values of how we all play and learn nicely together.

**Your priorities for improvement**

To introduce weekly sessions of extra-curricular activities.

To further expand their knowledge of the wider world by sharing holiday postcards and encouraging more parents to share different languages and foods from around the world.

My practice (is):

Outstanding	

## 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

The children's outcomes are measured and monitored by their progress within Development Matters. Each child has a starting point that is identified with parent's information and this is looked at every half term. We work closely with the parents of EAL children to ensure that they are making effective progress. Staff challenge the children and extend their learning within the learning environment wherever appropriate. SEN children have appropriate support plans in place, these are reviewed regularly with parents and appropriate professionals to ensure that the child is making effective progress within their abilities. Progress is monitored termly and any gaps identified. If a child's development regresses this is investigated and any reasons identified and addressed.

### Your priorities for improvement

To engage the support of parents to narrow the gaps in their child's development.

My practice (is):

Outstanding	

## 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	

### Any further comments you wish to include

Within the setting we have worked hard and achieved 'Outstanding'. The children make steady progress towards the Early Learning Goals and all staff are dedicated to ensuring this. The children and their families that use our setting are valued as individuals and we aim to encourage positive attitudes, and when appropriate we challenge any negativity. We aim to ensure that Woodlands remains an 'Outstanding' setting that provides a safe, secure and stimulating environment to enable children and families from all backgrounds and all abilities to play and learn together.

The website [www.parklanekids.co.uk](http://www.parklanekids.co.uk) has useful information for parents, including our policies and procedures, eligibility for 2 yr funding and EYPP, info about the electronic learning journeys and ideas to support children's learning.

We have a closed staff Facebook page which has been excellent for professional development, staff all engage and share ideas to support children's development.

The owner meets with the manager weekly, she is approachable and knowledgeable. She was a detective in the police child protection unit (until Sept 2001) a free-lance Ofsted inspector (until Jan 2015), Leics scout Safeguarding trainer (current, volunteer role). These weekly support meetings ensure the manager is fully competent in her job and is empowered to do her best for the staff, children and parents.

