

# Early years self-evaluation form

For provision on the Early Years Register

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WITH LINKS TO THE ITERS and ECERS SUGGESTED BY A+ EDUCATION LTD  
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**Age group:** Birth to 31 August following a child's fifth birthday

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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<b>Setting name</b>		
<b>Setting unique reference number</b>		
<b>Setting address</b>		
	Postcode	
<b>Completed by (name and role)</b>		
<b>Date completed</b>		

## 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*<sup>1</sup>
- *Evaluation schedule for inspections of registered early years provision*<sup>2</sup>
- *The Statutory Framework for the Early Years Foundations Stage*<sup>3</sup>
- *Development matters in the Early Years Foundation Stage*.<sup>4</sup>

### **Early Years Outcomes -**

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

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<sup>1</sup> *Early years self-evaluation form guidance* (120342), Ofsted, 2012; [www.ofsted.gov.uk/resources/120342](http://www.ofsted.gov.uk/resources/120342).

<sup>2</sup> *Evaluation schedule for inspections of registered early years provision* (120086), Ofsted, 2012; [www.ofsted.gov.uk/resources/120086](http://www.ofsted.gov.uk/resources/120086).

<sup>3</sup> *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](http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs).

<sup>4</sup> *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](http://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.

## **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.

## 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 6–11.*

#### Text taken from the SEF guidance

You should evaluate how you:

- promote children's learning and development
- meet the needs of each child who attends your provision
- help each child enjoy their learning and make progress towards the early learning goals.

Do not just list what you do but consider how well you and any assistants or staff who work with you:

- plan the learning environment to support children's play and exploration in and out of doors
- provide a balance of adult-led and child-led activities that help children to think critically, play and explore and be active and creative learners
- have high expectations for children and enthuse and motivate them
- establish what each child knows and can do when they first start with you and during their time with you and whether this is in line with the expectations for their age
- use information from observation and assessment to plan personalised support for every child and ensure that children achieve as much as they can in relation to their starting points and capabilities, taking into consideration how often they attend the setting
- plan for individual children, taking into account their culture and background, including any children with special educational needs and/or disabilities, those learning English as an additional language and those who achieve beyond what is expected to ensure that you are offering an inclusive service and that each child receives an enjoyable and challenging experience across all areas of learning
- support each child in their learning and work with parents and carers as partners in children's learning and development.



### Suggestions for sections of ECERS/ITERS which might provide evidence

#### **“Promote children’s learning and development”:**

- Use the ECERS/ITERS EYFS maps to identify items which show how well you meet each of the prime and the specific areas of learning

#### **“Plan the learning environment to support children’s play and exploration in and out of doors”:**

- ITERS/ECERS-R Space and furnishings subscale (all items)
- ITERS/ECERS-R Activities subscale (all items)
- Free play (Item 30 ITERS-R, Item 35 ECERS-R)
- Various items throughout the ECERS-E, e.g. (1: Print in the Environment, 2: Books and literacy areas, 11: Areas featuring science/science resources)

#### **“Meet the needs of each child who attends your provision” / “Help each child enjoy their learning and make progress towards the early learning goals” / “Plan for individual children.....”:**

- ECERS-E (13) Planning for individual learning needs
- ITERS-R (34) and ECERS-R (37) Provision for children with disabilities
- Statements which consider the needs of individual children are also threaded through the whole of the ITERS and ECERS scales. For example:
  - **Routines** e.g. ITERS 8 (3.1) – nap is personalised; ECERS-R 11 (7.1) – nap/rest schedule is flexible to meet individual needs
  - **Language** e.g. ITERS-R 12 (5.3) verbal communication is personalised; ECERS-R 15 (5.4) books, language materials and activities are appropriate for children in the group
  - **Resources** e.g. ITERS-R 16 (5.4) some [active physical play] equipment that can be used by each child in the group, incl. children with disabilities if enrolled; ECERS-R 26 (5.1) many developmentally appropriate [maths] materials of various types accessible
  - **Interactions and supervision** e.g. ITERS-R 27 (7.1) interaction is responsive to each child’s mood and needs; ITERS-R 28 (3.3) expectations are generally realistic and based on age and ability of children; ECERS-R 30 (5.1) careful supervision of all children adjusted appropriately for different ages and abilities.
  - **Schedule and group times** ITERS-R 29 (5.1) schedule for basic routines is flexible and individualised to meet each child’s needs; ITERS-R 29 (7.1) staff adjust schedule of play activities throughout the day to meet varying needs of children; ECERS-R 36 (5.1) whole group gatherings limited to short periods, suited to age and individual needs of children.

#### **“Have high expectations for children and enthuse and motivate them”**

- Staff-child interaction (ITERS-R Item 27, ECERS-R Item 32)
- Discipline (ITERS-R Item 28, ECERS-R Item 31)
- Planning for individual learning needs (ECERS-E Item 13)

#### **“Support each child in their learning and work with parents and carers as partners in children’s learning and development.”**

- Provisions for parents (ITERS-R Item 33, ECERS-R Item 38)

## 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 years provision, 11-14.*

### Text taken from the SEF guidance

You should evaluate how well you help children:

- form appropriate bonds and secure emotional attachments with their carers
- learn to behave well and develop good relationships with their peers
- develop the characteristics of effective learning.

Do not just list what you do but consider the impact of your care on children's healthy development by considering whether:

- practice ensures each child forms appropriate bonds and secure emotional attachments with carers
- care practices ensure children are happy and enjoy what they doing
- children are learning how to behave well, play cooperatively and develop their independence
- care practices and routines such as nappy changing are used to support children's all-round development and well-being
- practitioners encourage children to explore their surroundings and use their imagination
- practitioners help children to talk and play with each other and the adults that care for them
- practice helping children to develop an understanding of the importance of physical exercise and a healthy diet
- children are prepared for their transition within the setting, into other early years settings and into maintained nursery provision and/or reception class.

**Suggestions for sections of ECERS/ITERS which might provide evidence**

The Personal Care Routines Subscale, e.g:

- Greeting/departing (Item 6 ITERS-R, Item 9 ECERS-R)
- Meals/snacks (Item 7 ITERS-R, Item 10 ECERS-R)
- Nap/rest (Item 8 ITERS-R, Item 11 ECERS-R)
- Diapering/toileting (Item 9 ITERS-R, Item 12 ECERS-R)
- Health practices (Item 10 ITERS-R, Item 13 ECERS-R)

The Interaction subscale, eg:

- The supervision items (Item 25 ITERS-R, Items 29/30 ECERS-R)
- Peer interaction/interactions among children (Item 26 ITERS-R, Item 33 ECERS-R)
- Staff-child interaction (Item 27 ITERS-R, Item 32 ECERS-R)
- Discipline (Item 28 ITERS-R, Item 31 ECERS-R)

Items relating specifically to gross motor/active physical play:

- ITERS-R Item 26 Active physical play
- ECERS-R Item 7 Space for gross motor play
- ECERS-R Item 8 Gross motor equipment

Item 37 Staff continuity (ITERS-R)

My practice is:

Outstanding: my practice is exemplary	
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. 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 14-18.

### **Text taken from the SEF guidance**

You should consider how well you:

- understand your responsibilities in meeting the learning and development and safeguarding and welfare requirements of the EYFS
- oversee the educational programmes to ensure that all areas of learning are included and that assessment is consistent and used well to inform planning
- promote equality and diversity and have a clear overview of the progress of all the children who attend
- evaluate your provision, use this information to identify priorities for development and set challenging targets for improvement
- have effective systems for performance management, including how you tackle under-performance and arrange for the continuous professional development of any staff or assistants
- work in partnership with parents and others
- safeguard children
- have tackled identified weaknesses including any identified at the last inspection.

**Suggestions for sections of ECERS/ITERS which might provide evidence**

**“Evaluate your provision, use this information to identify priorities for development and set challenging targets for improvement”**

- You can use your work with the ECERS/ITERS to provide evidence that you are using rigorous and systematic tools to help you evaluate your provision, using this information to identify priorities for development and setting challenging targets for improvement.

**“Tackle identified weaknesses including any identified at the last inspection”.**

- You can use ECERS/ITERS to help you improve areas identified as needing improvement (whether these areas have been identified by Ofsted, through your use of ECERS/ITERS, or through using other self-evaluation tools)

**“Work in partnership with parents and others”**

- Provisions for parents (Item 33 ITERS-R, Item 38 ECERS-R)

**“Safeguard children”**

**“Understand your responsibilities in meeting the learning and development and safeguarding and welfare requirements of the EYFS”**

- Items in the Personal Care Routines subscale e.g. Safety Practices (Item 11 ITERS-R, Item 14 ECERS-R)

**“Promote equality and diversity and have a clear overview of the progress of all the children who attend”**

- Promoting acceptance of diversity (Item 24 ITERS-R, Item 28 ECERS-R)
- ECERS-E Diversity subscale (Items 13-15)
- There are also many individual indicators spread throughout the ECERS and ITERS scales which address equality and individual needs

**“Have effective systems for performance management, including how you tackle under-performance and arrange for the continuous professional development of any staff or assistants”**

- Opportunities for professional growth (Item 39 ITERS-R, Item 43 ECERS-R)

My practice is:

Outstanding: my practice is exemplary	
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. 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 18-19.

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

Outstanding: my practice is exemplary	
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	

### Text taken from the SEF guidance

You should refer to pages 18-19 of the evaluation schedule. In this section you should take account of the judgements you have made about your provision in the three key areas. In particular, you should consider:

- the progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
- the extent to which your practice meets the needs of all the children who attend, including any children who may be disadvantaged or need additional support because of their home background or because they have special educational needs and/or disabilities
- children's personal and emotional development, including whether they feel safe and are secure and happy
- whether the requirements for children's safeguarding and welfare are met
- your effectiveness in evaluating practice and securing continuous improvement for your provision.

### Suggestions for sections of ECERS/ITERS which might provide evidence

In this section, you should be drawing on all the other sections of the SEF you have already completed. To support your overall evaluation of your provision (outstanding, good, satisfactory or inadequate) you might find it helpful to use the average ECERS/ITERS scores, for example your overall average or averages for the different subscales.

You can also use your work with ECERS/ITERS to provide evidence that you are using a rigorous and systematic tool to help you evaluate your own provision, and support you in continuous quality improvement.