



Self-evaluation

September 2012 Ealing early years team

Early Years

Expectations

- OfSTED inspectors make judgements on how improvement is being promoted through the providers self-evaluation processes
- OfSTED expect all EY providers to have up to date information about the quality of their practice based upon a system of self-evaluation (used as a starting point for inspections)
- Managers are expected to know what is working well within the setting and what needs to improve (with evidence: How do I know? What impact does this have? Is it inclusive?)
- The provision is evaluated against the requirements and good practice guidance of the EYFS
- Managers will be expected to show evidence of continuous quality improvement including the processes for monitoring and self-evaluation and what impact they have on the settings improvement
- The EYCs will use similar evidence to support and challenge settings to ensure continuous quality improvement
- The SEF or similar self-evaluation tools are completed on a regular basis

Benefits of self-evaluation

For the setting

- Helps clarify the settings aims and objectives
- Provides evidence of improvement
- Sets higher standards and provides quality control
- Helps to ensure the good use of resources
- Informs future policy and practice

For practitioners

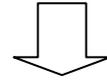
- Helps the practitioners to see their work in a wider context
- Provides access to views of other team members, children, families
- Suggests areas to improve further
- Highlights good practice that is worth disseminating/celebrating
- Provides feedback on performance
- Provides a measure on performance
- Helps raise expectations
- Supports CPD

For children and their families

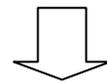
- Offers an opportunity to have their own views heard
- Provides an opportunity for more active participation
- Provides further information

Stages of self-evaluation

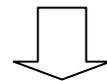
What is our long term vision?



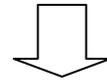
What more should we aim to achieve this year?



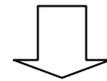
What must we do to make it happen?



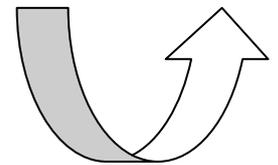
Taking action and reviewing progress



How well are we doing?



How do we compare to similar settings? (EYFSP scores, OfSTED grades, EYC support etc)



Standards: an evaluation of the standard of children's learning and development in relation to their progress towards the ELGs.

Progress: an assessment of the children's progress relative to their prior attainment and capabilities, with any significant variation between groups of learners.

Achievement: an overall assessment of the children's' success in achieving the early learning goals with trends over time and any significant variations between groups of learners.