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| Argyll and bute council early years service |
| Learning and Development Self Evaluation Visit |
| 2016-17 |

**Strategy for Supporting Early Years Settings- January – June 2016**

The new quality indicator framework for early years, ‘How Good is Our Early Learning and Childcare’ should now be used instead of ‘Child at the Centre 2’. Education Scotland has already ‘raised the bar’ in relation to increased expectations around quality of early years provision, which has been evident in recent inspections.

In response to the high level of activity nationally within Early Years- particularly in relation to policy, it has been agreed to implement a strategy for focused self evaluation of all providers. The focus of the activity will be on quality of provision in relation to learning and development. This exercise will enable the Early Years team to highlight current early years priorities with managers and to work with teams to ensure priorities are taken forward within each setting.

In preparation for this the Early Years team has developed a checklist and set of procedures to carry out a self evaluation visit. During the visit, team members will meet with the manager of each setting, along with other key members of staff. A ‘learning discussion’ will take place to focus on how the manager ensures each child is having their needs met in relation to learning and development. Key features of the discussion are as follows:

* Planning process
* Implementation of DM Tool
* Planning for progression in literacy, numeracy and health and wellbeing
* Weekly team meetings to discuss appropriate next steps
* Tracking and monitoring
* A focus on the quality of the environment, experiences and the role of the adult

The visit will also include:

* The manager and team members visiting the playrooms and outdoor area
* The manager providing evidence of the planning process- eg floorbooks, observations, PLPs
* Evidence of procedures for progression in literacy, numeracy and health and wellbeing
* Evidence of tracking and monitoring data

Throughout the duration of the visit, the EY team members will refer to the ‘Early Level Checklist’ and the manager will have responsibility to complete the checklist. The team member may decide to complete the checklist with the manager, if it is felt that that this would be more beneficial to the setting. The checklist will also identify key action points for the setting to take forward as result of the visit. All action points should be completed within an agreed timescale- or if necessary, taken forward in the next improvement plan.

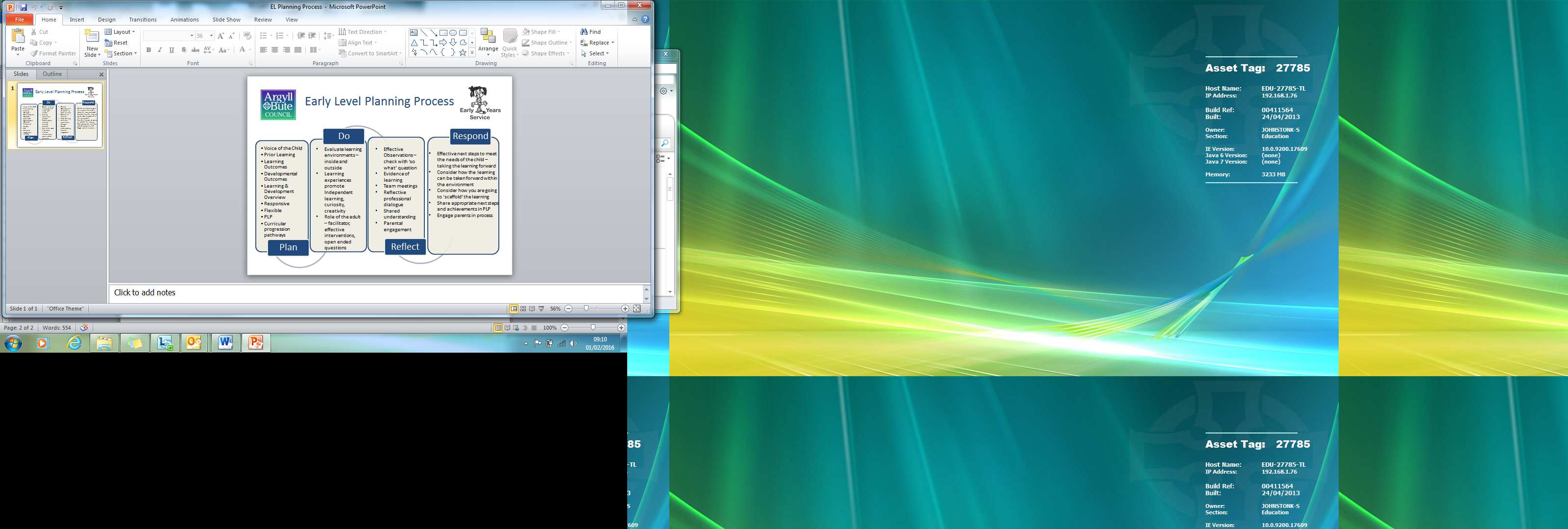
All Area Education Officers will be invited to participate in the visits to local authority settings in their area.

Listed below are:

* Learning and Development Support Visit Diagram
* Learning and Development Checklist
* Early Level Planning Process Diagram

**Learning and Development Support Visit Process**

**Early Level Planning Process**





Checklist Title: **Early Level Provision**

**Setting: Manager:**

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| Self Evaluation Statements | Action Points | Date for Completion |
| **Environment** |  |  |
| There is a balance of learning experiences which are table top, set up on the floor or in a space that is not restrictive |
| The environment is evaluated on a regular basis to respond to planned learning, the children’s voice and engagement |  |  |
| Areas are open ended and ‘provocative’ – encouraging curiosity, enquiry and discovery |  |  |
| There are opportunities for children to be inventive and for exploration – promoting independent learning, problem solving and higher order thinking skills |  |  |
| There is daily access to the outdoor learning environment which includes changing, challenging activities promoting planned learning outcomes |  |  |
| Planned learning outcomes are promoted within each environment |  |  |
| Learning opportunities are recognised and acted upon within areas/ activities in the environment – eg. snack, toothbrushing, daily routines, organisation of resources |  |  |
| **Comment** | | |

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| Self Evaluation Statements | Action Points | Date for Completion |
| **Learning Experiences** |  |  |
| Opportunities for planned and unplanned learning are experienced through play |
| Adults use effective questioning to support children in their learning |  |  |
| Adults use effective intervention to support children in their learning but do not lead the learning |  |  |
| Planned learning includes the voice of the child, prior learning and a clear focus on learning outcomes |  |  |
| Most of the day is child initiated, with less time planned for whole group adult led activities |  |  |
| All staff and children contribute to the planning process and are clear about learning outcomes |  |  |
| Significant observations are meaningful and contribute to identifying appropriate next steps in learning for the children |  |  |
| Children’s PLP’s share individual progress in learning and celebrate individual achievements over time |  |  |
| There are progression pathways within the Early Level for at least literacy, numeracy and health and wellbeing and progress is tracked for each child |  |  |
| **Comment** | | |

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| Self Evaluation Statements | Action Points | Date for Completion |
| **Interactions** |  |  |
| Practitioners involve children in making sensible choices about their own learning by helping them to plan and evaluate their own experience. |
| Practitioners help model techniques and strategies with children and encourage this new learning in the child’s new challenges or suggest a new context. |  |  |
| Practitioners are not afraid to change their own plans and take the lead from the child and who are able to act as a support to the young child when needed |  |  |
| Practitioners pose questions which encourage inquiry such as, I wonder if, why do you think that, to extend the young child’s ability to verbalise their thoughts and actions. |  |  |
| **Working Together** |  |  |
| All staff engage in professional dialogue at least weekly to ensure there is a shared understanding of expectations and next steps for their children |  |  |
| Staff reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children in their care |  |  |
| There is clear evidence of staff observing and engaging in children’s learning. |  |  |
| **Family Learning** |  |  |
| Parents and carers contribute to the self-evaluation process within the setting |  |  |
| Parents and carers are consulted on the type and range of family learning activities within the setting |  |  |
| PLPs are shared with parents and carers on a regular basis and they are happy to leave comments in their child’s PLP |  |  |
| Parents are supported to actively and meaningfully engage in their child’s learning at home and within the setting |  |  |
| **Comment** |  |  |