

Self-Evaluation: Learning and Development Visit

Self-Evaluation: Care and Welfare Visit



Updated December 2017

ELC:

Evaluation carried out by:

Date of Evaluation:

The quality indicator framework for Early Years, 'How Good is Our Early Learning and Childcare' (HGIOELC) should now be embedded in practice. Education Scotland has 'raised the bar' in relation to increased expectations around the quality of Early Years provision.

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 with regard to Learning and Development and Care and Welfare, in relation to the six key quality indicators in HGIOELC:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Securing children's progress
- 2.5 Family learning
- 3.1 Ensuring wellbeing, equality and inclusion
- 2.1 Safeguarding and Child Protection

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 on two self-evaluation visits for each Early Years setting in Argyll and Bute. A visit focusing on Learning and Development will concentrate on quality Indicators 1.3, 2.3 and 3.2. A second visit focussing on children's Care and Welfare will concentrate on quality indicators 2.1, 2.5 and 3.1. During each 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 and care and welfare.

Self-Evaluation - Learning and Development visit

Key features of the discussion are as follows:

- Planning process
- Implementation of 'Learning and Development Framework 0-5 Years'
- Planning for progression in literacy, numeracy, health and wellbeing and at least one other curricular area
- Weekly team meetings to discuss appropriate next steps
- Tracking and monitoring and using data to plan next steps

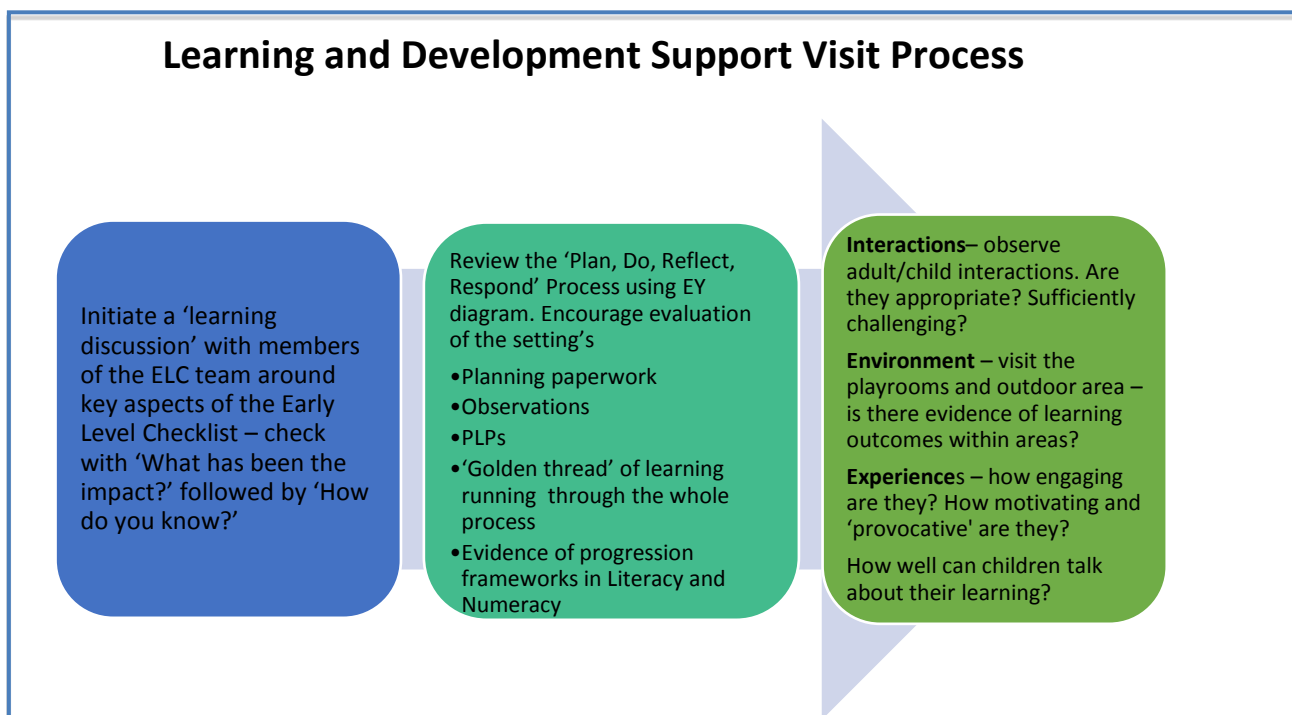


This visit will also include:

- The manager and team members visiting the playrooms and outdoor area
- The manager providing evidence of the planning process e.g. floorbooks, observations, PLPs
- Evidence of procedures for progression in literacy, numeracy and health and wellbeing
- Evidence of tracking and monitoring data
- Evidence of planning for improvement
- Evidence of engagement with the key HGIOELC quality indicators

Listed below are:

- Learning and Development Support Visit Diagram
- Early Level Planning Process Diagram



Self-Evaluation – Care and Welfare visit

Key features of the discussion are as follows:



- A focus on the quality of the environment indoors and outdoors
- The learning experiences offered
- The role of the adult
- Inclusion and equality
- Implementation of SHANARRI
- Family engagement with their child’s learning

This visit will also include:

- The manager and team members visiting the playrooms and outdoor area
- The manager providing evidence of plans to engage parents in their child’s learning
- The manager providing evidence of the GIRFEC principles being reflected in the setting
- The manager providing evidence of individualised learning plans for children evidencing strategies to overcome identified challenges and barriers to learning
- The manager will demonstrate understanding of the SIMD profile of the children in the setting and have strategies to ensure equity of access to the curriculum to narrow the attainment gap

Throughout the duration of each visit, the EY team members will refer to the appropriate ‘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 this would be more beneficial to the setting. The checklist for each visit 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.

The HGIOELC six-point scale tool should be used when evaluating the quality indicators. When an evaluation has been reached for a quality indicator this should be recorded in the *How are we doing?* box.

Level 6	Excellent	Outstanding or sector leading
Level 5	Very good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

Self-Evaluation - Learning and Development



Checklist Title: Early Level Provision

Setting:

Manager:

Self-Evaluation Statements Learning and Development	Action Points	Date for completion
1.3 Leadership of Change		
All staff, families, children and partners have been involved in the creation and regular revision of the setting's Vision, Values and Aims and can talk about them		
Vision, values and aims are displayed around the setting and are revisited and updated in line with setting improvements		
Leadership opportunities for all practitioners are promoted throughout the setting to support planning for continuous improvement, creativity and innovation		
Practitioners reflect on their own practice and work collaboratively with others to improve their capacity to meet the needs of all children within their care.		
Regular opportunities for professional dialogue are valued and practitioner's critical enquiry is welcomed. There is a culture of continued professional development within and out with the setting		
Practitioners monitor, evaluate and record the impact of changes made to improve outcomes for children		
How are we doing?		
Comment		

Self-Evaluation Statements	Action Points	Date for Completion
2.3 Learning, Teaching and Assessment Learning and Development		
<p>There are opportunities for children to be inventive, creative and explorative – promoting independent learning, problem solving and higher order thinking skills.</p>		
<p>Adults use effective questioning and intervention to support children in their learning</p>		
<p>Opportunities for planned and unplanned learning are experienced through purposeful play and relevant real-life experiences</p>		
<p>All staff and children contribute to the planning process and are clear about planned learning outcomes</p>		
<p>High quality observations take place naturally, which are meaningful and contribute to identifying appropriate next steps in learning for children</p>		
<p>Children’s PLP’s reflect individual progress and achievements in learning and development and are shared regularly with children and parents/carers</p>		
<p>PLP’s reflect planned learning experiences, significant observations as well as celebrating wider achievements</p>		
<p>Children can talk confidently about their learning and achievements with their peers, practitioners and other adults</p>		
<p>Practitioners use skilled questioning to promote inquiry such as, <i>I wonder if...</i> and <i>Why do you think that....</i> to extend the young child’s ability to verbalise their thoughts and actions</p>		
<p>Individual progression in literacy and numeracy is monitored using Argyll and Bute trackers to secure improved outcomes for all children</p>		

Developmental Milestones track SHANARRI wellbeing indicators to secure improved outcomes for all children		
The environment is evaluated frequently to respond to planned learning and the children's voice to ensure their engagement		
Areas are open ended and 'provocative' – encouraging curiosity, inquiry and creativity		
Literacy and numeracy rich environments should be evident both indoors and outdoors		
There is daily access to the outdoor learning environment which promotes learning experiences and outcomes across the curriculum in a variety of challenging activities which change to reflect the interests of the children		
How are we doing?		
Comment		

Self-Evaluation Statements Learning and Development	Action Point	Date for completion
3.2 Securing Children's Progress		
Practitioners know each child well as an individual and as a learner		
High quality, appropriate literacy, numeracy and health and wellbeing experiences are used effectively to promote and enhance learning		
Using real-life and imaginary contexts, children are supported to effectively develop literacy and numeracy skills within a supportive, nurturing and stimulating environment		
The indoor and outdoor learning environments are effectively constructed to allow children to naturally develop literacy, numeracy and health and wellbeing skills		
There are opportunities for children to make choices about their learning		
There is a balance of adult and child initiated learning experiences		
In PLP's and/or e- learning journals and across the setting, there is evidence of children being involved in their own learning		
In PLP's and/or e- learning journals and across the setting, there is evidence of progression in numeracy, literacy and health and wellbeing		
Children are regularly involved in evaluating their play experiences, describing their learning and talking about their next steps		
Children's progress is tracked effectively		
Weekly moderation meetings allow practitioners to record and share significant observations and next		

steps (<i>Learning and Development Meeting Sheet- LAD folder</i>)		
Children’s progress is shared with parents/carers and parent/carer contributions are genuinely valued		
Parents are supported to actively and meaningfully engage in their child’s learning at home and within the setting		
There is evidence of wider learning across the setting		
High aspirations for achievement are evident in a welcoming, supportive and inclusive environment, that responds to children, practitioners and parents		
All staff make use of available data to improve outcomes for children eg. 27/30 month reviews, Development Milestones and Scottish Index of Multiple Deprivation (SIMD)		
How are we doing?		
Comment		

Self-Evaluation - Care and Welfare



Checklist Title: Early Level Provision

Setting:

Manager:

Self-Evaluation Statements Care and Welfare	Action Points	Date for Completion
2.5 Family Learning		
A welcoming and inclusive culture and ethos is evident within the setting and promoted by all staff		
Staff feel confident when engaging with parents		
Through consultation there are opportunities for families to engage in their children's learning		
Practitioners engage with families and are responsive to individual family circumstances such as poverty, EAL and mental health		
Family learning promotes equality and diversity. Barriers to involvement are recognised and ways to overcome these are sought		
Working in partnership with others to support families to secure better outcomes in literacy, numeracy and health and wellbeing		
Family learning approaches take account of the developmental stages of children in the family eg Toilet training workshop		
Parents and carers are supported to actively and meaningfully engage in their child's learning at home and within the setting		

Children's needs are identified early and shared with parents/carers and appropriate partner agencies to ensure all children benefit from the right support at the right times		
PLP's and/or e-learning journals are shared on a regular basis and parents/carers are happy to leave comments		
Families contribute to the self-evaluation process within the setting		
How are we doing?		
Comment		

Self-Evaluation Statements Care and Welfare	Action Point	Date for completion
2.1 Safeguarding and Child Protection		
Record keeping for safeguarding matters is appropriate and up-to-date and stored in a safe place to ensure access to relevant members of staff only		
How are we doing?		
Comment		

Self-Evaluation Statements Care and Welfare	Action Point	Date for completion
3.1 Ensuring wellbeing, equality and inclusion		
Practitioners have a shared understanding of wellbeing and actively promote the wellbeing of all children through a positive, caring and respectful ethos		
The United Nations Convention on the Rights of the Child (UNCRC) are understood and embedded in our practice		
GIRFEC principles are reflected in the work of our setting		
Staff are aware of their roles and responsibilities in supporting children's wellbeing through the existing National Care Standards and the new Health and Social Care Standards		
All practitioners have a good understanding of attachment theory and its impact on child development and learning		
Developmental Milestones are embedded in practice and are reflected throughout the setting		
All staff are registered with SSSC and adhere to their codes of practice		
CPD opportunities are linked to national and local guidance for example 'Building the Ambition.'		
All staff actively promote inclusion and equity in the daily life of the setting		
The setting involves other agencies effectively in consultation with parents, to improve progress for those children and families facing challenges		
Child Plans are in place and are regularly reviewed with parents/carers to support children's Health and Wellbeing in partnership with the Named Person, Lead Professional and other agencies		

<p>Children, parents and carers feel welcomed and included in the setting, where family learning and parental participation is encouraged to promote inclusion and equity</p>		
<p>Staff are aware of the Scottish Index of Multiple Deprivation (SIMD) for the setting and the significance this can have on attainment</p>		
<p>How are we doing?</p>		
<p>Comments</p>		

Suggested Relevant Documents to support effective self-evaluation:

- How good is our early learning and childcare?
- Building the Ambition
- New National Care Standards
- A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland Quality Action Plan
- My World Outdoors
- Our Creative Journey
- Space to Grow
- Building the Curriculum 2: Active learning in the early years
- Pre Birth to Three
- NHS Infection and Control in Childcare settings Guidance, September 2015
- Nappy Changing policy, C.I
- SEPA Guidance, available from C.I web site, relates to Management of hygiene waste produced as a result of personal care
- Food Standards Agency latest guidance , E coli etc., link will be updated on Hints and Tips Sheet
- National Care Standards – currently under Review – Consultation available at <http://www.newcarestandards.scot/>
- Links to Hub on Care Inspectorate web site – well worth checking regularly for your own reference <http://hub.careinspectorate.com/>
- SSSC web site – Virtual Nursery etc.
- SSSC Codes of Practice
- SSSC Guidance
- 7 Golden Rules of Participation
- C.I. Involving to Improve
- Education Scotland - National Improvement Hub
- National Parenting Strategy
- National Play Strategy