

# Early years self-evaluation form guidance

Guidance to support using the self-evaluation form to evaluate the quality of registered early years provision and ensure continuous improvement

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

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## **Welcome to the guidance for completing your early years self-evaluation form**

The early years self-evaluation form should only be used by those registered providers who will be required to deliver the Early Years Foundation Stage (EYFS) from September 2008.<sup>1</sup> This does not include maintained and independent schools or those providers that are only registered on the Childcare Register.

The Early Years Foundation Stage covers children from birth to the 31 August following their fifth birthday.

### **Why should I complete my self-evaluation form?**

It will help you to consider how best to create, maintain and improve your setting, so that it meets the highest standard and offers the best experience for young children. The self-evaluation form is a good way to record the outcomes of your self-evaluation. It provides some key questions for you to ask as you evaluate and improve your provision in relation to the requirements and good practice guidance of the EYFS.

An up-to-date, accurately completed self-evaluation form gives inspectors an idea of which aspects of your provision you consider work well and which you are seeking to improve. This may mean that the inspector will not want to check everything you do.

The questions you are asked in the self-evaluation form relate to the four key judgements and the supplementary judgements that the inspector will make at your inspection; see annex A.

### **When should I complete my self-evaluation form?**

There is no fixed time when you should complete your self-evaluation form. However, we do recommend that you update it at least once a year.

You can complete it as often as you wish and when it best suits you. You may choose to complete your self-evaluation form to fit in with your normal cycle of review and planning.

When you send your updated self-evaluation form to us it will replace the earlier version.

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<sup>1</sup> [www.standards.dcsf.gov.uk/eyfs/](http://www.standards.dcsf.gov.uk/eyfs/).

## What should I think about when completing my self-evaluation form?

You should think about how you implement the themes of the EYFS framework and your policies and procedures, ensuring equality of opportunity for all children who attend including how you support children with learning difficulties and/or disabilities. All providers in receipt of government funding for early education must use the Special Educational Needs (SEN) code of practice for guidance.<sup>2</sup> If your self-evaluation form is a summary of the outcomes of your self-evaluation you should explain your wider processes of monitoring and self-evaluation and what impact they are having on your setting's improvement.

## How do I complete my self-evaluation form?

The self-evaluation form has three parts.

### Part A: setting details and views of those who use the setting

Part A tells us about the characteristics of your setting and the background of the children who attend. It asks you to tell us how you seek the views of all those who use your setting and how you use these views to improve the quality of the provision to meet the children's individual needs.

### Part B: evaluation of the outcomes for children

Part B will help you think about and assess your provision. You should answer the questions by taking account of the welfare, learning and development requirements and statutory guidance set out in the EYFS framework.<sup>3</sup> You may find it helpful have a copy of the EYFS resources pack to hand when you work through your self-evaluation form.<sup>4</sup> Remember to consider the themes of the EYFS framework: a unique child, positive relationships, enabling environment and learning and development.

By law from September 2008 your provision must comply with the requirements of the EYFS framework. A summary is in part C of this form, but you should look at the framework and supporting guidance documents for full details.

Answer the questions as objectively as possible. The bulleted lists will help you. They reflect the themes and commitments set out in the EYFS.

Take time to consider what aspects of your provision work well for the children and those that need improvement. As you do this, ask yourself these questions.

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<sup>2</sup> [www.teachernet.gov.uk/docbank/index.cfm?id=3724](http://www.teachernet.gov.uk/docbank/index.cfm?id=3724).

<sup>3</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm).

<sup>4</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/index.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/index.htm).

- How do I know?
- What impact does this have on children's welfare, learning and development?
- How do we make sure all children irrespective of ethnicity, culture or religion, home language, family background, learning difficulties and/or disabilities, gender or ability have the opportunity to experience a challenging and enjoyable programme of learning and development?

In your answers you may want to include the views of staff, parents and children. This will help you when you discuss the form with the inspector, who will ask you for evidence to support your view of the provision.

Think carefully about any changes and improvements you have made since your most recent inspection. In the text boxes say briefly what you think is working better and describe any plans you have to improve provision further. Tell us about any evidence you have that supports what you are saying, such as photographs, documents or a risk assessment. This should be available for the inspector to see during their visit.

Mention whether you complete other self-evaluation documents and whether you are part of a quality assurance scheme: tell the inspector about these when they come to visit.

## **Part C: information about compliance with statutory requirements**

Please complete the table in part C that relates to the statutory requirements as set out in the EYFS framework and tell us if you are registered on either or both parts of the Childcare Register.

## **What do I do when I have completed my self-evaluation form?**

Once you have completed the form save a copy for yourself and then post it to:

EY SEF  
Ofsted  
National Business Unit  
Royal Exchange Building  
St Ann's Square  
Manchester M2 7LA

## How will you use my self-evaluation form?

We will use it as the main document for planning your inspection. It will provide evidence of the quality of your provision, detailing the main strengths and areas for improvement that you have identified, and how well you use self-reflection as part of your commitment to continuous improvement.

We will evaluate your views of the setting and during the inspection visit we will explore and test out how compatible your comments in the self-evaluation form are with what is available and happening to support the welfare, learning and development of all the children who attend. We will also look at the way you work in partnership with parents and others. We will consider carefully how you evaluate the service you offer children, including those with learning difficulties and/or disabilities and those who speak English as an additional language.

If we have another reason to visit your provision between inspections – for example, if you are a childminder who has moved house – we will look at your self-evaluation form to see how well you manage the particular aspect we need to see. We will also look at your self-evaluation form if we receive a complaint about your provision. It will help us to decide if you can report back to us on the issues or if we need to investigate the complaint ourselves.

## Our specific duties to promote inclusion

As a public authority we have a duty to promote race, disability and gender equality, and to prevent unlawful discrimination. We promote equality of opportunity and good relations between people of different groups, and prevent unlawful discrimination. In practice, this means that we must take account of equality in the day to day work of policy-making, service delivery, employment practice and other functions.

You should ensure that you are clear about your own legal duties for promoting equality of opportunity, inclusion and providing an inclusive service for children. For more information visit the Equality and Human Rights Commission website.<sup>5</sup>

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<sup>5</sup> [www.equalityhumanrights.com](http://www.equalityhumanrights.com).

## Part A: setting details and views of those who use the setting

### Section 1: your setting

Please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language. Include details of:

- your building including areas/rooms used
- the area your provision is in, such as 'residential area close to the local school'
- any access to an outdoor space
- access to and within the building, such as a lift, ramps or stairs
- the days and hours you operate
- the number and qualifications of the adults working with the children and any support staff such as a cook.

Outline any specific issues that aid or prevent the smooth running of your setting, such as:

- recent training attended or any qualifications gained
- difficulties in recruiting and retaining staff
- recent or impending re-organisation or change of staff.

Please mention any special features of the provision, such as particular methods of teaching or participation in a quality assurance scheme.

### Section 2: views of those who use your setting

This section asks you to tell us about the views of the children and their parents or carers.

- How do you know what their views are?
- Do you ask parents and others to complete a questionnaire about how satisfied they are with the provision or do you meet with parents to discuss the provision?
- Are parents represented on the management body?
- How do you know the children's views and ideas, and those of the staff?

Please give examples of any action you have taken to change your provision as a result of their views.

## Part B: the quality and standards of the early years provision

In part B there are four sections and each covers a different aspect of the provision.

- Section 3: learning and development
- Section 4: welfare of children
- Section 5: leadership and management of the provision
- Section 6: the overall effectiveness of the provision.

### Sections 3 and 4

You should evaluate how your provision helps children achieve the five Every Child Matters outcomes:<sup>6</sup>

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

The main aim of the EYFS is to help young children achieve the five Every Child Matters outcomes; these are embedded within the themes of the EYFS:

When considering the five outcomes you also need to make sure that your provision meets all the welfare and learning and development requirements set out in the EYFS framework; a summary of these is included in part C. You will find a reference to the outcomes for children at the bottom of the EYFS principle into practice cards. The framework and cards are in the EYFS resource pack.<sup>7</sup> Remember settings in receipt of government funding for three- and four-year-olds must have regard to the Special Educational Needs code of practice.

### Section 5

You should consider how effective is the leadership and management of the setting. You should take into account how well you work in partnership with parents and others; how well you safeguard children; and how well you evaluate your provision and take steps to improve. This may or may not include our or any other self-evaluation form, as the form is just one tool that you may use to evaluate the provision.

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<sup>6</sup> [www.everychildmatters.gov.uk/aims/](http://www.everychildmatters.gov.uk/aims/).

<sup>7</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm).

## Section 6

You should consider how inclusive your practice is, including your admission policy. Does it allow everybody who wishes to attend your setting or is there a reason why somebody may be excluded, such as limited access for a wheelchair, or a toilet upstairs? What steps you take and what systems you have in place to ensure there is continuous improvement. This links with self-evaluation and improvement, but is wider than just tackling the actions/recommendations from the last inspection. Finally you need to consider overall how effective your setting is in meeting the needs of all the children who attend.

You can find a table that summarises what inspectors consider when making the judgements and how the judgements link to the general legal requirements of the EYFS in *Are you ready for your inspection*; we sent you a copy in July 2008 and it is on our website.<sup>8</sup>

## Section 3: the learning and development of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children enjoy learning and achieve as much as they can.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development by considering the following questions.

- What is your overall approach to the children's learning and development?
- How do you know that what you do helps children?
- How do you know the children are making progress towards the early learning goals?
- What works well? What could be improved?
- Does planning and assessment link to children's individual achievements?
- What are the children doing to show that your planning and the adult interaction is helping them to enjoy and achieve?

**To help you evaluate** how effectively children in the Early Years Foundation Stage are helped to learn and develop, **take account of how well you and any assistants or staff who work with you:**

- **support learning** in your interactions with children
- plan the **learning environment** to help children progress towards the early learning goals

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<sup>8</sup> [www.ofsted.gov.uk/publications/080023](http://www.ofsted.gov.uk/publications/080023).

- plan children's **play and exploration**, in and out of doors, with a balance of adult-led and child-led activities that helps **children to think critically and be active and creative learners**.
- **plan** for individual children, taking into account their culture and background, including the needs of any children with learning difficulties and/or disabilities and those learning English as an additional language, to ensure that you are offering an inclusive service and that each child receives an enjoyable and challenging experience across the areas of learning
- 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
- identify and provide for additional learning and development needs including those children who achieve beyond what is expected
- involve **parents and carers as partners** and other agencies and providers in children's learning and development
- offer an inclusive and welcoming service to all children.

#### **Section 4: the welfare of the children in the early years provision**

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children to stay safe, be healthy, enjoy and achieve, make a positive contribution and develop skills that will contribute to their future economic well-being. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

To help you evaluate **how effectively the welfare of children in the EYFS is promoted**, take account of how well you and any assistants or staff who work with you:

- take steps to ensure the **key people** safeguard and promote the welfare of the children
- promote good **health and well-being** and whether necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill
- teach children about **keeping safe**
- encourage children to develop the habits and behaviours, appropriate to good learners, their own needs and those of others
- ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

## **b)<sup>9</sup> Helping children to stay safe**

Consider the following:

- how well you build on children's individual knowledge and ability to identify safety issues and teach children to:
  - behave in ways that are safe for themselves and others
  - develop an understanding of dangers and how to stay safe
- how well you help children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language to stay safe.

Note: this contributes towards how well you safeguard children overall – see the leadership and management section.

## **c) Helping children to be healthy**

Consider the following:

- how well you teach children to:
  - be active and understand the benefits of physical activity
  - understand and adopt healthy habits such as good hygiene practices
  - make healthy choices about what they eat and drink
- how well you take account of children's individual dietary and medical needs
- how well you help children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language to be healthy.

Note: this contributes towards how well you safeguard children overall – see the leadership and management section.

## **d) How well do children enjoy and achieve?**

Consider the following:

- how well you teach children to:
  - make progress towards the early learning goals in relation to their starting points<sup>10</sup>, capabilities and interests
  - be active learners, creative and think critically about what they do
  - work independently and with each other

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<sup>9</sup> The letters in each section correspond to the sections in the self -evaluation form.

<sup>10</sup> This is the stage of development and what the child can already achieve when he/she starts to attend your setting. You will decide this in discussion with the parents.

- enjoy and have a positive attitude towards their learning, be motivated and keen to learn and communicate their learning
- have good relationships with other children and take into account each other's diverse needs and backgrounds.

### **e) Helping children to make a positive contribution**

Consider the following:

- how effectively you encourage children to:
  - develop the habits and behaviour appropriate to good learners, their own needs and those of others
  - join in, make friends, respect each other and take account of each other's diverse needs and backgrounds
  - respond to the expectations of others
  - make choices and decisions
- how you ensure children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language make a positive contribution
- how you ensure that the environment and resources available are accessible to all children.

### **f) Helping children to develop skills for the future**

Consider carefully:

- how effectively you help children to:
  - make as much progress as they can in communicating, literacy, numeracy, and information and communication technology
  - develop good habits as active, inquisitive and independent learners
  - develop collaborative skills - working together, problem solving and creativity/creative thinking
  - understand the wider world through their play and communications
  - respect each other as individuals, considering culture, ethnicity, background, gender, religion, learning difficulties and/or disabilities
- how well you help children from different ethnic backgrounds, any children with learning difficulties and/or disabilities and those learning English as an additional language develop skills for the future.<sup>11</sup>

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<sup>11</sup> See page 41 of the EYFS framework;  
[www.standards.dcsf.gov.uk/primary/publications/foundation\\_stage/eyfs/](http://www.standards.dcsf.gov.uk/primary/publications/foundation_stage/eyfs/).

## **Section 5: the leadership and management of the early years provision**

In this section you should think about how well the overall leadership and management of your setting promotes children's welfare, learning and development.

You should consider how well you:

- use self-evaluation to promote improvement
- work in partnership with parents and others
- safeguard children.

If you are a childminder, you should consider the questions in this section in relation to how well you organise the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

### **h) How effective is your setting's self evaluation, including the steps taken to promote improvement?**

An evaluation of the effectiveness of your self-evaluation makes a major contribution towards how effectively the setting is led and managed, and will often have a close relationship with that of your capacity for continuous improvement.

When considering the effectiveness of steps taken to promote improvement, you should take account of:

- the extent to which any recommendations and actions raised at the previous inspection have been tackled in terms of improved outcomes for children
- any improvements you have made to promote equality and inclusion that have had a beneficial impact for all children
- the extent to which improvements have had a positive impact on the overall quality of the service you provide and the outcomes for children.

### **i) How well does your setting work in partnership with parents and others?**

You should take account of how effectively you:

- provide parents/carers with good quality information about the early years provision
- inform parents/carers about their children's achievements and progress
- encourage parents/carers to share what they know about their child, particularly when the child first starts to attend
- encourage parents/carers to be involved in supporting their children's learning and development

- liaise with external agencies or services with the parents to ensure a child gets the support they need, such as a speech and language therapist, physiotherapist, local authority special needs teacher/specialist.
- liaise with other providers delivering the EYFS for a child or group of children to ensure progression and continuity of learning and care.

### **j) How well do you safeguard all children?**

You will have already considered safeguarding issues in other aspects of your self-evaluation, but safeguarding is wider than just 'staying safe' or ensuring all staff have a Criminal Records Bureau check in place. To help you reach a judgement about how well you safeguard children you should consider the following points when answering this question:

- how well you help children to stay safe
- how well you ensure the suitability and qualification of all adults looking after children or having unsupervised access to them
- how well you maintain all records that are required for safe and efficient management of the setting and to meet all children's needs
- the effectiveness of your policies and procedures including your complaints procedures
- how well you ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys
- the quality and effectiveness of risk assessments and actions you take to manage or eliminate risks
- the effectiveness of the steps you take to promote children's good **health and well-being**, including those to prevent the spread of infection and those taken when children are ill
- how well you work in **partnership with parents** and others to safeguard children
- the staff's knowledge and understanding of child protection/safeguarding issues and procedures.

### **k) How effectively is the provision in the Early Years Foundation Stage led and managed?**

Having considered the aspects that support the overall leadership and management, you should now consider how effective the leadership and management of the setting is. Below are some prompts to help you do this.

#### *Suitable people*

- How well you ensure the suitability and qualifications of the adults looking after children or having unsupervised access to them.

- How you identify the training needs of all adults working with the children.
- How you organise training, is training cascaded to other staff?

#### *Suitable premises, environment and equipment*

- How effectively and efficiently you deploy resources; this includes any staff or assistants.
- The quality and effectiveness of risk assessments and actions you take to manage or eliminate risks.
- How well you ensure trips/activities that take place away from the premises are safe.
- How you ensure all equipment is maintained to a safe and acceptable standard.
- How are the premises kept safe and secure so that children cannot leave alone or others gain unsupervised access.

#### *Inclusion*

- How well you promote inclusive practice, including factors affecting all areas of learning and development, so that all children have their welfare needs met and achieve as well as they can.
- How well you ensure Individual Educational Plans for children with specific identified needs are in place and kept up to date.

#### *Documentation*

- How well you maintain records, policies and procedures required for safe and efficient management of the EYFS and to ensure that the needs of all children are met.

#### *Organisation*

- How effectively you strive for improvement to provide high quality care and education.
- How effectively you monitor provision and outcomes for children through regular quality checks and self-assessment, and identify targets for further improvement.
- To what extent you are able to maintain continuous improvements, including improvements identified in any previous Ofsted inspection reports.

### *Learning and development*

- How effectively you make use of data from observational assessment of children to help staff plan their support for children's learning and development regardless of background, gender, ethnicity, culture, learning difficulties and/or disabilities.

### *Partnership working*

- How well you work with parents, carers, other providers, services and employers and take into consideration ethnic background, home language, family background, religion/faith, learning difficulties and/or disabilities and gender to promote children's care and education.

## **Section 6: the overall effectiveness of the early years provision**

This is the last section and asks the central question 'what is it like for a child here?' An evaluation of the overall effectiveness of the provision is determined by how well it promotes the five Every Child Matters outcomes and meets the needs of all children who attend.

In previous sections you considered aspects of inclusive practice, self evaluation and improvements you have made. Now you should gather all these aspects together to answer the question below and tell us how good your practice is.

### **1) How well do you promote inclusive practice?**

- How accessible is your building?
- How inclusive is your admissions policy? Are there any groups of children who may be excluded from your setting by your policy?
- How effective and inclusive are your policies and procedures?
- Are they available to and understood by all parents, staff and volunteers?
- Do you make them available in the languages of the children who attend?
- How well do you work in partnership with parents and others to meet every child's individual needs?
- Do you consider boys and girls when planning activities?
- How well do you meet the needs of children with learning difficulties and/or disabilities, and English as an additional language?
- How well do you ensure that your environment and resources are available to all children?
- How inclusive and welcoming is your service?

### m) How well do you maintain continuous improvement?

- What steps you take to evaluate your provision for children's learning and development
- Who you involve in your self-evaluation process – does it include the children, parents, assistants, staff and volunteers?
- If your self-evaluation gives a balanced view of the setting's strengths and areas for improvement.
- If the action you take to tackle identified weaknesses, including those identified at the last inspection and monitoring visit from your development worker if applicable, is effective in terms of improved provision and outcomes for the children who attend.
- If your plans for the future are well targeted to bring about further improvement.

### n) How effective is your provision in meeting the needs of children in the Early Years Foundation Stage?

When considering how well you meet the needs of the children who attend your setting, remember to think about how:

- the needs of all children are routinely met through **recognising the uniqueness of each child**
- the setting **supports every child** so that no group or individual is disadvantaged
- all children make progress in their **learning and development** children's **welfare** is promoted
- **partnerships in the wider context** are used to promote good quality education and care
- the planning for improvement, including processes of self-evaluation, is effective.

## Part C: information about compliance with statutory requirements

From September 2008 the law requires that if you are registered on the Early Years Register you must comply with the learning and development and welfare requirements of the EYFS statutory framework.

Part C of the self-evaluation form asks you to confirm that you are complying with these requirements. If for any reason you are not meeting any requirement then please explain which of the requirements you are not meeting and why, and what action you intend taking to rectify this. Annex C has further reading about this.

To assist you we have numbered the requirements and included the pages you need to refer to in the May 2008 edition of the EYFS framework.<sup>12</sup> Where appropriate we have followed the EYFS sub-divisions of the general legal requirements to help you consider how well you meet each requirement.

### Learning and development requirements

#### LD 1: the Early Learning Goals

The knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach five. Please note each area of learning is a requirement.

pages 12–16

#### LD 2: the educational programmes

The matters, skills and processes that are required to be taught to young children as stated under each of the areas of learning.

pages 12–16

#### LD 3: the assessment arrangements

The arrangements for assessing young children to ascertain their achievements.

pages 16–18

### Welfare requirements

#### W1: safeguarding and promoting children's welfare

##### W1.1

The provider must take necessary steps to safeguard and promote the welfare of children in the setting.

pages 22–25

##### W1.2

The provider must promote the good health of the children, take necessary steps to

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<sup>12</sup> [www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm).

prevent the spread of infection, and take appropriate action when they are ill.  
pages 26– 27

### **W1.3**

Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.  
page 28

## **W2: suitable people**

### **W2.1**

Adults looking after children, or having unsupervised access to them, must be suitable to do so.  
pages 29–30

### **W2.1**

Adults looking after children must have appropriate qualifications, training, skills and knowledge.  
page 31

### **W2.3**

staffing arrangements must be organised to ensure safety and to meet the needs of the children.  
page 32

## **W3: suitable premises, environment and equipment**

Outdoor and indoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.  
pages 33–36

## **W4: organisation**

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.  
page 37

## **W5: documentation**

Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.  
pages 38–40

## **Childcare Register**

The final section of the form asks you to confirm if you are registered on the compulsory part or the voluntary part of the Childcare Register.

### **The compulsory part**

This is for providers who care for children aged from 1 September following a child's fifth birthday (end of the EYFS) to under eight years.

### **The voluntary part**

This is for providers who care for children aged from eight to 18 years, and for those who care for children from birth upwards whose provision is exempt from compulsory registration, such as nannies.

## Annex A

### Record of inspection judgements

**Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; and grade 4 is inadequate.**

**Key judgements are in bold text, supplementary judgements in plain text**

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	
How well does the provision promote inclusive practice?	
The capacity of the provision to maintain continuous improvement.	

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	
How well does the setting work in partnership with parents and others?	
How well are children safeguarded?	

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	
How well are children helped to stay safe?	
How well are children helped to be healthy?	
How well are children helped to enjoy and achieve?	
How well are children helped to make a positive contribution?	
How well are children helped develop skills that will contribute to their future economic well-being?	

## Annex B

### How will my provision be graded?

The table below shows the straightforward four-point grading scale inspectors use to make judgements. We use these grades against all the judgments we make at inspection. The inspector will share these with you at the end of the inspection. The table below also includes some general indicators of the quality of early years provision for each grade, together with the implications for the next inspection.

Grade	Indicators of overall provision
<b>Grade 1 Outstanding</b>	<ul style="list-style-type: none"> <li>■ This applies to <b>exceptional</b> provision which is way above the norm. The standard of care is <b>exemplary</b>. It is <b>highly effective</b> at making sure that children make significant progress towards the early learning goals given their starting points.</li> <li>■ Overall, the practice is <b>worth disseminating</b> beyond the setting.</li> <li>■ Inspectors make very few recommendations to bring about minor improvement.</li> </ul>
<b>What happens next?</b>	
<p><b>When the overall judgement is Grade 1:</b> The next inspection will not take place for <b>at least three years</b>, although we will investigate any complaint we receive which suggests the requirements of the EYFS, or any conditions of registration, are not being met.</p>	
<b>Grade 2 Good</b>	<ul style="list-style-type: none"> <li>■ This applies to <b>strong</b> provision in which children are <b>well cared for</b>. It is successful at making sure that children make good progress towards the early learning goals – given their starting points.</li> <li>■ Overall, the practice is <b>worth reinforcing and developing</b>.</li> <li>■ Inspectors will make recommendations for further improvement.</li> <li>■ Inspectors may raise actions to ensure that specific welfare requirements of the EYFS are met.</li> </ul>
<b>What happens next?</b>	
<p><b>When the overall judgement is Grade 2:</b> The next inspection will not take place for <b>at least three years</b>, although we will investigate any complaint we receive which suggests the requirements of the EYFS, or any conditions of registration, are not being met.</p>	
<b>Grade 3 Satisfactory</b>	<ul style="list-style-type: none"> <li>■ This applies to provision which is <b>sound but could be better</b>. The standard of care is <b>acceptable</b>. Children’s progress towards the early learning goals is <b>steady, but slow</b> given their starting points.</li> <li>■ Overall, the practice has <b>scope for improvement</b>.</li> <li>■ Inspectors will make recommendations for further improvement.</li> <li>■ Inspectors may raise actions to ensure that specific welfare requirements of the EYFS are met.</li> </ul>

**What happens next?**

**When the overall judgement is Grade 3:**

The next inspection will not take place for **at least three years** unless we receive a complaint which suggests the requirements of the EYFS, or any conditions of registration, are not being met.

**Grade 4 Inadequate Category 1**

- This applies to provision which is weak. The standard of care is not good enough: one or more of the learning and development or general welfare requirements of the EYFS are not being met. Children make too little progress towards the early learning goals – given their starting points. There has been too little improvement since our last inspection.
- Overall the quality of the provision gives cause for concern but is likely to improve without external help and support.

**What happens next?**

**When the overall judgement is Grade 4 Category 1:**

We will send a letter to the registered person, setting out the actions that must be taken, and by what date, to remedy significant weaknesses in the provision. This is called a notice to improve. The registered person should let us know when the necessary action has been taken. If the required action has not been taken by the date specified in the notice or what has been done has little impact, we may take further enforcement measures.

We may carry out an announced or unannounced visit to check that the required actions have been taken. If we find that the required improvements have not been made, or what has been done has made little impact, we may take further enforcement measures, including suspending or cancelling registration.

The next full inspection will take place within six to 12 months.

**Grade 4 Inadequate Category 2**

- This applies to **poor** provision which **needs urgent attention**. The standard of care and/or early education is **unacceptable**. **One or more of the learning and development or general welfare requirements of the EYFS are not being met**. Children are not safeguarded and/or **make little or no progress** towards the early learning goals. There has been too little improvement since our last inspection.
- Overall the quality of the provision gives **cause for concern** and is **unlikely to improve without enforcement action being taken by us, and help and support from external agencies**.

**Grade 4 Category 2: What happens next?**

**When the overall judgement is Grade 4 Category 2:**

We take enforcement action where immediate improvement is needed to the provision for children's welfare. We may issue a welfare requirements notice to the registered person which sets out which welfare requirements are not being met and what must be done to improve the provision, and by when. Failure to comply with a welfare requirements notice is an offence and may lead to prosecution. However, in rare cases where children are at risk of harm, we may suspend or cancel your registration.

Where provision is poor and learning and development requirements are not being met, then we will consider whether it is necessary to suspend or cancel your registration. Otherwise we will issue

a notice to improve and check that the necessary improvements have been made through regular monitoring visits.

In all cases we will visit the setting at least once in every three month period, or on or about dates specified in the notification of any enforcement action we propose to take. The purpose of these visits is to check whether the required improvements have been made and their impact on children. We will publish a letter explaining the outcome of each visit on our website. These visits will continue until the quality of early years provision has improved and is judged to be satisfactory or better: then we will carry a full inspection and publish the inspection report on our website, If we find that the required improvements have not been made, or what has been done has made little impact, we may take further enforcement measures, including suspending or cancelling registration.

## Annex C

### Information about compliance with statutory requirements

#### Using the headings

##### *Fully in place*

- This means that the registered provider/nominated person is aware of the relevant statutory requirements, and know how they apply to the setting. It also indicates that the setting fully meets the relevant statutory requirements.

For example: the registered provider/nominated person know that the setting's procedures for safeguarding meet all statutory requirements and at least once a year check that this continues to be the case.

##### *Partly in place*

- This means that the registered provider/nominated person is aware of the relevant legal requirements, and know how they apply to the setting. The registered provider/nominated person is aware that some elements or details are not in place. Please use the space for comments to indicate, briefly, what action you need to be take to ensure legal requirements are fully in place.

For example: the registered provide/nominated person is aware that there is not always a member of staff present who holds a paediatric first aid certificate but has booked someone on a course in the next month; or a childminder's first aid certificate has expired and she is booked on a course in the next month. The childminder/member of staff has a letter to confirm this.

The specific legal requirement is not being met, but it has little or no impact on the children.

##### *Not in place*

- This means that the registered provider/nominated person is aware that for whatever reasons the legal requirement(s) applying to their setting are not met. Please indicate briefly what action needs to be taken to ensure the legal requirements are fully met. The registered person should expect the inspector to follow up these points during the inspection.

For example: there are insufficient qualified staff to meet the adult:child ratios across the setting.