

Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

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

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Setting name	Maidford Montessori Nursery School	
Setting unique reference number	219976	
Setting address	Rectory Farm	
	Maidford	
	Northamptonshire	
	Postcode	NN12 8HT
Completed by (name and role)	Julie Marriott	
	Manager	
Date completed	18/07/12	

Introduction

This form is divided into three sections and we ask that you complete all of them. You may wish to add extra sheets, if so please make sure each additional sheet has the name of the setting and unique reference number clearly stated at the top of each page. Please make sure you have completed the front page with your setting details and the name of the person who has completed the form.

Please refer to *Early years self-evaluation form guidance* to help you understand what is required in each section. The guidance is available from the self-evaluation form's page: www.ofsted.gov.uk/publication/080104.

Part A. Setting details and views of those who use the setting

Section 1. Your setting

In this section 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.

Refer to *Early years self-evaluation form guidance* page 8.

Maidford Montessori nursery School was opened in 1989 by Fiona and Peter Godfrey. We believe whole heartedly in the Maria Montessori philosophy. When children under the age of six, are at liberty to choose and act freely within their specially prepared environment, they would act spontaneously and reach their highest level of progress in learning and development.

We have indoor classrooms where children are given rights and responsibilities for their own education, encouraged to be socially aware, gracious and courteous at all times. All the materials are chosen to suit the children's natural development. At first the adult's guide the children towards some materials, helping them to make their choices, the children naturally become capable of making their own choices, they chose a piece of material, discover the purpose of the material and learning begins. We are dedicated to helping the children learn for themselves, we encourage their learning through discussion with an adult as an individual, or for group work with their peers. Our outdoor environment further enhances their development; we follow the Montessori Method outdoors, as well combined, with the 'Nature Nurseries' ideas from Denmark's of "Forest Schools" encouraging the child through positive outdoor learning experiences. There is a fully enclosed play area, as well as fields, and large areas of woodland.

We work really closely with children's families to fulfil their child's needs, which are ever changing and may only be small but can make all the difference. We always try to offer a valuable life experience, beyond their home. We never ever go against the child's natural development. We place no emphasis on any one area of learning, ours is a foundation for the next phase of learning. We will help them to climb a steep hill & understand how their world and how, everything in it works. Everything we do is about encouraging them to believe in themselves and others, whilst reaching their full potential.

Our sessions run from Mon – Friday 9am till 1pm or 3pm, Fridays we close at 1pm. We have changed the organisation of the day to suit the needs of the parents and to make the most of what we have to offer for the children. We have a full 3 hour work cycle 9-12 noon, then an earlier lunch and then we go outside for as long as the children want to be outdoors. This makes the transition for those going easier and those staying less disrupted, it gives the parents time to collect in a more relaxed manor, (let the children finish playing), to discuss their child and see what the afternoon sessions are like. Since our last inspection, we found nobody wanted the shorter mornings and some parents have wanted an extra half hour in the afternoon, to suit a swimming time etc... so we have embraced their needs.

We have 7 staff; 3 staff with Montessori Diplomas (A full and relevant qualification as of the DFE Website Qualifications List) equivalent NVQ level 4. .1 Member of staff working towards a Montessori Diploma, 1 member of staff is looking into the Cache NVQ level 3 and all have had some in house Montessori training. 4 hold relevant Basic food and hygiene. 5 hold Paediatric First aid 2 day certificates. One member is a full qualified Homeopath (4 years of training) .1 Super SENCO.

Section 2. Views of those who use your setting

Please tell us about the views of the children and their parents or carers who attend your setting.

Tell us how you know what their views are, for example if any parents complete a questionnaire. How do you know what the children's views are?

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

Refer to *Early years self-evaluation form guidance* page 8.

We have remained true to the Montessori philosophy and also reviewed our practice in line with the EYFS revision September 2012. Whilst the government are every trying to improve, we feel they are coming nearer to what we have always tried to do and find it very refreshing children's outcomes may be improved.

A Unique Child Children are given rights and responsibilities for everything they do in the setting. For example they have the right to choose to work with any piece of equipment as long as they are responsible with its use. In doing so they follow an individual learning path, tailored to completely meet their own needs. For example once they have mastered a task, they move on to the material they are interested in next, only revisiting an old piece they have mastered to rebuild confidence for the next step. They are respected at all times and their needs are respected, their stages are respected, we follow the child, we watch to see if they achieve, help only if necessary, we do not have high or low expectations, only expect that they will achieve the task one day, if they want to. We see ourselves as a foundation for a life-long learning journey and we do not rush through each stage.

Positive Relationships All adults work with all children and children can freely choose who they want to work with. Our key person system is rotational, so it is their choice who their key person is and not an imposed one. In our experience children are close to one member of staff and this bond often moves as their needs change, their personalities change our parents seem much happier with this. We make ourselves available if a child has a need and work together to make sure the adult feels they can do this.

Enabling Environment Our carefully prepared indoor environment, has endless amounts of materials, all of which have a learning purpose or several learning purposes, and have been specifically designed for children, child sized, real, appealing, self-correcting etc...It is extremely well organised, with three rooms enabling children to continually engage in an excellent variety of exciting, challenging and stimulating activities. Our outdoors fortunately is vast and well used in all weathers, with opportunities for a good understanding of nature and its cycles, opportunities to relax, and use their imagination. Physically, we couldn't ask for a more naturally challenging environment. The adults are free to draw from their own childhood experiences and can provide a fun aspect, to their learning. Much like the National trust 50 things to do before 11 3/4. Our setting is continuously reflected upon and evolving.

Learning and Development We meet all stages of development and allow total socialization in all our environments, role modelling good behaviour, grace and courtesy, positive language and provide learning opportunities instinctively. We have a child centred approach, with a little direction, where necessary. We observe constantly, the vertical grouping, means children help each other learn. The way the environment works, leaves us free to help those that need help, be it in advancement of learning or encouragement to attempt something new.

Parents/Guardians Introduction to us: Website or call, they are invited to come see our setting, as many times as they feel necessary to be sure, we explain what we do, why we do it the way we do, and how, a little of our own experiences as parents and staff. Our aims, encourage lots of conversation about their child, and give them a new parents pack, asking for special information that will help their child settle in. we offer parents/guardians to be part of the settling in process, children are welcome to a short settling in period, we recommend 3 days is more settling, but do not insist, this remains a parental choice.

Part B: the quality of the early years provision and outcomes for children who attend

The main aim of the Early Years Foundation Stage is to help young children achieve the five Every Child Matters (ECM) outcomes which are embedded within the themes of the Early Years Foundation Stage. These are to:

- Achieve and enjoy
- Feel safe
- Adopt healthy lifestyles
- Make a positive contribution
- Develop skills for the future.

Please use part B to evaluate how your provision helps children achieve these outcomes.

While completing this part of the form you may find it helpful to have a copy of the Early Years Foundation Stage pack for reference and *Early years self-evaluation form guidance*.¹

As you go through this section you will be asked to grade your practice for different aspects of your provision. Completing the 'My practice' boxes will help you consider the quality of the service you offer to the children who attend. Please refer to Annex B – 'How will my provision be graded?', for guidance when deciding which grade best reflects the practice at your setting.

It is not necessary to repeat any comments you have included in one section if you think they also relate to another section. For example you may decide when answering the question on safeguarding that you have covered this elsewhere. You can just record: 'comments in staying safe', or 'being healthy' and 'leadership and management', rather than rewriting comments.

¹ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm

Section 3. The quality of provision in the Early Years Foundation Stage

This section includes how effectively you promote children's learning and development and their welfare to enable them to achieve good outcomes. You should take a critical look at the effectiveness of what you and any assistants or staff do to help children achieve good outcomes. In particular you should consider how you provide a safe and stimulating environment for children, and how practitioners help children enjoy their time with you and achieve as much as possible.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development and their welfare. What works well? What could be improved?

Refer to *Early years self-evaluation form guidance* page 9.

a) The quality of provision

Welfare (Wellbeing and society) We try to offer a valuable life experience beyond the home. Our staff are not put under pressure, to do anything more than be there for the child and do their best each day. For our children, being special to someone and well cared-for is vital for their physical, social and emotional health and well-being. Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with our staff and their peers. Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows our children to explore the world from a secure base. Children are set a good example by staff and their peers and given opportunities for interaction with others so that they can develop positive ideas about themselves and others. Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations. We aim to provide a harmonious society, where they learn social skills that equip them to deal with life's social inadequacies, to see a positive solution, to see positive in themselves and others.

Policies and procedures are in place and reviewed when we learn something new through training, when we reflect on our practice or when guidelines change. The staff are kept up to date with legislation and procedure changes through our website, email, discussions and meetings.

Comprehensive risk assessments are in place and reviewed annually, to review our practice and daily visual ones are carried out, for the child's safety.

Learning and development requirements We embrace the Montessori philosophy fully during our 3 hour work cycle, and combine Forest school ideals with the Montessori approach in our outdoors environment, both successfully enhance the child's opportunities for learning and development, and meet with EYFS guidelines. We have vertical grouping by age, because it has a great influence on the cultural development of the child. . .You cannot imagine how well a young child learns from an older child; how patient the older child is with the difficulties of the younger.

We believe the children will achieve, we understand the importance of life skills, physical development and we encourage the children to master their whole environment. We communicate all the time about the children to ensure we are all doing the best for them and welcome parents with an open door policy so they too feel very much a part of their child's learning.

Statutory guidance We make sure keep up to date with all guidance, understand it and implement it thoughtfully; we reflect on our practice and put in place actions and measures that make sure, we all work together to achieve best practice for our children. If were unsure something works we rethink it again. Ideas and thoughts are discussed with reflection, improvements are put in place, observations of the children are carried out and then evaluation followed by more reflection and more observations continue daily.

On the basis of your evaluation, what are your priorities for

improvement? 1) We keep, keep, thinking how we could have free flow to outdoors,

it's not geographically possible. Another inhibiting factor is the 3 hour work cycle. We have changed our day to maximise the use of the outdoors for the children. We tell parents how our day operates, so they can tailor the environment to suit their needs, for their child. We are now outdoors every day from 12.30pm – 3pm. The Best of both worlds approach. Occasionally we go out all morning, too.

2) Help our parents, help their children:

Achieve and enjoy Bring out the best in the staff to maximise the opportunities for the children. Communicate well with parents to make sure we're all doing our best. We help parents to realise they will achieve everything with time and time they have lots of, so don't rush them to achieve, especially in any one area, a child needs to thrive in all areas of learning.

Feel safe Keep everything achievable for the children, only change what needs changing, keep materials (only changing the contents), timings and rules constant. Regular conversations among staff with the children, to help them feel safer and with parents to help them feel their child is safe.

Adopt healthy lifestyles We role model good practice and we hide our own discomfort in the adverse weather and encourage lots of activity in doors and out, children are completely free to move and learn very early, self-care, blowing noses etc... We offer advice about lunches (healthy eating) and welcome parents to come in and look at other lunches and get ideas. We have competitive sports day, where they can all achieve at something. The environment is a totally free flow one, children can develop to their full physical potential and perfect all their movements, whilst learning a new skill.

Make a positive contribution children share their achievements through the portfolio's and website photos. We encourage them to share with their parents/guardians, what they have achieved with our open door policy. We have wall displays and notices up early so parents have plenty of time to plan attending events such as parents evenings etc... Children are encouraged through positive language and behaviour role modelling to see the world in a positive light, to see themselves and their peers positively.

Develop skills for the future. We are their foundation for life, we encourage parents to believe in us, we're not wacky and different, we welcome them in to see how it works and educate our parents as part of the process. If they see the simplicity of it and understand it, they will value their child's time with us more and put in place skills their child has learnt at home too. A child is constantly striving to be free of the adult and do for themselves what they can, every little thing we do is a foundation for life.

3) Promote: Independent which means we're not tied to a school, so we are only concerned about doing our best in this phase. Parents are under constant pressure to worry about the next phase, what school etc..? If they don't go to the nursery they won't get a place. I think parents should have rights to enjoy each phase, and schools should be encouraged to value the child's needs, not pressure the parents. The effect is more and more people think by splitting settings their child, will settle better at school. This is a pressure coming from schools parents don't need and we're not convinced benefits the child. Hope to find out more.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Section 4. Outcomes for children in the early years provision

In this section you should take a critical look at the outcomes for children attending your provision. In particular do children achieve well and enjoy their learning; feel safe; know and understand how to lead a healthy lifestyle; take on responsibilities and play a part in the setting and wider community and develop skills for the future? You are asked to evaluate each of the five outcomes before evaluating the outcomes for children overall.

Refer to *Early years self-evaluation form guidance* pages 12–14.

b) The extent to which children achieve and enjoy their learning

Evaluation

Achieve well and enjoy their learning: They choose what they want to do, so they enjoy it more, when they enjoy and repeat they learn. When they have mastered a skill, they move on to the next thing to aid their natural development, only returning to something they have mastered to build confidence, so they achieve all the time. We facilitate their learning and evidence is in their Portfolio's and abilities.

Feel Safe: The staff are a constant; we do not have a high turn-over of staff. The room layout is organised and remains constant, only the contents change as development requires. We introduce the language of feelings so they are equipped To tell us how they feel. We explain where 'scary' animals are native to, so we won't see them in England. We base everything in reality until they are 6 years of age as they are not ready for fantasy or understand the difference, fully between the two.

Know and understand how to lead healthy life styles:

Healthy lunch box policy; no sweets, no crisps, advise parents healthy choices, steer clear of marketing gimmicks, are they healthy? Do they teach them life skills for example 'Squeezy' yogurts inhibit mastering a spoon, crisps are not of any benefit etc...

Homeopath available for dietary and wellness advise.

We have a strict policy on illness to protect the children in our setting. We send children home if they appear unwell.

We maintain high levels of hygiene and self-care is taught from day one.

Physically both in-doors and outdoors encourage lots of movement. Observation provides early intervention on difficulties as it is obvious if a child is having difficulties, with a task. We role model healthy lifestyles.

Community: We welcome good relations with other agencies and prospective schools. We have a community's notice board; where families can advertise their business etc... We introduce parents to each other... We have a parents name list to make name remembering easier. When relatives collect a child we invite them in to see what we have been doing. We have three events a year where families can come in and have fun with us; a Nativity, Easter Songs and Sports Day. We put information up early to ensure they can make it. We have regular parents evening and do Ad hock appointment for parents who didn't make it, with a valid reason.

Develop skills for the future: Our whole practical life area is for just this purpose- life skill, the whole nursery is a foundation for their future. Our self-care and care of environment helps them become caring citizens. The society they naturally form a part of helps them to become responsible within social situations and equipped to deal with those that are not. We help them in areas they struggle so they become rounded with our holistic approach they may thrive in one area or several but they will not have shortcomings in other areas if we can help it. Independence is fostered all the way though.

Outcomes for children are:

Outstanding	Yes
Good	
Satisfactory	
Inadequate	

c) The extent to which children feel safe

Evaluation

the extent to which children behave in ways that are safe for themselves and others

Children are taught to care for themselves, others and their environment. If a child drops materials another will go to help them, if that child doesn't need much help they will help a little, they are much better judges of the amount of help needed, than we are as adults.

Children are encouraged to respect another child's area of work, waling round mats, sitting beside a friend nicely.

Children are very vocal if someone isn't following the right path, as they see it should be, firstly telling the child and if that doesn't work approaching an adult.

children's understanding of dangers and how to stay safe

Children are practiced in fire drills but more importantly, we tell them why we do certain things as they arise, so they learn the importance of being safe. We give them more freedoms as they show more responsibility. Those that cannot master their freedoms, have less responsibility until they can, for example a child running up and down, would be asked not to, role modelled good practice, left to be free and reminded and then if it happens again, told to come be with us and explained to why we don't run, then we remind and keep going. When a child bangs into something that's a good time to discuss why it happened with a few children that are showing concern.

the extent to which children show that they feel safe and are confident to confide in adults at the setting

The environment is theirs, they tell each other before coming to us, it's not a 'tell tailing' environment, they come to us and we may suggest something that equips them to deal with it another way, we may intervene, we definatly make sure it is resolved. Things resolve themselves much better if it comes from the child not an adult imposed solution.

Outcomes for children are:

Outstanding	Yes
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Good	
Satisfactory	
Inadequate	

d) The extent to which children adopt healthy lifestyles

Evaluation

The extent to which children understand and adopt healthy habits such as good hygiene practices

Care of self is taught from day one; washing hands, blowing their nose, etc...

Signs are up to help remind and we prompt lots.

Children are encouraged to wash hands after playing outdoors and before eating.

Grace and courtesy is also encouraged; catch your cough, etc...

Children are encouraged to wipe up their own spills.

Children are encouraged to wash up their boards, cups and knives.

The extent to which children are active and understand the benefits of physical activity

Children appreciate being able to move freely we have very little frustration or tantrum shown in our environment.

Children appear relaxed by the outdoors noticeably when they return to class they are calmer.

We're not sure they understand the benefits of physical activity , they verbalise their enjoyment of an activity. We try to explain and role model.

The extent to which children make healthy choices about what they eat and drink

We only have healthy choices available for snack, with occasional birthday cakes.

Drinks available are milk and water both healthy options (at all times).

Lunch we encourage sandwiches first, talk about what in the lunch box is healthy positively, make sure anything un healthy is left till last and preferably not eaten, ask parents not to put large amounts of unhealthy food in etc... preferably not at all explain of no benefit, suggest alternatives.

Materials such as books are available to facilitate this.

Outcomes for children are:

Outstanding	Yes
Good	

Satisfactory	
Inadequate	

e) The extent to which children make a positive contribution

Evaluation

Children's enjoyment of and attitudes towards learning, including their desire to participate, willingness to make choices

Children naturally want to learn they have an inbuilt desire to learn. We changed the timing of the day so the children could come in and find something to do right away, this gives less chance for boredom whilst waiting for children to arrive. Everything in the room is for them and they are never deterred from looking at anything even if it may appear beyond them. They're desire to learn is obvious in their spontaneous activity. Everything is set up to give them choices, in the start they may be a little nervous, as they see the other children accomplish they try for themselves, they are always observing each other until they are ready to have a go.

How well children behave, join in, cooperate and share with each other

All children appear to join the group easily, if we come together as a large group, we help those that need help, by encouraging them. Turn taking or sharing and co-operation is fostered through the materials only having one of everything. The way we work fosters co-operation, they have to cooperate by working with the rules of the classroom and each other. They have to care for the environment, leave things as they would like to find them. It is very obvious by observation if someone isn't behaving by the rules of the classroom and their peers remind them. We have a no interruptions ethos so concentration can be built and a positive language policy.

How well children make friends, respect each other and tolerate each other's differences

Children are encouraged to communicate to each other, express their needs. There are lots of built in respects in a Montessori classroom respect of others, environment, materials, space, etc.... differences by allowing it to be okay to be different, to not have learnt what you have learnt, to want to do something their way etc. Being positive and embracing differences, not pointing them out but explaining why they might be, when necessary.

The extent to which children respond to the expectations of those who work with them

By having realistic expectations based upon observations and reflections you can remove difficulties before they happen. Children respond brilliantly because it creates harmony. They see it works. It's not just adults that work with them it's their peers and they thrive upon the ability to work out things together. They have realistic expectations of themselves because very they only try something they think they can achieve, possibly by seeing adults or a peer doing it first.

Children's ability to make appropriate choices and decisions

Every moment is a choice or a decision by the child. They have lots of freedom in choice and make all their own decisions, except for the timing of the day.

Outcomes for children are:

Outstanding	Yes
Good	
Satisfactory	
Inadequate	

f) The extent to which children develop skills for the future

Evaluation

Children’s skills in communicating, literacy, numeracy and progress in developing information and communication technology

Each step is a foundation for future learning & practical life teaches the skills required for life, lays the foundation for reading and writing and trains the muscles and eye. Children are free to communicate and encouraged to communicate, books are a large part of our classroom, children develop a love of reading and are encouraged by being read to and to look at books on their own. A large part of the sensorial area lays a foundation for language naming and giving a concrete example of a description. Also a lot of equipment works in tens in this area ready for the decimal system. So with good foundations there ready for the step upon step process in language, numbers and the cultural materials.

The extent to which children are active, inquisitive and independent learners

They follow their own learning curve striving onwards when each skill is mastered, returning to an old piece to show a peer or build confidence for the next stage.

Children’s developing ability to solve problems

All the sensorial materials are self-correcting so we don’t have to communicate failings and they work it out for themselves less demoralising. Each piece of material is a problem to be solved (has a learning purpose)

The extent to which children’s understanding of the wider world is demonstrated through their play

Sensorial gives the language and ability to imagine what is not there in their immediate environment. Their language shows the breadth of their experience. Outdoors their ability to participate shows how much experience they have had. With cooking their ability shows how much experience they have had. All materials encourage play and occasionally you see some imagination used in the way they use the materials, or more often through their verbalisations.

Outcomes for children are:

Outstanding	Yes
Good	

Satisfactory	
Inadequate	

g) Outcomes for children in the Early Years Foundation Stage

Taking into consideration your evaluation of the individual outcomes for children, identify how good outcomes are for children overall given their starting points. Think about your priorities for improving outcomes for children and make sure these are captured in the priorities for the quality of your provision.

Overall, the outcomes for children are:

Outstanding	Yes
Good	
Satisfactory	
Inadequate	

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:

- embed ambition and drive improvement
- deploy your resources
- promote equality and diversity
- safeguard children
- use self-evaluation to promote improvement
- work in partnership with parents and others

If you are a childminder, you should consider how the questions in this section relate to the organisation of 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) The effectiveness of leadership and management in embedding ambition and driving improvement

Consider your vision for the setting and how you communicate this to staff, parents and children. An evaluation of how well you deliver your vision by embedding your ambition and prioritising what improvements you make contributes towards how effectively the setting is led and managed.

Refer to *Early years self-evaluation form guidance* pages 14–15.

Evaluation

have a strong vision for the setting, embed ambition and drive improvement

We are reflective Practitioners; Constantly reflecting and evaluating our practice, daily, weekly, termly, annually and with each child that brings a new dynamic. We would like to maintain an outstanding nursery for the children, with a Montessori Ethos but also welcoming other theories that may work well with Montessori, for example forest school.

deploy your resources

There is a very strong order to the environment that takes understanding to get right. We simplify things as much as possible for new staff and as their confidence and experience grows they manage more. We deploy our staff to suit the children’s needs indoors and outdoors. The children are also encouraged to spread out and use all resources. We have to maintain staff qualification ratios so always this affects our choice of staff.

promote equality and diversity

We provide equality of opportunity through the diversity of our setting. The vertical grouping really helps facilitate the diversity in our setting.

safeguard children

Common sense/Experience + Training (guidance and legislation) = policies and procedures implemented followed by reflection and reviews. Also provide good clear channels of communication.

use self-evaluation to promote improvement

SEF

Parents views

Children’s actions and views

Staff ideas/ experiences

Training

All brought together to keep the environment evolving.

work in partnership with parents and others.

Welcome meetings – see the setting offer as many visits as they may need

Settling in days – a few settling in days if necessary for parents and children together or a child of two if the parent wishes, on their own.

Time to understand their needs for their child and how we will meet them.

Portfolio – view anytime (for extended family too)

Parents evenings

Open door policy (for extended family too)

Events (for extended family too)

Others: as needed for the benefit of the child or the parent’s needs.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	

Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

i) The effectiveness with which your setting deploys resources

Consider how well you use and manage your available resources, including any staff you deploy.

Refer to *Early years self-evaluation form guidance* on page 15

Evaluation

The progress children make in relation to their starting points

Record cards that are simple for staff to use and post it notes to each other to express a child's needs at that particular moment in time.

The suitability and availability of resources

Resources are suitable for the stages of the children or removed. Materials are also removed if they get broken. If we lack resources we research and implement new ones.

How effectively resources are managed and used

We are very fortunate to have a lot of resources built up over the years that are revamped from time to time and still offer valuable learning experiences, mainly Montessori, if not meeting Montessori values. We use ESPO/Internet/advertising and training to keep up to date.

How effectively the staff are deployed and the impact of their professional development

We rotate by area (this is a little by stage too) this means each member of staff brings their own qualities to an area. The children benefit from different approaches. Safety is a priority in the deployment of staff. If the main room isn't working to well we alternate our positions two to practical life and sensorial just observed for example. We can also deploy staff inside and out, so sometimes during the morning, one member of staff, takes a group of children out to the play area etc... still in ratio or lower. Also in the afternoons, children sometimes want to be indoors so one member of staff can go in, within ratios or under.

The quality of the environment and how effectively the provider uses space within the provision

The Montessori 3 hour work cycle is covered in the whole of the indoor area, making use of all space. We lunch mainly in practical life sometimes spilling over to sensorial area.

The providers commitment to sustainability

It has become increasingly difficult to sustain the nursery, with more and more parents waiting until funding kicks in, and less children being able to afford as many days, in the current financial crisis, affecting the world. Children are noticeably splitting between us and a cheaper, more local to them, alternatives. We are independent and I don't feel we get much support from our local sure start centre as they are very much attached to their school nursery. People without transport cannot get to us. We have changed our hours to help mums that work. Very few of our parents want day care, but find the longer days beneficial, when working from home etc... Our staff like being part time and are happy to go up and down in days as needed, those wanting and needing more get first choice, but never over someone qualified or more experienced.

We keep our standards and expectations high and up to date with training. We keep our website up to date and welcome other agencies, to promote ourselves to the wider public. We advertise by posters and advertising cards locally, through existing parents and staff.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

j) The effectiveness with which the setting promotes equality and diversity

Consider how effectively you promote the progress and development of all children attending the setting and how active you are in promoting equality of opportunity and tackling unlawful discrimination.

Refer to *Early years self-evaluation form guidance* pages 15–16

Evaluation

The progress and development of the different groups of children attending the setting, for example, minority ethnic groups, looked after children, children with special educational needs and/or disabilities, and of other groups even though the amount of children may be small in number

We work hard to progress all children, they also learn from each other, if a child has more need, they may get more, on a particular day, for a few days but never at the cost of anyone else who needs help. Extra work would be put in place out of hours to facilitate extra needs, during the sessions all children receive help as needed. We have very long meetings with parents and get to know them verbally and through registration documents, to make sure we are aware what they expect for their child. Also once a child is attending we may have questions raised, so we discuss with parents how they would like us to approach a situation or incident.

The extent to which the setting promotes children's understanding of differences

We explain differences, if the need arises. Differences can be a child that takes a little longer, if that is accepted by staff the children accept it better. People's rights to be different are accepted, in a positive way, children work out most things for themselves, through discussion and positive examples. Montessori uses a mother and baby photo or picture as an example of a person native to a different continent, We explain skin colour by proximity to the sun. The pictures, objects, animals, stories and music explain the continents very well so children's understanding is positive, vast and accepting without effort to point out differences. If a child had English as an additional language, we would research and ask parents for help too, we would buy an own continent map if the child was from another continent, if the parents wanted us to promote the difference. We ask all parents if they are happy with traditional nativity before putting it in, and at Easter we promote other religions through our songs if there are different religions within our community.

The emphasis the setting gives to processes and provision to promote equality and eliminate unlawful and/or unfair discrimination, and ensure that stereotypical views are challenged

Equality is promoted, we do have Richard fixing things but the females also fix things, so the children see it's not just a man that can fix things. We have policies and procedures in place, read and training to keep us up to date with current legislation and make sure we implement it. All staff have regular staff meetings to discuss difficulties that occur so incidents are never discussed in ear shot of a child, either at the end of the session or weekly.

The effectiveness of staff training in equality and diversity

All of the above is part of their training and we help each other through discussion. Extra reading is put in place if a child has a medical condition, behaviour or cultural difference for adults and materials for children. Making materials makes you think about how you promote/accept a difference, good training for staff.

Maria Montessori believed in Human Rights its part of our training and philosophy.

How the setting manages incidents and complaints

We have very few complaints, most are verbal misunderstandings, we discuss at first point with whom the parent chooses. If the parent isn't happy with the outcome they are aware to speak to the Manager, or if the member of staff is unsure too, they are referred to the manager. If the parents are still not happy they speak to the owners. Some go directly to Fiona as she is available a lot during drop offs or pick-ups and very occasionally, she refers people back to the manager.

Complaints can be made by verbally, by phone and via the website there is a policy and procedure in place for this along with Ofsted's number. We also give out Ofsted's number and LADO's number along with a policy and procedure, for if the complaint is about abuse. Parents are given guidance through our policies and procedures and notice boards via leaflets to help them in any process where they may feel they want to be more discreet. If they want our help we are available through our open door policy and trained to be discreet. If the complaint is about another child we are discreet and explain how we are going to implement action if any, or what we would do, that we will observe and we also make sure we follow through till all parties are happy. Fiona is very supportive and reassuring if a staff member finds difficulties with a parent and offers advice and the manager and others can too. Staff rotation helps if there is a difficulty too, more perspective.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

k) The effectiveness of safeguarding

Consider how well you safeguard the children in your care through effective recruitment process, child protection policies and procedures, training staff and teaching children to be safe. You may have already recorded the evidence for this question in other sections of the form such as staying safe and the quality of the provision. You do not need to repeat what you have already done, but you may find it helpful to cross reference your evidence here.

Refer to *Early years self-evaluation form guidance* page 16–17.

Evaluation

Have clear policies, strategies and procedures to ensure the safeguarding and welfare of children and meets the required duties

Policies and procedures are implemented, reviewed with legislation, incident or training and a copy is kept in the setting and on our website. A notice board sign reiterates this to the parents.

Have established clear management responsibilities in relation to child protection including relevant designated staff

We have a designated person and this is clearly stated in the policy and procedures also on our notice board. The designated person is up to date with training and current legislation and filters information through to both Fiona and the other staff. Designated staff are trained up to date with a Designated person course.

Monitor and evaluate the effectiveness of your policies and practices, including complaint procedures

We haven't had any incidents to evaluate; we evaluate our policies and procedures as above.

Ensure the suitability and qualification of all adults looking after children or having unsupervised access to them

Safer recruitment training undertaken by manager and procedures put in place for safer recruitment also policies and procedures updated, job description, reference request, application form also put in place, CRB and enhanced CRBs carried out. No unsupervised access if not CRB checked and even when there is we all monitor each other.

Take reasonable steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe

Conduct effective risk assessments and take action to manage or eliminate risks

Equipment risks are managed daily, we remove damage or broken equipment immediately and it is mended out of hours or replaced, equipment that may appear to be misused or not working for a child is also accessed and possibly removed. We manage risk visually and through risk assessments to make us focus on the hazards annually.

Ensure adults know and understand child protection/safeguarding issues and how to implement procedures

Training in house, requests for outdoor training as they come up emailed through to staff as a prompt. Through discussion and reading available.

Maintain records required for safe and efficient management of the early years provision and to meet all children's needs

We have records for every child with relevant information and policy and procedures in place to explain how those records will be used. Training and discussion and policies and procedures ensure staff know what to do if an incident occurs.

Promote partnership working with parents and others to safeguard children

Through having clear policies and procedures, advice and as incidents occur, through discussion. Also at the welcome meeting.

Help children to keep themselves safe, including encouraging children to adopt safe and responsible practices

We provide them with manageable risks, We have clear rules. We teach correct use of real objects and their purpose. Role play, discussion and activities.

Take effective steps to promote children's good health and well-being, including those to prevent the spread of infection and those taken when children are ill.

We have a sickness and illness policy and we have a sickness and illness guidelines on our notice board stating the required number of hours a child should be excluded from the setting, if at all. We ask are they well if they feel a little unsettled or not very happy at drop off point, upon discussion with parents they are sent straight back home, if it transpires they are unwell. If a child becomes ill during the session they are segregated from the other children, supervised and monitored at all times and parents are called to pick them up, or further contacts if they're not available. Children are given the opportunity to discuss at this point why a child is unwell, and they need to be quiet and leave them alone etc....

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

I) The effectiveness of the setting’s self-evaluation, including the steps taken to promote improvement

Consider how your processes for self-evaluation contribute to your self-knowledge, your priorities for improvement and your capacity for continuous improvement.

Refer to *Early years self-evaluation form guidance* page 17–18.

Evaluation

How effectively any recommendations and actions raised at the previous inspection have been tackled in terms of improved outcomes for children.

We were asked to develop further the systems for including parents and children in the self-evaluation process.

We spend a lot more time at first entry meeting discussing parent's needs for their child, we welcome parents to settle their children in and listen to their individual requirements/reasons/wishes for their child. We alter materials to suit children's interest using our all about me form, a new form implemented to find out more about the child.

The inspector personally asked Julie to review how the timings of the day would lead to better use of the outdoor area, and whether it would be possible to have whole days outdoors, occasionally. This has been put in place occasionally, but we require more feedback from parents about whether they would forgo a morning with the Montessori equipment to be outdoors. We have changed the timings of the day so children spend less time managing clothing and more time outdoors. They now go out and stay out rather than come in to be ready for parents and parents collect them from the play area, giving them more time another ten min's approx. Those children staying have been saved a lot of time going in and back out again.

Whether improvements to promote equality and inclusion have had a beneficial impact for all children the extent to which improvements have had a positive impact on the overall quality of the early years provision and the outcomes for children.

We don't have a very diverse group of children because possibly, we are not very well promoted by the sure start centre locally, as well as the setting they are attached to, so were losing children before we have a chance to get them. We are rural so lack of transport rules out families without transport. We have advertised well, updated our website, we had an open day, run a poster campaign to try and reach a more diverse area. We mostly work on word of mouth so parents approach us for friends possibly with difficulties or concerns and we advise them to get in touch, or pass on good advice, hoping they will get in touch. We have made ourselves known to the health visitors and sure start centres to reach all children, and because were outstanding those on a CAF from the age of two.

How effectively any recommendations and actions raised at the previous inspection have been tackled in terms of improved outcomes for children

Hopefully by reflecting on how we serve our community we will reach and help more children's outcomes. We changed our opening times before our last inspection. We have offered flexibility in collection and pick up times to help parents with difficulties. We reflect on promoting greater use of the outdoor, by no matter the weather trying to get out and making it enjoyable when we do. We have set up alternative materials outdoors such as sewing, Lots of gardening, reading making this a time to widen their opportunities. Do all those things we would like to make time for during the morning.

Whether improvements to promote equality and inclusion have had a beneficial impact for all children

The number of children attending has increased, so there are wider opportunities to socialise, and a different range of experiences to learn from. Getting to know other agencies and being welcoming may widen contacts for the future. Taking the time to explain how we work to health visitors etc... may help them to explain what we do better if they are asked, for those parents that don't have experience of Montessori or a computer.

The extent to which improvements have had a positive impact on the overall quality of the early years provision and the outcomes for children.

Explaining at an early stage our aims, what we do has helped parents to work better with us and us to work better with them and their child, promoting a team effort, an approachable practice and better outcomes for their children, our aim is for them to thrive because they continue to be independent, encouraged and if parents believe in us they will have more days/sessions we will have more time to do a good job.

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	Yes
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

m) The effectiveness of partnerships

Consider how well you work in partnership with others, such as other settings children may attend, or another professional who is working with a child. Try to explain the impact of the partnership working.

Refer to *Early years self-evaluation form guidance* page 18.

Evaluation

Liaise with external agencies or services to ensure a child gets the support he or she needs

Since our last inspection the manager has undergone CAF Training, eCAF training and worked with a child on a protection plan. Also a course for integrated working, run by the CAF team. We liaised so well with the child's child-minder, social services, the doctor and the LADO we managed to prove the child was still being neglected and added emotional abuse, a very difficult thing to prove, with our observations and arguing the child's case at a core meeting.

Even when we were not being supported and others appeared to brush under the carpet, we remained true to our training and standards we would want for a child. We have taken a positive approach to reporting concerns to future schools/nurseries, if we didn't have enough to raise with the LADO but we wanted the schools to be aware if they had any further concerns.

Liaise with other providers delivering the Early Years Foundation Stage for a child or group of children to ensure progression and continuity of learning and care.

We have tried to promote one setting as we don't think it's particularly beneficial to do Montessori in a half-hearted way, the children need lots of opportunities to repeat, in their learning and the fewer sessions they do lessen the opportunities. We explain this better at the start, where we are working with other settings we have had one child minder take us up on an invite to visit us. One home school book set up which only we completed. We have sent on very honest tracking documents and reports so those continuing with the EYFS with the children in reception have a good understanding of exactly where they are and who they are, what they are interested in, their strengths, their difficulties what makes them tick.

On all training courses the new manager has been on with other providers we have found this very beneficial in understanding how we could improve. Looking at what we do from a different perspective.

Management Course outcome – team work, raised standards in qualifications understood how to handle a management change where the present manager works with you afterwards. Better atmosphere working environment improves outcomes for children.

CAF, eCAF, designated person in safe guarding, safer recruitment- Better understanding of the importance of being honest and working together as much as possible even if other fail and implementing good training improving staff knowledge and outcomes for children.

EYFS training/let them be two – better understanding of what we should be aiming for to improve outcomes for children.

Anti-bullying/ dyspraxia Course – continual professional development – setting higher standards improving outcomes.

Montessori introduction course attended by all has raised standards, brought us together as a team and improved outcomes for children also sparked an interest in further education for those that were not sure.

Trying to be positive and raise awareness improves outcomes for children.

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

n) The effectiveness of the setting’s engagement with parents and carers

Consider how well you communicate and engage with parents and carers and take account of their views. You may have already recorded the evidence for this question in other sections of the form such as Section 2. You do not need to repeat this but you may find it helpful to cross reference the evidence you have already recorded that relates to how well you engage with parents and carers.

Refer to *Early years self-evaluation form guidance* page 18.

Evaluation

The extent to which you seek and act on parents and carers and children's views

We always act upon parents views; we changed our sports day to meet the needs of six parents whom would not have otherwise been able to come. We returned our nativity to the barn at the request of a parent, who had had four children go through our nursery and said it wasn't the same in doors. If children ask to do something in the morning and were running out of time we meet their needs in the afternoon. The afternoon sessions are very much run on a few suggestions, child's choice basis. Children were struggling to sit and listen in circle time at the end of the session, so we now do individual spontaneous groups or take time outside and the children choose much more freely to take part or not to.

The extent to which parents and carers are provided with good quality information about the early years provision

We have a notice board up with information, how we achieve it by photos and guidance. We have our policies and procedures implemented in accordance with it, available in setting and on the website. Relevant info is put on a notice board or in the 'Parents information' basket. Website is updated in accordance with Training and Guidance. We verbally disseminate information. We explain some bits to children so hopefully they pass on, why we keep them safe for example, and welcome children sharing experiences with parents, showing the materials or their portfolios.

How parents and carers are informed about their children's achievements and progress

A good explanation of our aims, all about me form as a start point of understanding the foundation stage. Portfolios, record cards, verbal dissemination of achievements. Parents evenings, Photos and information on our website. Photo displays around the room. Invited to watch them practice a new skill.

The extent in which parents and carers are encouraged to share what they know about their child, particularly when the child first starts to attend

We invite parents to always attend the setting so we get to know them and their child, the needs and the aims for their child, also so they understand what we will try and achieve and how, explain how we work together for the best for their child. Impart website information, guidance, reading lists, specialisms, etc.... If a parent has a skill welcome them to share with the children. Settling in days offered with the parents so they have a very good understanding of what we do, how we do it and why, and we get to know how they would do it, and why. We get to know them they get to know us and relationships become more approachable both ways.

Opportunities to encourage parents and carers to be involved in supporting their children's learning and development.

We invite parents to read development matters and the parents info on EYFS website, as a background to how their child learns and the guidelines we follow. We invite parents to see portfolios so they can share positive experiences. We verbalise achievements so they can continue to practice at home, or see where their child's presents interest are. Parents evenings, notice board and website so they see exactly what they have been doing. We put out Montessori magazines full of good advice and activities for parents to take home and read.

We put our aims up on a notice board and the website so they can share the aim in what they do at home, for example topic work, letters of the week or National Trust 50 things to do before 11 ³/₄

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

o) The effectiveness of leadership and management in the Early Years Foundation Stage

Consider your evaluation of aspects h–n and how these contribute to the effectiveness of your leadership and management. Think about your priorities for improving leadership and management and record these below.

Refer to *Early years self-evaluation form guidance* page 19–20.

On the basis of your evaluation, what are your priorities for improvement?

The commitment with which leaders and managers at all levels make explicit their vision for the setting's continuous improvement

Fiona Peter and the Manager have regular discussions about how to improve the setting. Fiona and Peter have been very supportive in always putting the needs of the children and their families first. Fiona and Peter have welcomed continuous professional development at the cost of the nursery, when funding has become much less available from the government.

Fiona and Peter have supported all purchase/training required to bring the nursery up to date with the EYFS guidelines,

Our main aim is to appeal to more people/ be better advertised and promoted, so we can reach and help improve the lives of more children.

Also to continue with professional development of staff so standards are kept high.

Fiona has always led with a children first paperwork later approach, the children always come first.

Fiona takes the time each day to verbalise thought and feelings both ways so the management feel supported and she is fully aware of every body's needs always offering good advice.

Fiona has made herself available at drop off and pick-ups to maintain good relations with families.

The extent to which the vision is shared by all adults working within the setting the extent to which plans for the future will improve outcomes for all children

The manager verbalises her wishes and aims to get everyone onside, she tries to operate by being approachable so they can make suggestions, being flexible so they can be themselves and have their own ideas and use their initiative and relaxed so they can have time to reflect themselves on what they are doing and what they can do better and more importantly improve the outcomes of the children. The paperwork has been massively cleared out and simplified so that it is less and easier to understand, useful, up to date and clear to follow.

The record cards provide the children with individual learning targets, they are not enforced in a precise way, we don't expect anything other than to all do our best each day, to meet the child's individual learning goals. We write post it notes to each other so the next person knows exactly what the child has been doing, and have a simple triangle system, followed by highlighter when mastered.

The quality of targets being set and whether steps for improvement and key priorities are realistic but challenging

The targets being set are simple 6 observations during a term per child; a photo, a narrative, a drawing, a photo etc... individual curriculum followed. Afternoons used as part of the children's opportunities for experience.

Staff encouraged in the planning of afternoons based on the mornings events, ideas read, thoughts etc...

Paperwork – read and everyone up to date

Training – accessed and kept up to date

The extent to which systems for tracking, monitoring and analysing the impact changes have on the setting and individual children are implemented

If paperwork is not purposeful it has been removed. The record cards have been bought in line with development matters, not so we tick every box, but so every child achieves in all areas. We reflect on Montessori and have a good understanding of EYFS guidelines through the cards now, rather than just being Montessori and not necessarily having a clear cross over to see if a child is reaching suggested targets for their age/stage, if you are not so well trained in both. In doing so, making everyone responsible not just the more experienced staff, sharing the learning of each child and the understanding of what we can achieve.

The extent to which leaders and managers tackle key priorities, secure consistency by rigorously checking how well plans and policies are implemented and review and adjust plans and priorities in light of changing circumstances

Every time the manager has new training, policies and procedures are reviewed, working documents and practice, staff are reviewed for training requirements and training is suggested or carried out in house. If a child brings a new set of circumstances policies and procedures are reviewed, materials are reviewed; staff are reviewed for training requirements. etc.....

Almost immediately changes are put in place reflected upon evaluated and possibly changed again.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Section 6. The overall effectiveness of the early years provision

The central question is '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 we want you to gather these aspects together to consider the judgement below and tell us how good your practice is.

Refer to *Early years self-evaluation form guidance* page 20–22.

p) The capacity of the provision to maintain continuous improvement?

Consider how your vision for the setting and your self-evaluation contributes to continuous improvement. Evaluate your progress since registration or your last inspection and the impact of any recommendations, actions or other improvements you have made. You may have already recorded evidence for this elsewhere in the form under leadership and management. You do not need to repeat this but may find it helpful to cross reference the evidence you have already recorded. Make sure you have added any priorities you identify for improvement in the leadership and management section.

Evaluation

How well the needs of all children are routinely met through recognising the uniqueness of each child

Everything is about the individual the way we approach things, our philosophy and daily and routinely we access their needs through observation. Children can work individually as much as they wish or as a group as long as everything they do is purposeful. We don't in any of our record cards have stages or ages, so we don't become too focussed on these as part of their achievements. We just respect the fact they will achieve one day, we are in no rush, we don't tick a box until something is fully mastered and we don't jump on to the next thing one achievement may be massive, and enough for that child that day. Our rights and responsibilities ensure children are respected at all times whatever their needs may be. A child could be tired or need a little more snack than usual. Etc,,, our aim is to nurture and facilitate not dictate.

How the setting supports every child so that no group or individual is disadvantaged

We have a no interruption rule which prevents a child's concentration being broken. We have mats to clearly define an area of work to each other and every child. We don't interrupt children working in another 'adults' area, or another adult. If a child has a little need however small and another child has difficulty understanding their need we explain it, so it is a positive reflection and the child's difference or need may be embraced better. We support them all individually giving extra support to those that need it most on that day as observed. No one loses out on the benefit of working with an adult but lots gain from not having the learning impacted by poor behaviour or a child having a difficult day.

Whether all children make progress in their learning and development

Children make massive progress in their learning, always at their own pace, they love learning naturally we just do our best to make sure every opportunity is seized and embraced.

How well children's welfare is promoted, including the effectiveness of safeguarding procedures

We had our most difficult time getting children and parents to understand a child that behaved differently because of his home life (Protection plan in place) without breaking confidentiality. We explained it in a way to the children that, that child had not yet learned how to behave like they should, and we must all work together to help that child understand and show him/her how to behave. How much fun being kind and making friends can be, we changed the routine so a lot of time was spent outside because the child's stress levels would be reduced and things would get better quicker, so everyone's learning would be better. Parents saw their children making friends with the child and their worries were lessened. We in this instance had to improve one child's behaviour to protect all other children. Safer recruitment course bought about awareness and changes in policy procedure and working documents as did the designated person changes.

Whether partnerships in the wider context are used to promote good quality education and care

We try to build relationships with the sure start centres by dropping in and putting up their information at our setting. We have invited both our local health visitors to view our setting. We liaise with local schools. We welcome work experience students promoting a quality in child care, a useful experience that may inspire them. We take on advice from the County council, training from anywhere we think is good, not just Montessori or just council we access lots of training companies. We always welcome people to visit, from the child care sector.

The extent to which planning for improvement, including processes of self-evaluation, is effective

Improvement aims are talked about, reflected upon, put in place, followed by reflection followed by evaluation daily, weekly, termly and annually.

Improvements made since the last inspection, where applicable

Understanding of child protection plans, core groups

Understanding of the need for training

Understanding of better partnerships with parents

Massive de clutter of storage/ equipment / supplies and made safer for movement by staff.

Massive de clutter of paperwork – updated/ simplified/ cleared out/ reviewed

Team rebuilt almost from scratch as everyone found their new positions in the group

Changed the layout of the room to facilitate better staff observation of area and more purposeful learning.

Changed the record card to facilitate staffs understanding of how child learn.

My practice is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

q) How well does the setting meet the needs of children in the Early Years Foundation Stage?

This is about your overall effectiveness, taking into account your evaluation of all aspects of your practice, outcomes for children, identified priorities for improvement and the grades you have awarded yourself.

Any further comments you wish to include

How well the needs of all children are routinely met through recognising the uniqueness of each child.

Daily through observation

How the setting supports every child so that no group or individual is disadvantaged

Help the ones that need it most

Whether all children make progress in their learning and development

Massive progress made, through their self-directed learning and direction or encouragement where needed.

How well children's welfare is promoted, including the effectiveness of safeguarding procedures

That's first and for most if they don't feel safe they won't learn.

Whether partnerships in the wider context are used to promote good quality education and care

We try not always reciprocated

The extent to which planning for improvement, including processes of self-evaluation, is effective

We do this any way, this form just makes you focus on areas. Montessorians are naturally reflective; hence as part of our training we are encouraged to read 'The Reflective Practitioner'. It's part of our philosophy, we are encouraged to reflect upon every little detail.

Improvements made since the last inspection, where applicable

Simplification of guidance, paperwork, routines, training, policies and procedures for all staff, so they have better understanding of why, how and when, where, etc., so they can relax, reflect, initiate and have a better quality time with the children/parents, all leading to better outcomes.

The overall effectiveness of my provision in meeting the needs of the children is:

Outstanding: my practice is exemplary	Yes
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	

Part C: information about compliance with statutory requirements

Please complete the table on the following pages which is a summary of the statutory requirements.

Refer to *Early years self-evaluation form guidance* page 23–25 and Annex C page 30.

To assist you we have numbered the general legal requirements and included the pages to refer to in the May 2008 edition of the EYFS framework.²

Learning and development requirements pages 11–18	Fully in place	Partly in place	Not in place
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 5. Pages 12–16	Yes		
LD 2: The educational programmes – the matters, skills and processes that are required to be taught to young children. Pages 12–16	Yes		
LD 3: The assessment arrangements – the arrangements for assessing young children to ascertain their achievements. Pages 16–18	Yes		
Action			

² www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.

Welfare requirements Pages 19–40	Fully in place	Partly in place	Not in place
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	Yes		
W1.2: The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. Pages 26–27	Yes		
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	Yes		
W2: Suitable people W2.1: Adults looking after children, or having unsupervised access to them, must be suitable to do so. Pages 29–30	Yes		
W2.1: Adults looking after children must have appropriate qualifications, training, skills and knowledge. Page 31	Yes		
W2.3: Staffing arrangements must be organised to ensure safety and to meet the needs of the children. Page 32	Yes		
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	Yes		

<p>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</p>	<p>Yes</p>		
<p>W5: Documentation and reporting. 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</p>	<p>Yes</p>		
<p>Action</p>			