

Inspection and Self-Evaluation Framework

## Effective Practice and Self-Evaluation Questions for Pre-School

January 2017

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ETI: Promoting Improvement in the Interest of all Learners



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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# **INSPECTION AND SELF-EVALUATION FRAMEWORK 2017**

## **The Inspection and Self-Evaluation Framework**

The Inspection and Self-Evaluation Framework (ISEF) is effective from January 2017 and is common to all phases inspected by the Education and Training Inspectorate (ETI). Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific.

## **Purpose and rationale of the Inspection and Self-Evaluation Framework**

In 2003 the ETI published Together Towards Improvement (TTI) as a resource to support schools in the process of self-evaluation and to provide transparency in the inspection process by the publication of key indicators. A similar resource was developed, Improving Quality: Raising Standards (IQ:RS), to support the self-evaluation process in colleges of further education and work-based learning. Following several reviews of both publications, from January 2017, TTI and IQ:RS are being replaced by the ISEF. This update is in response to the changing educational landscape, new government strategies, technological advances, worldwide research and development in how children and young people learn, and has been made in consultation with key stakeholders.

## **Inspection and reflection**

The ETI has developed the ISEF to provide a more holistic overview of the key aspects of education and training at all stages from early years through to further education and work-based learning. In creating a common framework for inspection and self-evaluation the ETI is extending the principle of openness and transparency so that all stakeholders are working together to promote improvement for all learners. The key areas that influence most the quality of education provided to learners are the quality of leadership and management at all levels and the provision for learning and teaching which in turn impact on the outcomes for learners. The framework is designed to provide a balance of inspection and reflection on academic achievement but also the wider skills and dispositions that learners require to live and work in the world today. It is also designed to promote an inclusive learning environment where all learners have access to high quality provision. The safety of children and young people is paramount, therefore safeguarding/child protection is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education or training organisation.

## Application of the Framework

During inspection, the ETI team will use the inspection framework to evaluate the quality of the work of the organisation. All phases in education and training which are inspected by the ETI will use the same key elements during inspection. The principal or leader of the organisation will be aware of the application of the framework during inspection through his or her role as a representative<sup>1</sup>.

For the purposes of self-evaluation, the framework is designed to enable organisations, teams or individuals to initiate or continue the process of self-reflection leading to improvement; it should be used to provide a holistic approach to self-evaluation and not as an inflexible check-list. The underpinning phase specific characteristics of effective practice, and the self-evaluation questions, should enable the staff within an organisation to have in-depth professional discussions about specific aspects within the framework and stimulate challenge and debate about: the outcomes for learners; quality of provision; and leadership and management. The framework may also be used to support teams or individuals to reflect on their skills, knowledge and expertise to identify areas for further career-long professional development in pursuit of high quality learning and teaching. Importantly the framework may be used to ensure consistent high quality provision within organisations at important key transition points and ensure effective transitions for the learner from organisation to organisation within cluster or shared education arrangements.

As a result of the debate and challenge stimulated by the characteristics and the questions, the organisation, team or individual should be able to provide a summary of the strengths of the particular aspect under focus, identify areas that require further development and consider the actions that are necessary to continue the improvement process. It is not enough to confirm that actions have taken place but rather to assess the impact of the actions on the outcomes for learners. Therefore an important part of the evaluation process will be gathering qualitative or quantitative data as evidence of improvement that can be presented to the wider community and other stakeholders. This may include taking a wider, more inclusive and objective perspective to evaluation and necessitate consultation with learners, staff, parents, governors/management committees and other stakeholders.

Not all organisations are at the same stage of self-evaluation but the framework, characteristics of effective practice and self-evaluation questions will provide a generic model of reflection for those who are at the beginning of their evaluation journey as well as those organisations that are using well embedded procedures.

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<sup>1</sup> <https://www.etini.gov.uk/articles/role-representative>

INSPECTION AND SELF- EVALUATION FRAMEWORK					
Overall effectiveness					
Outcomes for Learners	PL	Quality of Provision	PL	Leadership and Management	PL
Standards attained	S/AFI	Quality of curriculum  including (breadth, balance and appropriateness)	S/AFI	Effectiveness and impact of the strategic leadership	S/AFI
Progression		Effectiveness of guidance and support in bringing about high quality individual learning experiences		Effectiveness and impact of the middle leadership	
Wider skills and dispositions/capabilities		Effectiveness and impact of planning, engagement/ teaching/training and assessment in promoting successful learning		Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process.	
Governance (for schools)	High degree of confidence		Confidence		Limited confidence
Care and Welfare	Level 1. C&W impacts positively on learning, teaching and outcomes for learners.			Level 2. C&W does not impact positively on one or more of learning, teaching and outcomes for learners.	
Safeguarding	Level 1: Reflects the guidance		Level 2: Reflects broadly the guidance		Level 3: Unsatisfactory

**Overall Effectiveness:**

The organisation has a high level of capacity for sustained improvement in the interest of all the learners.  
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.  
The organisation needs to address (an) important area (s) for improvement in the interest of all the learners.  
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

**Performance Levels:**

Outstanding  
Very good  
Good  
Important areas for improvement  
Requires significant improvement  
Requires urgent improvement

**Additional Terms Used:**

S Strengths  
AFI Area for improvement

## OUTCOMES FOR LEARNERS

### Standards attained

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the pre-school has raised attainment and/or maintained consistently high standards of attainment for children;</li> <li>the children acquire, develop and transfer their knowledge, skills and understanding across all of the areas of learning.</li> <li>the children make consistent progress in all areas of the curriculum commensurate with their abilities, stage of development and time of year, and in particular at key transition stages.</li> <li>the children are confident, take responsibility and initiate and engage in purposeful play;</li> <li>the children are personally and socially adept for stage of development;</li> <li>the children are happy, motivated and enthusiastic about learning;</li> <li>the behaviour of the children is excellent as they are fully engaged and focused on the activities provided;</li> <li>the children respond well to the adults, take a pride in their work, listen to and consider the ideas and wishes of others;</li> <li>the children can make choices and can express and develop their own ideas; and</li> <li>the children are inquisitive and confident in exploring new experiences and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Are the children actively and confidently engaged in their learning? How do we know they are well-motivated?</li> <li>How do we ensure that the children have opportunities to take increasing responsibility as they continue to progress in their achievements, skills and learning?</li> <li>Do the children play on a settled, productive and respectful manner?</li> <li>How well do the staff raise standards across all six areas of the curriculum?</li> <li>How do the staff share with each other and with the children their high expectations for the children?</li> <li>How does the evidence we have help us to ensure that our children are developing intellectually, socially, emotionally and physically?</li> </ul>

## OUTCOMES FOR LEARNERS

### Progression

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>• children are progressing in their learning and development;</li> <li>• children are developing increasingly their capacity as independent learners;</li> <li>• account is taken of the children's prior learning and it is built upon effectively;</li> <li>• skills and concepts are acquired systematically and there are well-planned opportunities for the children to transfer their learning across the six areas of learning;</li> <li>• there are well-developed approaches and strategies to support the children in progressing to the next stage of learning; and</li> <li>• there are procedures in place to ensure effective transitions at each stage of the children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the children learn at an appropriate pace? How do we know?</li> <li>• How are the children given opportunities to apply their skills and knowledge across the curriculum?</li> <li>• Do we use a broad enough range of evidence to ensure that children are making progress in line with their expectations?</li> <li>• Have we identified effectively those children requiring additional support with aspects of their learning/development? Do we provide an appropriate programme to meet their specific needs?</li> <li>• Do the staff discuss and agree why particular interventions are successful or not?</li> <li>• Do we provide adequate and accurate information at all key transition stages so that the children's learning pathway is unimpeded?</li> <li>• Do we know the underlying reasons why their behaviour is not appropriate? (What actions are being taken to support these children and their families?)</li> </ul>

## OUTCOMES FOR LEARNERS

### Wider skills and dispositions/capabilities

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>• children develop self-confidence and self-esteem through participating and contributing to a range of activities;</li> <li>• children demonstrate positive dispositions to learning appropriate to their stage of development, such as, taking personal responsibility for their learning, showing curiosity, respect, perseverance, determination and resourcefulness;</li> <li>• children are motivated, resilient and positively engaged in learning;</li> <li>• children are supported to manage their own emotions, personal conduct and interactions with others;</li> <li>• children feel safe, respected, nurtured; and</li> <li>• children demonstrate a strong sense of shared values and high expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Do we provide appropriate opportunities for the children to achieve in a range of activities?</li> <li>• How well do we recognise and value the personal achievements of all of the children?</li> <li>• Are children supported in a fair and equitable manner by all staff?</li> <li>• How is there consistency in the quality of provision for all the children?</li> <li>• Who are our most vulnerable groups or individuals in pre-school? Does our self-evaluation process identify a particular group that may require support with aspects of their learning and development, for example, newcomer children or poor attendees?</li> <li>• Is our induction process for children and staff effective? How do we know? Have we consulted those involved?</li> <li>• How do our working relationships with outside agencies impact on the children's outcomes and well-being?</li> </ul>

## QUALITY OF PROVISION

### Quality of the curriculum

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the pre-school curriculum meets all the children's personal, social, emotional and learning needs through high quality and play-based individual learning experiences;</li> <li>the provision across all six areas of learning are effective in producing worthwhile learning experiences;</li> <li>learning caters well to the range of the children's interests, strengths and needs so as to promote their growing independence and positive dispositions to learn;</li> <li>the pre-school curriculum promotes social inclusivity which ensures that all children achieve to their full potential;</li> <li>the special educational and additional needs of individual children are identified early and planned for accurately by the setting;</li> <li>the pre-school centre maintains effective links with parents and carers, other professionals and support agencies;</li> <li>children experience activities that are varied, challenging, progressive and make best use of the time available to promote all aspects of their learning and development;</li> <li>there is an appropriate development and integration of information and communication technology (ICT) resources into play-based learning;</li> <li>the staff engage in appropriate, continuing professional learning (CPL); and</li> <li>the staff are adhering fully to the Northern Ireland pre-school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>How do the staff plan the pre-school curriculum to ensure broad and balanced learning for each child and to promote continuity and steady progress in their development and learning?</li> <li>What understanding do the staff have of learning across the curriculum and how well does their understanding guide how they interact appropriately as adults to facilitate the children's learning?</li> <li>To what extent does the curriculum provide opportunities for progression in learning and also for transition into the next phase of learning?</li> <li>How well are the staff reducing barriers to learning and ensuring equity for all?</li> <li>How do the planned activities promote the development of all aspects by using both indoors and outdoors to the maximum potential to enhance learning?</li> <li>How well are the children's physical skills developed?</li> <li>How is the CPL disseminated and implemented to improve the children's learning experiences?</li> </ul>



## QUALITY OF PROVISION

### Effectiveness of guidance and support in bringing about high quality individual learning experiences

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the pre-school centre has a caring ethos and all staff have a strong commitment to the care and welfare of the children;</li> <li>the pastoral support is responsive to the needs of individual children, providing high quality interactions which address individual learning needs;</li> <li>there are clear and realistic personal learning plans compiled through appropriate consultation which are focused on addressing the areas for improvement and which are reviewed regularly;</li> <li>the children develop relevant personal and social skills to enable them to respond appropriately in different situations;</li> <li>the staff provide a safe, hygienic, secure and richly resourced learning environment;</li> <li>the children turn confidently to the staff and receive appropriate support and reassurance when needed; and</li> <li>the pre-school centre complies fully with comprehensive safeguarding practices which are quality assured, at least annually, through the ETI document 'Guidance for the evaluation of Child Protection and Safeguarding'.</li> </ul>	<ul style="list-style-type: none"> <li>How do we evaluate the practices and procedures we have in place for safeguarding and child protection and what cycle of review of policies and procedures do we have in place?</li> <li>In what ways is pastoral care integral to learning and development in our pre-school centre? How do the staff demonstrate their responsibility to the quality care and welfare of the children and how does this contribute to the learning outcomes for them?</li> <li>How do we know that safeguarding and child protection messages are understood appropriately by the children in our care?</li> <li>How do we know that our policies, procedures, and interventions ensure that the learning needs of every child in our pre-school centre are identified as early as possible and barriers to progress are reduced?</li> <li>How do the staff develop a collective responsibility for the well-being and progress of children with additional learning needs?</li> <li>How do we know our children's personal learning plans are effective and how do we involve them and their parents/carers in setting and evaluating targets?</li> </ul>

## QUALITY OF PROVISION

### Effectiveness and impact of planning, teaching and assessment in promoting successful learning

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the planning, observation and assessment reflects coherently the Northern Ireland pre-school curriculum and ensures progression in learning;</li> <li>the pre-school centre has clear, coherent, broad and balanced planning for all six areas of learning which identifies the learning inherent in the activities and promotes continuity for each child across all areas of learning;</li> <li>the intended learning has appropriate pace and challenge, encourages sustained purposeful play, builds confidence and values the children's contributions;</li> <li>routines maximise learning and establish good behaviour;</li> <li>the adults build upon the children's interests, needs and prior learning;</li> <li>the adults' interaction and engagement with the children promotes their language and thinking, and develops independence, confidence and decision-making;</li> <li>an agreed approach to observation and assessment of individuals is effectively and consistently implemented;</li> <li>the information gathered is collated clearly and coherently and informs planning for future learning;</li> <li>parents contribute to the children's records and respond to reports of progress through regular consultation with staff, and</li> <li>assessment information is passed in an appropriate way to the primary school, parents/carers and/or external agencies (if appropriate) to support transfer and transition.</li> </ul>	<ul style="list-style-type: none"> <li>How does our planning meet all the needs of the children? How do we know it is effective?</li> <li>How effective is our evaluation of planning in providing evidence of progress?</li> <li>How are the children's ideas and interests included in the planning process?</li> <li>Does the staff have a shared understanding and can they recognise effective interactions?</li> <li>How does the staff's questioning and verbal interactions enhance the children's language and learning and encourage their thinking?</li> <li>How well do we use assessment information to identify the learning needs of individual children?</li> <li>How meaningfully do we engage with parents/carers about their children's progress?</li> <li>How do our transition arrangements ensure that the children's prior learning is built upon?</li> </ul>

## LEADERSHIP AND MANAGEMENT

**Effectiveness and impact of the strategic leadership** *(in nursery unit, refers to primary school leadership)(in nursery school, refers to the nursery leadership)(in Voluntary/Private centres, refers to leader in charge)*

### Effective practice

#### Effective practice is demonstrated when:

- senior leaders (including management group members/governors) have a shared and coherent, regularly reviewed vision which is based on the organisation's values and aims, is child-centred and enables children to achieve high standards;
- senior leaders promote the key values of equality of opportunity and diversity;
- there are effective partnerships with parents and carers, external agencies and communities to reduce barriers to learning;
- there are clearly defined roles, responsibilities and functions to support the achievement of key strategic objectives agreed in the development plan to meet the curricular and pastoral needs of the children;
- senior leaders' expectations are underpinned by professional knowledge and understanding of the curriculum and (Voluntary/Private sector only) complies with the relevant DHHSPS Minimum Standards and address any recommendations from inspection reports (if applicable);
- senior leaders ensure arrangements for safeguarding are effective, reviewed regularly and reflect statutory requirements;
- senior leaders use staff appraisal and provide appropriate opportunities to identify and meet individual staff development needs; and
- senior leaders manage effectively the organisation's resources and accommodation and monitor their use to evaluate the impact on the outcomes for the children.

### Self-evaluation questions

- To what extent is the pre-school centre's community involved in the ongoing review of the vision, values and aims?
- What strategies translate vision, values and aims into daily practice within the pre-school centre?
- How do staff actively involve children and parents in the life and work of the setting?
- How are all staff involved in leading learning<sup>2</sup>?
- (Voluntary/Private sector only) How do we ensure that we meet the Minimum Standards? What evidence do we have to support this?
- How does staff development link effectively to development planning and how do we know it is improving outcomes for the children?
- How do we ensure that staff are appropriately qualified, trained and experienced and how do we know it is improving outcomes for the children?
- How does the leader and the management/governance acquire and use resources cost-effectively to improve outcomes for all the children?
- How does the management/governance monitor and evaluate the effectiveness of the leader?

<sup>2</sup> Learning Leaders: strategy for teacher professional learning. Department of Education 2016.

## LEADERSHIP AND MANAGEMENT

**Effectiveness and impact of the middle leadership** *(in voluntary/private centre, refers to the Early Years Specialist and in nursery unit, refers to the coordinator/teacher-in-charge)*

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>• middle leaders (nursery schools and units) or early years specialists (playgroups) are role models of leading learning;</li> <li>• middle leaders agree relevant priorities for improvement which are reflected in the development plan for the pre-school centre;</li> <li>• middle leaders develop and use (collegially) action plans as drivers for improvement which are informed by rigorous and regular self-evaluation and align well with the priorities of the development plan (targets in which are specific, measurable, attainable, relevant and time-bound (SMART));</li> <li>• middle leaders put in place rigorous systems for monitoring and evaluating the effectiveness of the work of staff within the areas of responsibility;</li> <li>• middle leaders ensure open lines of communication with leadership and management to discuss the advice and guidance provided by the Early Years Specialist (EYS) so as to ensure it leads to improvement;</li> <li>• ensure open lines of communication with the EYS to discuss the advice and guidance and ensure it leads to improvement in the children's learning;</li> <li>• middle leaders have evidence of the impact of professional learning on the outcomes for children; and</li> <li>• middle leaders ensure that there are opportunities to report to, and be accountable to, governors/management committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Do we have high enough expectations for children's progress and learning based on the requirements of the Northern Ireland pre-school curriculum guidance?</li> <li>• How effective is the leadership and management of curriculum development at all levels? (includes EYS support)</li> <li>• How do we know that adult interaction with the children is making the most of the learning inherent in planned activities?</li> <li>• How effective is our observation and assessment in ensuring children's knowledge and skills progress appropriately throughout the year?</li> <li>• How does staff training and development link effectively to the development plan and how do we know it is improving outcomes for the children?</li> <li>• Is the advice, guidance and support provided by the EYS specific to the needs of the organisation; is it targeted, measurable and value for money?</li> <li>• How do we monitor and evaluate the impact of the effectiveness of training and staff development?</li> </ul>

## LEADERSHIP AND MANAGEMENT

### Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process

Effective practice	Self-evaluation questions
<p><b>Effective practice in promoting improvement is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>• a culture of self-evaluation is well-established and the effective use of evidence underpins the focus on continuous improvement;</li> <li>• the development plan is devised and informed by appropriate consultation with parents/carers, staff and governors/management group;</li> <li>• the identified priorities in the development plan and associated action plans focus sharply on effecting improvement in the children's learning experiences and their progress and development;</li> <li>• the action plans indicate SMART targets which are evaluated and used to inform the next steps in development plans; and</li> <li>• the staff can demonstrate clear evidence of improvement based on actions taken as a result of self-evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Do we know what works and why? What evidence do we have of improvement in outcomes for children?</li> <li>• How does self-evaluation involve key members of the school community including parents/carers, children and relevant outside agencies?</li> <li>• What evidence do we have of improvement in outcomes for learners?</li> <li>• How do we audit provision and review progress regularly in the identified areas using relevant and accurate information and evidence?</li> <li>• What range of effective links and partnerships with external agencies and organisations provide enriching experiences for all the children and their families?</li> <li>• How do we know the impact of any additional resources, activities and staff development on the outcomes for the children?</li> </ul>

## GOVERNANCE(for Nursery Schools and Nursery Units) MANAGEMENT COMMITTEE (for Voluntary Playgroups and Day Care Centres)

### Governance

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the governors/management committee communicate widely the vision, ethos and strategic direction of the pre-school centre and ensure strong links with the parents/carers and local community;</li> <li>the governors/management committee are well informed about the effectiveness of the provision and the outcomes for the children;</li> <li>the governors/management committee support and challenge appropriately the pre-school centre's priorities for improvement;</li> <li>the governors/management committee access and implement training to assist them in fulfilling their roles and statutory duties e.g. recruitment and child protection /safeguarding<sup>3</sup> ;</li> <li>the governors/management committee access available external support and facilitate clustering with other pre-school centres; and</li> <li>the governors/management committee ensure the centre's financial and human resources are deployed effectively and in the interest of all the children.</li> </ul>	<ul style="list-style-type: none"> <li>How do we contribute to a shared strategic vision for continuous improvement?</li> <li>How do we agree and challenge the priorities in the development plan?</li> <li>How do we agree and monitor effectively the progress in addressing the priorities for improvement in the development plan?</li> <li>How do we ensure that we meet our statutory obligations and compliance matters?</li> <li>How do we monitor the curriculum and pastoral provision to ensure it meets well the needs of all the children?</li> <li>(Voluntary and Private) How do we ensure that the support and guidance of the EYS is effective in leading to improvement?</li> </ul>

<sup>3</sup> Education Authority Northern Ireland Governor Training Programme

## CARE AND WELFARE

### Care and welfare

Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>• there is a safe, secure and well-organised learning environment for all members of the pre-school community;</li> <li>• relationships are characterised by mutual respect, openness and trust;</li> <li>• all children are supported effectively to overcome barriers to learning and to realise their full potential;</li> <li>• good behaviour is promoted positively and consistently;</li> <li>• the effectiveness of the personal development programme and the preventative education curriculum is regularly reviewed to ensure it is flexible and responsive to the needs of the children;</li> <li>• the children and their families/carers are active contributors to the life and work of the pre-school centre and the local community; and</li> <li>• the pre-school centre works effectively with appropriate outside agencies to support the care and welfare of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we know that we provide a safe and secure environment for all members of the pre-school centre community?</li> <li>• How do we ensure that relationships are mutually respectful, open and trusting?</li> <li>• How do we ensure that all children are receiving the support needed to overcome potential barriers to learning?</li> <li>• How do we ensure that the personal development and preventative education pre-school curriculum is effective, flexible and responsive to the needs of the children?</li> <li>• How do we ensure that positive behaviour is positively and consistently promoted?</li> <li>• How do we ensure that the children and their families/carers are active contributors to the life and work of the pre-school centre and the local community?</li> <li>• How do we effectively address concerns raised by members of the pre-school centre and the wider community?</li> </ul>



SAFEGUARDING	
Safeguarding	
Effective practice	Self-evaluation questions
<p><b>Effective practice is demonstrated when:</b></p> <ul style="list-style-type: none"> <li>the children's behaviour indicates that they feel free from harm or abuse in the four areas: neglect, sexual, physical and emotional;</li> <li>the pre-school centre has and implements fully an appropriate safeguarding policy which is in line with the requirements of the relevant Department(s);</li> <li>the children, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children, young people and adults at risk;</li> <li>the staff monitor and assess the extent to which learners know how to keep themselves safe (including online) and how to seek help;</li> <li>the pre-school centre regularly carries out self-evaluation of its own child protection/safeguarding policy and practice, at least annually, using the phase-appropriate ETI safeguarding proforma;</li> <li>the pre-school centre regularly reviews policies, procedures and reporting arrangements: child protection/safeguarding; anti-bullying; behaviour management;</li> <li>the pre-school centre works with a range of external agencies to support safeguarding and child protection practices; and</li> <li>staff and governors/management committee regularly receive training including safeguarding and child protection.</li> </ul>	<ul style="list-style-type: none"> <li>Do we rigorously implement, on an annual basis, the ETI safeguarding proforma?</li> <li>How do we ensure that all requirements regarding child protection and safeguarding are in place and are effectively communicated to the pre-school centre community?</li> <li>How do we know that the appropriate actions resulting from risk assessments are being implemented?</li> <li>Are appropriate records being kept, in line with guidance from the relevant departments, of the vetting and training of staff and volunteers?</li> <li>How does the leader, including the management committee/governors, evaluate the quality and effectiveness of safeguarding?</li> <li>How is the leader or the person with overall responsibility for safeguarding accountable to the management committee/board of governors?</li> <li>How do we engage effectively with parents/carers when they raise a concern?</li> <li>How effectively do we engage with outside agencies?</li> </ul>



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Inspection and Self-Evaluation Framework

## **Effective Practice and Self-Evaluation Questions for Pre-School**

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