

Using the early years evaluation schedule

Guidance for inspectors of registered early years settings required to deliver the Early Years Foundation Stage

This document is intended for use during early years inspections carried out from September 2009. It has been amended to include the new and revised judgements introduced into the evaluation schedule. These amendments have been made to align early years inspections with the judgements made in the common evaluation schedule and to ensure that our Early Years Foundation Stage framework is aligned with that for inspecting schools which changes September 2009.

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Introduction

This document is intended for use during early years inspections carried out from September 2009. It has been amended to include the new and revised judgements introduced into the evaluation schedule. These amendments have been made to align early years inspections with the judgements made in the common evaluation schedule and to ensure that our Early Years Foundation Stage framework is aligned with that for inspecting schools which changes September 2009.

Evaluation schedule

- The Evaluation Schedule shown on page 7 sets out the judgements that inspectors will make during inspections from September 2009.
- Some supplementary guidance to help inspectors make individual outcome judgements, for example when very young babies are present or children who have little or no verbal communication skills, is included in Annex A of this document.

Grade descriptors and guidance

- In most cases, the grade descriptors require inspectors to weigh up the balance of evidence in a particular area and judge which descriptors (for outstanding, good, satisfactory, inadequate) best fit that evidence.
- Inspectors are required to consider the evidence from the whole evaluation schedule when making the overall effectiveness judgement.
- The grade descriptors and the associated outline guidance should be interpreted in the context of the particular setting being inspected. Inspectors will interpret grade descriptors in relation to children's age and stage of development.
- The outline guidance is not exhaustive but is intended to guide inspectors to the range and type of evidence they might collect.
- This document makes reference to the term 'leaders and managers' within the grade descriptors and associated guidance outline guidance. This term includes childminders as they lead their own provision. Where appropriate, any reference to staff may also relate to childminding assistants.

Complaints

- If a setting has cause for complaint about an inspection, the complaint procedures for routine inspections will be followed.

Glossary

Here is an explanation of some of the terms used in this guidance:

Adults

All those working with children who attend the setting. This includes staff in group settings and assistants who work with childminders.

Childminder

A person who is registered to look after one or more children, to whom they are not related, under the age of eight on domestic premises for reward and for a total of more than two hours in any day for at least one individual child. Childminders:

- care for children on domestic premises that are not the home of one of the children¹, or
- care for children from more than two families wholly or mainly in the home of one of the children, and
- work with no more than two other childminders or assistants.

Early Years Foundation Stage

The statutory framework for the education and welfare of children from birth to the 31 August following their fifth birthday. The Early Years Foundation Stage includes the requirements for the provision of young children's welfare, and learning and development, as well as good practice guidance. The Early Years Foundation Stage must be delivered by all schools and early years settings making provision for children from birth to the 31 August following their fifth birthday unless provision is exempt from registration. The Early Years Foundation Stage's website is www.standards.dcsf.gov.uk/eyfs.

Early years providers

Includes those who are registered on the Early Years Register to provide for children from birth to the 31 August following their fifth birthday; and maintained and independent schools providing for children of that age.

Early years provision

The provision for the learning, development and care of children from birth to the 31 August following their fifth birthday.

Early years settings

Childminders, day nurseries, playgroups, children's centres not deemed to be schools and any other type of childcare for which registration is due on the Early Years Register that provide for children from birth to the 31 August following their fifth birthday. For this purpose of this guidance, maintained and independent schools delivering the Early Years Foundation Stage are excluded.

¹ 'Domestic premises' means any premises that are wholly or mainly used as a private dwelling.

The purpose of inspections

Early years inspection provides an independent, external evaluation of the effectiveness of provision made for children during the Early Years Foundation Stage; birth to the 31 August following a child's fifth birthday. It is also designed to help settings to improve the quality of their provision.

The inspection findings will be reported to parents and made available nationally. The annual report of Her Majesty's Chief Inspector (HMCI) to Parliament on the quality and standards of early years provision in England is based on all regulatory and inspection activity conducted in the previous year.

The purpose of this guidance

It sets out:

- the early years evaluation schedule which shows what inspectors must evaluate and report on when inspecting early years settings required to deliver the Early Years Foundation Stage
- guidance for inspectors on what to take into account when making the judgements set out in the evaluation schedule.

It should not be used to inspect:

- early years provision in maintained and independent schools, or
- provision registered on the Childcare Register.

Separate inspection guidance can be found on Ofsted's website: www.ofsted.gov.uk.

Evaluation schedule (for use in inspections from September 2009)

Description of the setting/childminder

Inspectors must report on:

- the characteristics of the provision.

Section one

The overall effectiveness of the early years provision

Inspectors must evaluate and report on:

- how well the setting meets the needs of children in the Early Years Foundation Stage
- the capacity of the provision to maintain continuous improvement.

What steps need to be taken to improve provision further?

Inspectors must report on:

- any recommendations to improve the quality and standards of early years provision

and/or

- any action required to ensure that the requirements of the Early Years Foundation Stage are met

and/or

- whether Ofsted intends to take enforcement action in respect of the early years provision.

Section two

The leadership and management of the early years provision

Inspectors must evaluate and report on:

- the effectiveness of leadership and management in meeting the requirements of the Early Years Foundation Stage taking account of:
 - the effectiveness of embedding ambition and driving improvement.
 - the effectiveness with which the setting deploys resources

- the effectiveness with which the setting promotes equality and diversity
- the effectiveness of safeguarding
- the effectiveness of the setting’s self-evaluation
- the effectiveness of partnerships
- the effectiveness of the setting’s engagement with parents and carers.

The quality and standards of the early years provision

Inspectors must evaluate and report on:

- how effectively children in the Early Years Foundation Stage are helped to learn and develop, taking account of the learning and development requirements of the Early Years Foundation Stage
- how effectively the welfare of children in the Early Years Foundation Stage is promoted taking account of the general and specific welfare requirements of the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage

Inspectors must evaluate and report on:

- The extent to which children enjoy their learning and achieve well; feel safe; learn to lead healthy lifestyles; make a positive contribution; and develop their skills for the future.

The judgements at a glance

The early years evaluation schedule requires inspectors to make a number of judgements when inspecting registered early years settings delivering the Early Years Foundation Stage.

A summary of these judgements are set out below. Please note:

- in this guidance, the four judgements in red are referred to as key judgements; they are common to inspections of Early Years Foundation Stage provision wherever it occurs including early years provision in schools as well as in early years settings
- the judgements in plain text are referred to as supplementary judgements and are to be made in early years settings
- judgements are graded to a four-point scale, details of which are included in the summary.

The overall effectiveness of the early years provision

How well does the setting meet the needs of children in the Early Years Foundation Stage?
The capacity of the provision to maintain continuous improvement.

Leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage
The effectiveness of leadership and management in embedding ambition and driving improvement
The effectiveness with which the setting deploys resources
The effectiveness with which the setting promotes equality and diversity
The effectiveness of safeguarding
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement
The effectiveness of partnerships
The effectiveness of the setting's engagement with parents and carers

The quality of the provision in the Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage
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The extent to which children achieve and enjoy their learning

The extent to which children feel safe
--

The extent to which children adopt healthy lifestyles

The extent to which children make a positive contribution

The extent to which children develop skills for the future
--

Descriptors and guidance

When using the criteria, inspectors will need to apply their professional knowledge and experience about the age and stage of development of children.

Outcomes for children in the Early Years Foundation Stage

Inspectors should evaluate:

- the extent to which children enjoy their learning and achieve well; feel safe; learn to lead healthy lifestyles; make a positive contribution; and develop their skills for the future.

Outline guidance

- Inspectors make this judgement **after** making the judgements on the five outcome areas.

Outcomes for children in the Early Years Foundation Stage: grade descriptors

Outstanding (1)	For most children, the outcomes are at least good and the majority of outcomes are outstanding. Children are eager to attend and make significant gains in their learning. They have consistently good and often excellent levels of achievement and most children demonstrate outstanding progress in developing the skills that will help them in the future. Children play a dynamic role in their learning and wherever possible, offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. Relationships are very strong at all levels, and children respect and tolerate each other's differences. All children show that they are developing a very good understanding of how to keep themselves safe and healthy. They demonstrate exceptionally positive behaviour and high levels of self-control. Older and more able children say they feel safe at the setting/school. Children are confident to share concerns with their key person/childminder or other adults at the setting/school.
Good (2)	Most children, including those with learning difficulties and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities

	and take responsibility for choosing what they do. They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.
Satisfactory (3)	Overall, children make sound progress in their learning, although this may be stronger in some areas of learning. Most children are broadly content, settled and willingly take part in activities. They make some choices about the activities they engage in and, on occasion, share responsibility for decisions. Children know and comply with safety, health and care routines. Most show they usually feel safe when at the setting/childminder, and this is supported by parents' views. Children understand that unacceptable behaviour may put others at risk of harm. They generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders.
Inadequate (4)	<ul style="list-style-type: none"> ■ The goals that children reach within the educational programmes are not high enough when set against their capabilities and starting points. As a result, a significant number do not make sufficient gains across the areas of learning and/or particular groups of pupils underachieve significantly <p>or</p> <ul style="list-style-type: none"> ■ Children do not show enthusiasm for learning and some are reluctant to engage; they may remain unsettled and spend much of their time with little purpose, gaining little confidence and self-assurance. Some children are isolated or integrate poorly and are unable to work and play effectively either independently or with others. Arguments over resources, or disputes about sharing, may lead to aggressive behaviour which puts themselves and others at risk. They are not developing the social and learning skills that will equip them well enough for the future.

The extent to which children achieve and enjoy their learning

This judgement takes account of children's achievements and the quality of learning and progress for all children including those with learning difficulties and disabilities.

Inspectors should evaluate:

- the quality of children's learning and their progress towards the early learning goals.

Outline guidance

Inspectors should take account of the following:

- how well children learn and develop in relation to their starting points and capabilities
- the extent to which children enjoy their learning
- the extent to which children are active learners, creative and think critically
- whether progress in particular areas of learning and development is consistently better than any other area or falls below others
- how well children are able to work independently
- whether the progress of particular groups (or individuals) is consistently better than or lower than others.

The extent to which children achieve and enjoy their learning: grade descriptors

Outstanding (1)	This is likely to be outstanding when all children, including babies, make significant gains in their learning. Their individual progress is consistently good and often excellent in relation to their capabilities and starting points.
Good (2)	This is likely to be good when all children, including babies, make good progress in their learning in relation to their capabilities and starting points. Some may make very good progress.
Satisfactory (3)	<ul style="list-style-type: none"> ■ This is likely to be satisfactory when children’s and babies’ achievement is average in relation to their capabilities and starting points. Some children may make good progress in relation to their capabilities and starting points. However, this may be variable among some individuals or groups of children <p>Or</p> <ul style="list-style-type: none"> ■ Children and babies may achieve well in most aspects of their learning. However, their progress in specific areas may be less well developed.
Inadequate (4)	This is likely to be inadequate when children and babies generally, or particular groups of children and babies, fail to make sufficient progress in relation to their individual starting points and capabilities.

The extent to which children feel safe

Inspectors should evaluate:

- how safe children are and feel in the setting, including their understanding of issues relating to safety.

Outline guidance

Inspectors should take account of:

- the extent to which children behave in ways that are safe for themselves and others
- children's understanding of dangers and how to stay safe
- the extent to which children show that they feel safe and are confident to confide in adults at the setting/school.

The extent to which children feel safe: grade descriptors

<p>Outstanding (1)</p>	<p>All children show a strong sense of security and feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. Their understanding of safety issues and how they demonstrate this is exceptional. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. The high quality adult interaction and exemplary organisation of routines help babies and very young children to gain an exceptionally strong sense of security.</p>
<p>Good (2)</p>	<p>Children are secure and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the setting.</p>
<p>Satisfactory (3)</p>	<p>Most children are developing a sense of how to stay safe within the setting. Some children will use their initiative and take responsibility for their own safety, however most require prompting by adults. Overall, babies and very young children are starting to develop a sense of security and confidence within the setting due to generally good interaction.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Children have little understanding and awareness of safety issues, which poses a significant risk to their own and others safety <p>and/or</p> <ul style="list-style-type: none"> ■ Children show a lack of understanding about rules and boundaries, which impacts on their ability to stay safe within the setting

	<p>and/or</p> <ul style="list-style-type: none"> ■ Children receive little attention and direction from adults working with them, which impacts on their ability to understand how to behave within the setting. Consequently, children’s safety is compromised <p>and/or</p> <ul style="list-style-type: none"> ■ Babies and very young children do not settle easily and may be distressed. They do not gain a sense of security within the setting because routines do not focus sufficiently on their individual needs.
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The extent to which children adopt healthy lifestyles

Inspectors should evaluate:

- the extent to which children know and understand how to lead a healthy lifestyle.

Outline guidance

Inspectors should take account of:

- the extent to which children understand and adopt healthy habits such as good hygiene practices
- the extent to which children are active and understand the benefits of physical activity
- the extent to which children make healthy choices about what they eat and drink.

The extent to which children adopt healthy lifestyles: grade descriptors

Outstanding (1)	All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating and make healthy choices at snack and meal times. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out and gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children have ownership of their health and well-being and demonstrate they are well informed about healthy living. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard.
Good	Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the

(2)	importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met.
Satisfactory (3)	Children are beginning to show an understanding about healthy lifestyles. They follow appropriate personal hygiene routines, although sometimes need prompting by adults. Some children, although not all, show an understanding about the importance of regular exercise and they enjoy opportunities to engage in physical activities, both indoors and out. Overall, babies and very young children's health, physical and dietary needs are adequately met.
Inadequate (4)	<ul style="list-style-type: none"> ■ Children have little or no understanding about what contributes to a healthy lifestyle <p>and/or</p> <ul style="list-style-type: none"> ■ Children have few opportunities to engage in physical activities on a regular basis and are not helped to understand the benefits of regular exercise and the importance of a healthy diet <p>and/or</p> <ul style="list-style-type: none"> ■ Children are not helped to understand the importance of adopting healthy habits and hygiene practices, which compromises their ability to keep themselves safe and healthy <p>and/or</p> <ul style="list-style-type: none"> ■ Babies and very young children appear fractious, tired and unsettled because adults fail to meet their health, physical and dietary requirements to a satisfactory standard.

The extent to which children make a positive contribution

Inspectors should evaluate:

- the extent to which children take on responsibilities and play a part in the setting and wider community.

Outline guidance

Inspectors should take account of the following:

- children's enjoyment of and attitudes towards learning, including their desire to participate, willingness to make choices
- how well children behave, join in, cooperate and share with each other
- how well children make friends, *respect each other* and accept each other's differences

- the extent to which children respond to the expectations of those who work with them
- children's ability to make appropriate choices and decisions.

The extent to which children make a positive contribution: grade descriptors

<p>Outstanding (1)</p>	<p>All children, including babies, show an extremely strong sense of security and belonging within the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. Children display extremely high levels of confidence and self-esteem. They work exceptionally well independently and with their peers showing excellent negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity. Their behaviour is exemplary and children begin to show an excellent awareness of responsibility within the setting.</p>
<p>Good (2)</p>	<p>Most children, including babies, display a strong sense of belonging and security within the setting and all appear settled and happy. They are confident showing good levels of self-esteem and build strong relationships within the setting, with both adults and their peers. Children take initiative working well independently as well as collaborating and co-operating with their peers. Children show a good understanding of diversity engaging in a good range of activities and experiences to help support this. Their behaviour is very good and children are beginning to show a good awareness of responsibility within the setting.</p>
<p>Satisfactory (3)</p>	<p>Children and babies are secure in the setting and most are beginning to display a strong sense of belonging. They are happy and settled and generally display confidence and self-esteem. Children are beginning to form positive relationships and most are developing skills working independently as well as alongside their peers. They are beginning to gain an understanding about diversity through activities and experiences they participate in. Overall, most children's behaviour is satisfactory.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Children and babies may be passive or have little confidence and self-assurance within the setting. They rarely work or play effectively either independently or with others <p>and/or</p> <ul style="list-style-type: none"> ■ Children's behaviour may be extremely poor because they are left to their own devices with insufficient adult attention and support to help them make progress. This is likely to impact on relationships within the setting. Babies are not beginning to learn behaviour boundaries <p>and/or</p> <ul style="list-style-type: none"> ■ Children and babies may remain unsettled within the setting and spend much of their time with little purpose. They may be passive, make few choices and decisions and do not appear to

	build relationships with children or adults. They show little confidence and self-esteem.
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The extent to which children develop skills for the future

Inspectors should evaluate:

- children's ability to apply skills appropriate to their age in communicating, literacy, numeracy and information and communication technology
- the extent to which children are prepared for transition from the setting to school

Outline guidance

Inspectors should take into account:

- children's skills in communicating, literacy, numeracy and progress in developing information and communication technology skills
- the extent to which children are active, inquisitive and independent learners
- children's developing ability to solve problems
- the extent to which children's understanding of the wider world is demonstrated through their play

The extent to which children develop skills for the future: grade descriptors

Outstanding (1)	This is likely to be outstanding when children's progress in specific aspects of the curriculum, such as communication, numeracy and development in information and communication skills are exceptionally good. Children work extremely well independently using their own initiative and develop excellent skills in working alongside their peers. They play a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners. Children show a very good awareness of themselves in relation to their place in society and are well equipped with fundamental skills they can use to extend their learning. Babies are beginning to develop excellent early skills and are exploring their surroundings with great interest becoming active and inquisitive learners.
Good (2)	Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. They play and work alongside their peers successfully understanding the need to co-operate and resolve situations by themselves. Children play well independently becoming active, curious and inquisitive learners. They develop a good understanding of the wider world and most children are

	very well equipped with the skills they need in order to secure future learning. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest.
Satisfactory (3)	Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. They are beginning to develop co-operation skills and negotiate with their peers when working alongside them. Children make some choices about their learning and show an interest asking questions about things around them. They show some understanding of the society in which they live and the wider world. Overall, most children generally secure the skills they require in order to progress in their learning. Babies are generally beginning to learn early skills to support future learning. They show an interest in their surroundings.
Inadequate (4)	<ul style="list-style-type: none"> ■ Children make insufficient progress in communicating, literacy, numeracy and skills relating to information and communication technology <p>and/or</p> <ul style="list-style-type: none"> ■ Children fail to work together with their peers. They show little ability to negotiate and solve problems and do not play an active role in their learning <p>and/or</p> <ul style="list-style-type: none"> ■ Children's understanding of the wider world is limited and they fail to secure the skills they require in order to move to the next phase in their learning <p>and/or</p> <ul style="list-style-type: none"> ■ Babies are not helped to develop early fundamental skills, which secure their future learning. They show little or no interest in their surroundings and do not appear actively engaged in their early learning.

The quality of provision in the Early Years Foundation Stage

Inspectors should evaluate:

- how well children are helped to learn and develop
- how effectively children's welfare is promoted.

Outline guidance

Inspectors should take account of the following:

- how well the adults *support learning and development*
- the quality of the *learning environment* both indoors and outdoors
- the quality of *planning* for individuals to ensure that each child is offered an enjoyable and challenging experience across the areas of learning
- how well information from *observation and assessment* is used to plan activities that are tailored to the needs and abilities of individuals
- how well additional learning and/or development needs are identified and provided for
- the extent to which there is planned, purposeful *play and exploration*, both in and out of doors, with a balance of adult-led and child-led activities that fosters *active learning*
- the steps taken by the *key people* to safeguard and promote the welfare of the children and how well adults teach children about *keeping safe*
- how *good health and well-being* are encouraged and whether necessary steps are taken to prevent the spread of infection, and whether appropriate action is taken when children are ill
- how effectively children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

The quality of provision in the Early Years Foundation Stage: grade descriptors

<p>Outstanding (1)</p>	<p>The provision is at least good in all major aspects and is exemplary in most. A highly stimulating and welcoming environment fully reflects the children's backgrounds and the wider community. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained, is used very effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. Inspirational and innovative teaching motivates children. Adults consistently give the highest priority to safeguarding all children. Children's health, safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice that are individual to the setting. Practitioners are highly skilled and sensitive in their management of children and their behaviour. Relationships are excellent.</p>
<p>Good (2)</p>	<p>Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. An interesting, well-equipped, and welcoming environment successfully reflects most children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. All adults are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well. There are effective partnerships with parents/carers, other agencies and providers.</p>
<p>Satisfactory (3)</p>	<p>The provision is satisfactory in all major aspects, and may be good in some. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They use a reasonable range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage children. Observation and assessments and their use in planning are satisfactory, and generally consistent in quality. Adults generally manage children and their behaviour appropriately. They provide a secure environment which reflects the children's backgrounds and some sections of the wider community. Relationships are secure. Adults work sufficiently well with parents/carers and external agencies to meet the needs of the majority of children. Policies and procedures are adequate. Where outdoor play space is not regularly accessible, effective alternatives are planned.</p>

<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Adults' knowledge of the learning and development and/or welfare requirements and guidance is inadequate and the specific requirements² which have a significant impact on children are not met. This may be because systems are weak and some records, policies or procedures are missing or out of date. Staff are insufficiently vigilant to protect children's safety and well-being <p>and/or</p> ■ Adults do not have a clear enough understanding of the children's needs because observations are not frequent or accurate enough to monitor children's progress, and to plan appropriate activities <p>and/or</p> ■ Some individuals and/or groups of children, such as those with learning difficulties and/or disabilities, are not sufficiently well supported and integrated; this may be because partnerships with parents and external agencies are not sufficiently well developed.
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² As set out in the *Statutory Framework for the Early Years Foundation Stage*.

The effectiveness of leadership and management of the Early Years Foundation Stage

Inspectors should evaluate:

- how well children are safeguarded
- how well the setting engages with users and works in partnership with parents/carers and others
- the extent to which there is an ambitious vision and clear priorities for improvement that are driven by effective systems for self evaluation
- how consistently policies and procedures are implemented to promote equality and eliminate discrimination
- the extent to which there is effective and efficient use of resources.

Outline guidance

Inspectors should make this judgement after making the supplementary judgements that reflect the overall quality of leadership and management. In particular inspectors must reflect on the judgements for safeguarding and equality and diversity which limit the overall judgement for leadership and management; and the judgement *for embedding ambition and driving improvement*, which is a determining factor in making the judgement about *capacity to improve*.

Inspectors should take into account:

- the maintenance of records and implementation of policies and procedures required for the safe and efficient management of the Early Years Foundation Stage and for ensuring that children are safeguarded and their needs are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- the quality and effectiveness of risk assessments and actions taken to manage or eliminate risks
- how effectively and efficiently *available resources*, including training are *used and managed* to meet the needs of children and to achieve high-quality outcomes
- how effectively adults communicate an ambitious vision and *strive for improvement* to provide high quality care and education

- how effectively provision and outcomes are monitored through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- the extent to which *inclusive practice* is promoted so that all children's welfare needs are met and all achieve as well as they can
- how effectively *links with parents/carers*, other providers, services, employers and others promote the integration of care, education and any extended services.

The effectiveness of leadership and management of the Early Years Foundation Stage: grade descriptors

<p>Outstanding (1)</p>	<p>Leadership and management are at least good in all aspects and are exemplary in most, especially safeguarding. Those in charge have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. They have a clear and achievable plan for self-evaluation. This supports continuous improvement that staff, children and their parents have been involved in developing and taking forward. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for continuous improvement. All children's needs are exceptionally well met through highly effective partnerships between staff, parents and their children, external agencies and other providers. Leaders and managers make exceptionally good use of resources, including training opportunities, to meet the needs of the children. There are no breaches of <i>specific requirements</i>³.</p>
<p>Good (2)</p>	<p>Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision. Resources are well deployed, including any extended services, to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Effective links exist with parents/carers and other agencies and providers. If there is a breach of the <i>specific requirements</i>⁴ it is minor, and has no impact on the safety and well-being of children.</p>
<p>Satisfactory (3)</p>	<p>No major aspects of leadership and management are inadequate, and some may be good, as shown by their impact on the children. Areas of weakness</p>

³ As set out in the *Statutory Framework for the Early Years Foundation Stage*.

⁴ As set out in the *Statutory Framework for the Early Years Foundation Stage*.

	<p>have been identified and those in charge demonstrate the capacity to tackle them effectively. The deployment of resources and training opportunities is satisfactory. Safeguarding procedures are secure and all the required checks have been carried out. The staff are suitably trained and know what action to take in the event of a safeguarding issue. Adults generally work well with parents, other settings and/or external agencies to meet the diverse needs of the children. Any breaches of <i>specific requirements</i> do not have a detrimental impact on the safety and well-being of children or on the extent to which the <i>overarching requirements</i>⁵ are met.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Leadership and management are inadequate if any one of the <i>overarching requirements</i>⁶ are not met. <p>or</p> <ul style="list-style-type: none"> ■ The quality of self-evaluation is inadequate and those in charge have too little impact. They are insufficiently focused on raising achievement and promoting the other outcomes and do not target the use of resources sufficiently well to bring about improvements. <p>or</p> <ul style="list-style-type: none"> ■ Links with parents/carers and/or others supporting children's care and education are not strong enough to ensure that individual needs are met. The views of others (e.g. children, parents, external partners) are rarely sought and, if they are, little is done to address the issues or concerns raised.

⁵ As set out in the *Statutory Framework for the Early Years Foundation Stage*.

⁶ As set out in the *Statutory Framework for the Early Years Foundation Stage*.

The effectiveness of leadership and management in embedding ambition and driving improvement

Inspectors should evaluate:

- how effectively leaders and managers communicate an ambitious vision for the setting
- how well leaders and managers at all levels drive and secure improvement.

Outline guidance

Inspectors should take account of the following:

- the commitment with which leaders and managers at all levels make explicit their vision for the settings continuous improvement
- 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 quality of targets being set and whether steps for improvement and key priorities are realistic but challenging
- the extent to which systems for tracking, monitoring and analysing the impact changes have on the setting and individual children are implemented
- 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.

The effectiveness of leadership and management in embedding ambition and driving improvement: grade descriptors

Outstanding (1)	Leaders and managers are exceptionally successful in inspiring the staff team to work towards meeting or sustaining ambitious targets. They have high expectations and set high standards which are embedded across all areas of practice. Morale is very high and belief in the setting's success runs through all levels of staff. Rigorous and extensive monitoring, analysis and self-challenge enable the setting to devise exceptionally well targeted plans. Actions taken by the setting are implemented with precision and managed thoroughly. As a result, outcomes in children's achievement and well-being for all children are good and some are exceptionally high.
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<p>Good (2)</p>	<p>Leaders and managers consistently communicate high expectations to staff about securing improvement. They stimulate the enthusiasm of staff and channel their efforts to good effect. Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to provision and outcomes. Planning is founded on robust evidence tackling key areas of weakness systematically and building on areas of strength. Target setting is realistic and challenging. Consequently, outcomes for children are good.</p>
<p>Satisfactory (3)</p>	<p>Leaders and managers are motivated to seek further improvement and are effective in focusing the settings efforts on priorities. They accurately monitor the progress and well-being of children and the quality of teaching and learning. Target setting is based on accurate assessment information but does not always provide sufficient challenge. The setting implements suitable plans aimed at improving areas of weakness. Outcomes for children are broadly satisfactory and improving.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Leaders and managers are not sufficiently ambitious about improving outcomes and/or are unable to motivate staff effectively <p>and/or</p> <ul style="list-style-type: none"> ■ The setting does not set targets effectively to improve outcomes for children <p>and/or</p> <ul style="list-style-type: none"> ■ Leaders and managers do not drive and secure improvement effectively because they lack relevant information about the settings performance and/or fail to use it to inform the settings direction <p>and/or</p> <ul style="list-style-type: none"> ■ Leaders and managers do not drive and secure improvement effectively because planning is weak and/or the implementation of policies or initiatives is inconsistent.

The effectiveness with which the setting deploys resources

Inspectors should evaluate:

- how efficiently and effectively the setting uses and manages its available resources to meet the needs of children.

Outline guidance

Inspectors should take account of the following:

- the progress children make in relation to their starting points
- the suitability and availability of resources
- how effectively resources are managed and used
- how effectively the staff are deployed and the impact of their professional development
- the quality of the environment and how effectively the provider uses space within the provision
- the provider's commitment to sustainability.

The effectiveness with which the setting deploys resources: grade descriptors

Outstanding (1)	Outcomes related to children's progress in relation to their starting points are at least good. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. The environment is conducive to learning and safe; it is managed very well and carefully looked after. The accommodation is well suited to its purpose. Children clearly benefit and thrive as a result of the setting they are in. The provider is taking well-considered steps to ensure resources and the environment are fully sustainable.
Good (2)	Outcomes related to children's progress in relation to their starting points are at least satisfactory. Resources are good, fit for purpose and able to support children's learning and development. The available resources are used well to achieve the planned goals in learning and development; outcomes are clearly attributable to good use of resources. The environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve well or their development is good as a result of the setting they are in. The provider is taking appropriate steps to ensure resources and the environment are

	sustainable.
Satisfactory (3)	Outcomes relating to children's progress in relation to their starting points are satisfactory for most children. The provider is able to demonstrate how they are supporting those children who are not yet making sufficient progress. Resources are adequate to support children's learning and development. However, they may not always be available, sufficient and of adequate quality. Planning and use of available resources are inconsistent, resulting in planned goals in learning and development not being achieved consistently enough. Although learning takes place, this is not necessarily attributable to the environment and conditions for which the provider has responsibility. Safety and care for the accommodation and environment are adequate. The accommodation is suitable. Most children's development is satisfactory as a result of the setting they are in. The provider is taking steps to ensure resources and the environment are sustainable.
Inadequate (4)	<ul style="list-style-type: none"> ■ Outcomes relating to children's progress in relation to their starting points are satisfactory at best, but are likely to be inadequate. Resources are not adequate to support children's learning and development. Resources, including the deployment of staff, may be good but are not used well or to good effect <p>and/or</p> <ul style="list-style-type: none"> ■ Availability of resources is poor and quality is variable. Poor staff deployment means that children do not receive adequate support in order to meet their individual needs and routines. Planning and use of available resources are either undeveloped or poor, resulting in planned goals in learning and development not being achieved consistently enough. The environment and conditions for which the provider has responsibility do not contribute enough to learning and development. Safety and care of the accommodation and environment are not adequate. The accommodation may be suitable at best. Children's progress as a result of the setting they are in is satisfactory at best. There is little or no planning to ensure resources and the environment are sustainable.

The effectiveness with which the setting promotes equality and diversity

This is a limiting judgement.

Inspectors should evaluate:

- how effectively a provider is narrowing the achievement gap
- how effectively a provider actively promotes equality of opportunity and tackles unlawful discrimination.

Inspectors are not testing compliance against equality legislation but judging the provider's practice and outcomes. Inspectors must be explicit on reporting on the performance and experience of the different groups and the effectiveness of processes that lead to good outcomes.

Outline guidance

Inspectors should take account of:

- the progress and development of the different groups of children attending the setting, for example, minority ethnic groups, looked after children, children with learning difficulties and/or disabilities, and of other groups even though the amount of children may be small in number
- the extent the setting has regard to the Human Rights Act through promoting children's understanding of differences
- the emphasis the setting gives to processes and provision to promote equality and human rights, eliminate unlawful and/ or unfair discrimination, and ensure that stereotypical views are challenged
- the effectiveness of staff training in equality and diversity
- how the setting manages incidents and complaints
- the extent to which the policies and procedures are available to and understood by parents and others and are effective and inclusive for those children who attend
- the extent in which the setting works in partnership with parents and others to meet every child's needs
- the way in which the needs of individual groups of children are being considered when planning activities. For example, boys and girls, those with learning difficulties and/or disabilities and those for whom English is an additional language

- the extent to which adults ensure the learning environment and resources are available to all children.

The effectiveness with which the setting promotes equality and diversity: grade descriptors

<p>Outstanding (1)</p>	<p>The provider places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. The setting effectively and actively promotes equality and diversity and tackles unfair discrimination. Adults are highly effective in ensuring that all children are well integrated and the development of all or nearly all children in relation to their starting points is at least good. They are highly successful in taking steps to close identified gaps in children’s achievements. Consequently, the outcomes for children and their experience are positive. Monitoring and evaluation are robust, which contribute to maintaining and improving the setting’s effectiveness.</p> <p>Adults have an exceptional knowledge of each child’s backgrounds and needs. They update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage.</p>
<p>Good (2)</p>	<p>Adults appropriately and actively promote equality and diversity and tackle unfair discrimination. The provider is improving outcomes for children and taking effective steps to close identified achievement gaps. The development of the majority of children in relation to their starting points is good. The setting has identified where further improvements can be made to overcome any remaining variations in children’s progress and it has good strategies to tackle them.</p> <p>Adults have a good knowledge of each child’s background and needs. They consider their own attitudes to people who are different to themselves, and ensure that their own knowledge about different cultures is up to date. They make the most of diversity to help children understand the society they live in, even in predominantly single-culture settings. They challenge negative behaviour such as discrimination, racism and harassment.</p> <p>Adults identify a child’s need for additional support as early as possible: they share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs.</p>
<p>Satisfactory (3)</p>	<p>Practice is at least satisfactory in all major aspects and may be good in some respects. The provider adequately promotes equality and diversity and tackles unfair discrimination. There is some improvement in areas where the setting has targeted its actions. Outcomes for individual children are improving and adults take suitable steps to close identified achievement gaps. However, these measures are not sufficiently established in delivering results consistently. The development of children, including those from vulnerable groups, in relation to their starting points is</p>

	<p>at least satisfactory.</p> <p>Levels of engagement with each child and their family are adequate but more could be done to overcome barriers to children's involvement and achievement.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Practice is not sufficiently inclusive. Some individuals or groups of children, such as boys or those from traveller communities, refugees, or those with learning difficulties and/or disabilities are not fully supported and integrated. As a result they underachieve and do not enjoy their learning <p>and/or</p> <ul style="list-style-type: none"> ■ Adults are ineffective in identifying and addressing differences in children's achievements. They make insufficient attempts to engage with all children and their families and to overcome barriers to which prevent their involvement <p>and/or</p> <ul style="list-style-type: none"> ■ The provider is not adequately promoting equality and diversity and tackling unfair discrimination.

The effectiveness of safeguarding

This is a limiting judgement.

Inspectors should evaluate:

- the effectiveness of the settings arrangements, including links with key agencies, for ensuring the safety of children
- the effectiveness of the setting in helping to ensure that children feel safe.

Four features:

- children are safeguarded and protected
- child welfare concerns are identified and responded to appropriately
- safeguarding children is prioritised
- agencies and professionals work together to safeguard children

Outline guidance

Inspectors should take into account the extent to which the setting:

- has clear policies, strategies and procedures to ensure the safeguarding and welfare of children and meets all required duties
- has established clear management responsibilities in relation to child protection including relevant designated staff
- monitors and evaluates the effectiveness of its policies and practices, including complaint procedures
- ensures the suitability and qualification of all adults looking after children or having unsupervised access to them
- takes reasonable steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe
- conducts effective risk assessments and takes action to manage or eliminate risks
- ensures adults know and understand child protection/safeguarding issues and how to implement procedures
- maintains records required for safe and efficient management of the early years provision and to meet all children's needs
- promotes partnership working with parents and others to safeguard children

- helps children to keep themselves safe, including encouraging children to adopt safe and responsible practices
- takes 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.

The effectiveness of safeguarding: grade descriptors

<p>Outstanding (1)</p>	<p>All major aspects of the steps taken to safeguard children are at least good and are exemplary in most respects. There is a comprehensive awareness of safeguarding issues among the adults within the setting at all levels, all of whom receive regular training on safeguarding. The setting's collaborative working with other key agencies is exemplary. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe.</p>
<p>Good (2)</p>	<p>Adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe.</p>
<p>Satisfactory (3)</p>	<p>All major aspects of the steps taken to safeguard children are at least satisfactory, and may be good in some respects. Safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with requirements and systematically reviewed. All staff have been suitably trained and have the skills and expertise required. The setting identifies dangers, takes steps to eliminate risk and helps children to keep themselves safe. Arrangements for interagency working are effective.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Arrangements for safeguarding children are inadequate. Regulations and duties are not met <p>and/or</p> <ul style="list-style-type: none"> ■ Arrangements for safeguarding are not robust and there is no system to maintain and update them, or the systems that are in place are ineffective. Policies and procedures are too weak, or adults working with children are inadequately trained or vigilant to safeguard or promote children's safety <p>and/or</p> <ul style="list-style-type: none"> ■ Children do not receive sufficient support to enable them to keep

	<p>themselves safe. The behaviour of others means that children feel unsafe, for example they are often exposed to aggressive behaviour or racial abuse. At its worst, the early years provision is disorderly and unsafe</p> <p>and/or</p> <ul style="list-style-type: none">■ There is little or unproductive involvement of key agencies.
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The effectiveness of the setting's self-evaluation, including steps taken to promote improvement

An evaluation of the effectiveness of the setting's self-evaluation makes a major contribution towards the leadership and management judgement and will often bear a close relationship with that for capacity to improve.

Inspectors should evaluate:

- how effectively the setting evaluates the provision
- who is involved in the self-evaluation process and how is information used to help improve the outcomes for children.

Outline guidance

Inspectors should take account of the following:

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

Grade descriptors relating to self-evaluation are included in the section *The capacity to maintain continuous improvement.*

The effectiveness of partnerships

Inspectors should evaluate:

- the extent and effectiveness of the setting's partnerships with other providers, organisations and services to promote learning and well-being for the children attending.

Outline guidance

Inspectors should take account of the following:

- the extent to which the setting liaises with external agencies or services to ensure a child gets the support he or she needs
- the extent to which the setting liaises 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.

The effectiveness of partnerships: grade descriptors

Outstanding (1)	The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Partnerships are at least good and exemplary in significant respects. There are well-established channels of communications between all partners involved with individual children, which successfully promotes their learning, development and welfare.
Good (2)	Partnerships are well established and make a strong contribution to children's achievement and well-being. Communication takes place between providers and partners supporting individual children on a regular basis to ensure information is regularly shared and used to promote children's achievement and well-being.
Satisfactory (3)	Partnerships are at least satisfactory and may be good in some respects. The setting communicates with other providers and partners supporting children, although this information is not always used effectively to fully support children's achievements and well-being.

Inadequate (4)	<ul style="list-style-type: none">■ The setting does not work well in partnership with others to meet the needs of individual children or groups of children. Those with learning difficulties and/or disabilities are not fully supported and integrated and/or <ul style="list-style-type: none">■ The provider is reluctant to overcome perceived obstacles to liaising with other providers delivering the Early Years Foundation Stage to the children. Any channels of communication that do take place are ineffective or poorly developed.
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The effectiveness of the setting's engagement with parents and carers

Inspectors should evaluate:

- the quality of the setting's communication with parents/carers
- the extent to which the setting takes account of parents'/carers' and children's views and how well they are involved in contributing to decision making about the provision
- the extent to which the setting enables parents/carers to support and make decisions about their own children's learning, well-being and development.

Outline guidance

Inspectors should take account of the following:

- the extent to which parents/carers and children's views are sought and acted on
- the extent to which parents/carers are provided with good quality information about the early years provision
- how parents/carers are informed about their children's achievements and progress
- the extent in which parents/carers are encouraged to share what they know about their child, particularly when the child first starts to attend
- opportunities to encourage parents/carers to be involved in supporting their children's learning and development.

The effectiveness of the setting's engagement with parents and carers: grade descriptors

Outstanding (1)	The setting has a highly positive relationship with all groups of parents and carers. Partnerships are at least good in all major aspects and are exemplary in significant respects. Parents and carers are heavily involved in decision-making on key matters affecting the setting through well-established and highly inclusive procedures, including self-evaluation. Children are extremely heavily involved in self-evaluation by contributing their views and suggestions about the provision, which they do with confidence. These are actively taken on board by the setting and developed to enhance the provision and improve outcomes for children. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. The setting provides tailored guidance and information about precise ways parents and carers
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	can support their children's learning across different areas. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the settings work.
Good (2)	The setting has a highly positive relationship with most groups of parents and carers and relationships are well-established ensuring each child's needs are met. The setting regularly asks parents and carers for their views and ensures that these are used to inform important decisions about the provision. Children have good opportunities to share their views about the provision and be involved in some of the decision making procedures. Parents and carers are kept well informed about their children's achievement, well-being and development. The setting helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development. There are clear and accessible channels for parents and carers to communicate with the setting which adults actively encourage parents to pursue. The setting's systems for keeping parents informed about aspects of its work ensure parents and carers have coordinated, up-to-date, accurate and timely information.
Satisfactory (3)	The setting has a generally positive relationship with parents and carers and partnerships are at least satisfactory in all major aspects. They may be good in some respects. The setting seeks and takes account of the views of different groups of parents about important issues. Children are involved in making decisions to some extent, although opportunities to actively gain their views and suggestions have not yet been fully explored. There is a regular exchange of information with parents and carers, providing them with adequate information on how well their children are achieving, their well-being and development. There are some general strategies to help parents and carers support their children's learning. There are clear and accessible channels for parents and carers to communicate with the setting. The setting generally keeps parents up-to-date about the main events that are taking place.
Inadequate (4)	<ul style="list-style-type: none"> ■ Parents and carers, or particular groups of parents and carers, are not sufficiently involved in supporting and making decisions about their children's well-being <p>and/or</p> <ul style="list-style-type: none"> ■ The setting does not take sufficient account of parents' and carers' or children's views, or the views of particular groups of parents and carers, so that they have too little say in decisions about the provision <p>and/or</p> <ul style="list-style-type: none"> ■ Communication between the setting and parents and carers, or particular groups of parents and carers, is poor.

Overall effectiveness: how well does the setting meet the needs of children in the Early Years Foundation Stage?

Inspectors should evaluate:

- how well the needs of children are met
- the capacity to make continuous improvement and/or sustain existing high standards.

Outline guidance

Inspectors should take account of the following:

- how well the needs of all children are routinely met, *recognising the uniqueness of each child*
- how the setting *supports every child* so that no group or individual is disadvantaged
- whether all children make progress in their *learning and development*
- how well children's welfare is promoted, including the effectiveness of safeguarding procedures
- whether partnerships in the *wider context* are used to promote good quality education and care
- the extent to which planning for improvement and the processes of self-evaluation are effective
- improvements made since the last inspection, where applicable.

How well does the setting meet the needs of children in the Early Years Foundation Stage? grade descriptors

<p>Outstanding (1)</p>	<p>The setting is highly effective. Outcomes are consistently good and exemplary in significant elements. All major aspects of the provision are at least good and excellent in most respects. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are met and their protection assured. Leadership and management, including the capacity for sustained improvement are outstanding. <i>Outcomes for children</i> and the <i>quality of provision</i> are at least good and one is outstanding.</p>
<p>Good (2)</p>	<p>All the three other key judgements are at least good. Children make good progress in their learning. Effective arrangements exist to ensure their safety and health and encourage their involvement in their school/setting or wider community. Strong links with parents/carers help to involve them in their</p>

	children's care and education, and they are kept very well informed of their children's progress. Those in charge have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.
Satisfactory (3)	To be satisfactory, all key judgements are at least satisfactory and may be good in some respects.
Inadequate (4)	Overall effectiveness is likely to be judged inadequate if any of the key judgements are inadequate: <ul style="list-style-type: none"> ■ Outcomes or <ul style="list-style-type: none"> ■ Provision or <ul style="list-style-type: none"> ■ Leadership and management

The capacity of the provision to maintain continuous improvement

This is a limiting judgement

Inspectors should evaluate:

- the extent to which the setting has the ability to improve standards and make progress based on what it has accomplished so far, or to maintain exceptionally high standards
- the extent to which self-evaluation provides the setting with an accurate appraisal of its effectiveness and what it needs to do in order to secure further improvements.

Outline guidance

Inspectors should take account of the extent to which:

- effective steps are taken by the setting to evaluate its provision for children's welfare, learning and development
- parents, and any childminding assistants, staff and volunteers are meaningfully involved in the self-evaluation process
- the quality of the setting's self-evaluation gives the childminder and those in charge a good understanding of the strengths and weaknesses of the early years provision and how this is used to secure continuous improvement
- the action taken to tackle the identified weaknesses – including those identified during the previous inspection – is effective in terms of improved provision and outcomes for children
- plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.
- the effectiveness and appropriateness of staff development and planning to meet future changes
- the effectiveness of working in partnership with parents and carers
- the commitment of those working in the setting to bring about sustainable improvements and their confidence in the leaders and managers to provide effective leadership.

The capacity of the provision to maintain continuous improvement: grade descriptors

<p>Outstanding (1)</p>	<p>All major aspects are at least good, and most are exemplary. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to improve. As a result actions taken by the setting are well targeted and have had a good, and in most respects outstanding, impact in bringing about sustained improvement to the early years provision. Leaders and managers communicate ambition and drive and secure improvement highly effectively. Processes for managing the performance of staff and for their professional development are used exceptionally well and systems to support the setting's further development are well established and accepted.</p> <p>The leadership and management is likely to be judged as outstanding.</p>
<p>Good (2)</p>	<p>Self-evaluation involves any staff and assistants and provides an accurate diagnosis of the strengths and weaknesses of the early years provision, reflecting monitoring and analysis that are appropriately rigorous.</p> <p>Actions taken by the setting are well-chosen and carefully planned, so that impact is evident in most of the areas in which it is needed, including some where it may be hard to achieve. Leaders and managers communicate ambition and drive and secure improvement well. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.</p> <p>There are clearly strengths in aspects of current leadership and management, including plans for further improvement.</p>
<p>Satisfactory (3)</p>	<p>Self-evaluation in group settings is probably undertaken largely by senior leaders without extending to other levels. In all types of settings it identifies most of the strengths and weaknesses of the early years provision. It is based on appropriate levels of monitoring and analysis whose rigour may be uneven but is adequate overall.</p> <p>Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development. Leaders and managers communicate ambition and drive and secure improvement satisfactorily.</p> <p>Future plans are limited but are likely to bring about some improvement to the provision.</p>
<p>Inadequate (4)</p>	<ul style="list-style-type: none"> ■ Self-evaluation is superficial or fails to identify a number of significant issues. The strengths and weaknesses of the early years provision are not identified accurately and the action needed is not prioritised effectively. The

	<p>gathering and analysis of evidence about the effectiveness of the early years provision lack rigour</p> <p>and/or</p> <ul style="list-style-type: none">■ Little action is being taken to secure improvement, or the actions that are being taken are misdirected and are having too little impact on children's welfare and their learning and development. The effectiveness of current leadership and management in communicating ambition and driving and securing improvement is inadequate.
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Annex A. Supplementary guidance on individual outcome judgements

The section below has additional prompts for inspectors to consider when making individual outcome judgements for babies. Inspectors will find it useful to refer to the *Practice Guidance for the Early Years Foundation Stage* and use the developmental matters for ideas of the types of activities and responses they should be seeing for this age range in order to assess learning and development.

How well children achieve and enjoy their learning

Inspectors should consider the extent to which babies:

- are developing in relation to their starting points
- develop confidence in exploring their surroundings
- respond positively to the words, songs, gestures of adults
- begin to make choices about the resources they play with and where they explore
- are beginning to vocalise and imitate adults
- respond to music, rhymes and stories.
- investigate things repeatedly, such as opening and closing a button on a toy, pushing and pulling a toy, working out that one action has an effect on others.

Inspectors will find numerous examples in the Practice guidance document to help them make a judgement about children's development and progress.

The extent to which children feel safe

Inspectors should consider the extent to which babies:

- develop confidence in exploring their surroundings and enjoy finding out what they can do
- are happy to leave the adult's lap/side and explore in a safe environment
- show through their body language that they appear happy, safe and secure, for example after a feed, when they are sleeping, snuggled in to adult
- are happy to play by themselves when a familiar adult is around them
- begin to take risks and develop confidence such as climbing forwards into a chair and then trying to turn around to sit down; and the role of the adult in supporting this

- have well established routines – these help babies feel more content and feel safe and secure.
- form positive secure relationships and strong attachments to adults
- indicate that they need help or want something, through signs, gestures and words and whether this is responded to by adults.

Inspectors may find it helpful to use the Practice guidance sections: personal social and emotional development; knowledge and understanding of the world; and physical development.

The extent to which children adopt healthy lifestyles

Inspectors should consider the extent to which babies:

- show through their body language that their needs have been met, for example, appearing settled and content following a feed
- develop patterns in their behaviour such as indicating their likes and dislikes at mealtimes, holding out their hands out to be wiped, beginning to establish good practice routines.

Inspectors may find it helpful to use the Practice guidance page 37 – self care; and page 99 – health and bodily awareness.

The extent to which children make a positive contribution

A judgement for this outcome is closely linked to those for enjoying and achieving and personal, social and emotional development.

Inspectors should consider the extent to which babies:

- respond positively to adults and children such as forming relationships, how they respond to words, songs, gestures of adults
- begin to make choices about the resources they play with and where they explore
- respond to praise and claps from practitioners and how this helps to increase their confidence and self-assurance beginning to learn they are special and clever
- respond to attention, such as making eye contact and vocalising
- begin to form attachments
- show their emotions, for example, gurgle when happy, bounce up and down when excited

- use sounds and facial expressions in response to affectionate attention from the adult
- look to adults/peers to check acceptability of their actions, especially when mobile, beginning to understand behaviour boundaries
- are developing a sense of belonging, for example, fetching their comforter or dummy when they want it
- show what they want, suggesting they feel confident and safe to do so knowing they will receive a response
- show pleasure when exploring toys and the wider environment. This is the start of a positive disposition to learning, linking to enjoying and achieving.

Much more evidence of effective practice is available in the practice guidance document.

How well children develop skills for the future

A judgement for this outcome is closely linked to those for enjoying and achieving and positive contribution. Inspectors should be able to see at a very early age if babies are beginning to develop their communication skills.

Inspectors should consider the extent to which babies:

- are beginning to vocalise and imitate adults
- communicate what they mean to adults through gestures and actions/words? The interaction between the adult and baby is very important in relation to developing these skills
- respond to music, rhymes and stories
- investigate things repeatedly, such as opening and closing a button on a toy, pushing and pulling a toy, working out that one action has an effect on others.

Inspectors may find it helpful to use the Practice guidance sections: communication, language and literacy; personal social and emotional development; problem solving, reasoning and numeracy; knowledge and understanding of the world; and physical development.