

Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

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

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Setting name	Lilliput Lodge Day Nursery	
Setting URN	EY225593	
Setting address	10 Sykes Street, Freetown Way, Hull, East Yorkshire	
	Postcode	HU2 8AZ
Completed by (name and role)	Caroline Neale, General Manager	
Date completed	22 nd December 2008	

WELCOME TO YOUR EARLY YEARS FOUNDATION STAGE SELF-EVALUATION FORM.

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

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

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

Section 1: your setting

In this section please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Refer to guidance page 8.

Lilliput lodge Hull is a purpose built nursery very close to the city centre of Kingston Upon Hull. The building its self is very spacious and has four rooms downstairs for the different ages and stages of children's development.

Within the Ducklings' Room, they start at 3 weeks old until they are starting to crawl. This room has a very homely feel with their own separate sleep area and own changing room facilities.

The way in which the room is set up is by way of 2 main key working staff. Julia Reilly and Kim Christon. Kim works with the children from 3 weeks old up to the approx age of 8 months (depending on each child's development stage). When the child is showing signs of needing further development they will then be transferred into Julia's key working group who then plans more advanced activities to enhance the child's own needs. Each child within this room are planned for each week with different activities for their own personal development in relation to the Ages and Stages of the EYFS.

Kitten's Room is for children from crawling to confident walkers, this is our new room covering all areas of development. Again this room has 2 main key workers, Ellen Harrison who is studying her level 3 and Rebecca Jesney who is level 3.

Within this room, although the room is quite new as being used for this age group, this room is ongoing development and has a range of push alongs to encourage the child's development of walking, treasure baskets and a quite cosy area, which the babies thoroughly enjoy.

Squirrels Room is from confident walkers to just after they turn two depending on each individual's development. When the children show signs of needing to further their own personal development it is then discussed with the parents and transition visits take place to the 2-5 rooms on a weekly basis until the child is settled and confident within the new room.

When the toddlers are nearing their time of visits to the 2-5 years room, this is then discussed with each individual's parents, and visits arranged over periods of 4-6 weeks until the child is fully settled. Within the Squirrel's room we have areas of continuous provision such as sand area/ water area/ role play/ play dough/ home corner/ quiet – cosy area. This room is facilitated with its own changing facilities and its own kitchen area. Observations are carried out weekly by the children's key workers, the allocated key workers then liaise for future planning and next steps for children. To ensure that all developmental needs are being catered for. All staff are involved in planning so that the scope for activities is not limited and therefore we can develop the children further with varied activities from all staffs perspectives.

All the above children go outside into the garden daily at various parts of the day it has been planned for the three rooms to have their own garden area where they will have free flow access into. We are constantly working with 'Hull City Council' at the moment to move away from our previous 'inadequate' Ofsted and hopefully achieve a better outcome, which will then open up all areas of funding, which we can then apply for to make all of the alterations to ensure all our children within the setting are in receipt of 'freeflow' outdoor environment as our 2-5 years children have. Following this statement herein this paragraph we had our routine OFSTED Inspection on the 18th November 2008 and received our OFSTED Report on the 18th of December 2008 which the outcome was "GOOD".

There is then the 2-5 room from just after the 2nd birthday till they leave to go to school this has the constant free flow access already in place and the garden is a lovely stimulating environment for the children with a vast amount of space. The room is split into two sections catering for all areas of development. There is free flow access into the garden to extend their learning at all times. The children who attend this setting from a very varied background, working parents, students and Early Education Children only with a wide range of different languages spoken at home.

At the present time we have 8 different languages used within the nursery;

- English
- French
- Lithuanian/Russian
- Arabic
- Polish
- Portuguese
- German
- Yugoslavian

At present time we do not have any children within the setting who has any statement learning difficulties or disabilities but we are monitoring two children at this present time very close with Early Years Inclusion Development Officer Cathy Fowler.

All staff are attending a 'SENCO' Briefing on the 26/01/09 whereupon I have arranged for the Early Years Inclusion Development Officer to attend and give all staff a brief outline of what it is we need to be aware of and to ensure we are supporting every child within our setting.

We are planning, subject to receiving the necessary funding to enhance and develop all of our nursery rooms within the setting to ensure all areas of learning and development are suitable for all ages and stages and enable us to provide a stimulating environment from birth to five.

Section 2: views of those who use your setting

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

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

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

Refer to guidance page 8

The nursery management team have an open door policy for all parents and staff to speak to with any opinions, views and concerns;

There are twice yearly parent questionnaires forms about their child's provision which helps management ensure that all parents views are taken into consideration, we produce 'newsletters' twice yearly in the Spring and Autumn of each year where all nursery rooms across the setting give information on how their children are actively learning through activities carried out for them. The newsletter also informs parents of any up and coming events for the next 6 months. In the recent questionnaire given to parents we were asking parents their views on a committee giving parents a further chance to voice their views and opinions 'good or bad' and naming this committee "FROLL" (Friends Of Lilliput Lodge)

We also have parent's evenings, where parents are given the option to come in and discuss their child's personal development and ensure that we as a whole are supporting each child's development, giving us practitioners the chance to speak with parents and explain the learning and development. Parents are also encouraged to give input on how they would like their children to learn and give ideas that they think may benefit their child.

To ensure that all staff are able to voice their views and ideas we carry out staff meetings on a monthly basis, where any training feedback is discussed along parent/staff issues.

Following the Ofsted Inspection in March 2008, which was not that of a good one. Management of Lilliput Lodge have worked very closely with the Hull City Council to ensure that all staff were adequately trained and action plans drawn up from each individual member of staff with regards to any training or personal development requirements and also a action plan from myself as to what changes I personally wanted to implement for the setting, with the support from Hull City Council and the Directors of the Nursery.

I can now honestly say that this has been auctioned and I am very, very Happy with the latest Ofsted outcome of "GOOD" and my target goal now is for 2009 to bring the setting into the EYFS with all of the rooms to be targeted for new areas of play and new resources to support these areas. Also to try and achieve an OUTSTANDING, as following various meetings since our GOOD report the moral of staff is very good and I feel that if we all continue to pull together and support each other then this is not out of reach for all the staff and management of L.L.D.N.

Part B: the quality and standard of the early years provision

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

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Develop skills for the future.

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

While completing this part of the form you may find it helpful to have a copy of the Early Years Foundation Stage pack¹ for reference and *Early years self-evaluation form guidance*.

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

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

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

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

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

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

Refer to guidance page 10.

a) Learning and development

Evaluation

All planning is based on children lead activities and observations are taken by two main ways, on the spot observations and the child's weekly observation. We also link in with what the child's interests are at home by communicating with the parents and asking them to fill in the "All about me" sheet when their child first starts and then again when they change from room to room as they grow and develop.

Free flow play inside and outside is available for the children to develop their learning taking the toys resources and materials both inside and outside and enhance their own ways of thinking and development.

Children are given a wide range of experiences through our "Significant Events"...."Medium" and "Long Term" planning following the seasons of the years and festivals celebrated around the world.

Our role play areas are always changing and developing around the areas in which children are using them for example from doctors to a baby clinic to a home corner.

Children are encouraged to play along side and with all children develop their own friendships.

All resources are at the children's level so their able to adapt their play from what has been set up in the morning.

As practitioners we are here to enhance the children's play and thinking by asking open-ended questions and introducing new language and vocabulary to extend their knowledge.

We have clear boundaries of how we all want to be treated in our setting within each room we have decided on these things together and these have been put up on the wall to remind staff and we use circle/singing time to talk about these.

Within the 2-5 years room we also read books and have small talks about friend's family strangers how we cross the road and how we look after our self. When related to our children's observations.

We have reminders up in the bathrooms to remind the children to wash their hands after going to the toilets etc. In the squirrels room the children are encouraged to wash their hands independently to prepare their transition into the 2-5 years room. Toilet training also starts in this room when children appear ready and following parent's wishes.

When building with the large bricks we talk about how high to build before it would fall and hurt someone.

When climbing outside we talk about the best places to climb and where we should climb for safety reasons.

During child focused activities and role play we look and develop our roles of others where the children play mums and see what they do or shop keepers and why it is important to be polite to everyone.

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

As a setting we have identified that advanced planning is needed to ensure we are meeting the requirements of the EYFS to a good standard and to enable us to support all of our children within the setting we have 2 x named SEN co-ordinators, Leanne Catchpole and Ellen Harrison, and as a mentioned previously all staff are awaiting a briefing session. All staff within the setting has recently attended a Safe Guarding Briefing/ Training Session, Linda O'Mara and Kirsty Nicholls are currently receiving the Safe Guarding training which will be completed over a period of 6 months through into next year of 09'.

As a city centre setting we have recognised that we have children attending the setting of different ethnic groups. To support all children and ensure all our children are competent learners we have recently recruited members of staff who can support and encourage development. Helena Frost who is working across the setting with children, who speaks fluent 'English/Czech Republic' and Viktoriia Devine who speaks fluent 'Russian/Ukrainian and English' and also Christina Okungbaiye who speaks fluent 'English and Yoruba (South African)'. The setting is open from 7.30am – 6.15pm Monday - Friday

We have a total of 26 employees, 9 of which are level 3 (1 of these being Suitable Person Leanne Catchpole and Deputy Chloe James) of the 26 total 7 of which are currently studying their level 3's. 1 x cook, who has achieved Grade 'A' scores on the doors for the 2nd year running and also, achieved the Heartbeat Award for Promoting Healthy Eating. 1 x General Manager "Nominated Person" who is responsible for the running of the site on behalf of the owners Mr and Mrs Ray Van Spall being Caroline Neale. 1 x Admin Assistant/Receptionist. 2 x Long-term students studying level 3. 1 x student studying level 2 and 5 employees studying level 2 which are on a part time and full time basis.

All staff are in receipt of Food Hygiene, First Aid and Safe Guarding except any new members who have recently joined us, who will be allocated the training as and when available in 09. Since September 2008 and the introduction of the EYFS, staff have accessed the training introduction and implementation of the EYFS and although this change was introduced in September. Lilliput Lodge actually used the month of August as a practice run for all staff and tested out the new documentation to ensure that if there were any areas, which needed to be reviewed, we could ensure this could be achieved. Prior to the 'trial period in August' in the staff meeting of July, Early Years Co-ordinators from both Hull City Council and East Riding Council attended whereupon I personally carried out a full introduction session of all new paperwork to be introduced.

During the week of the 20th of October a full review of the EYFS was carried out and documentation minimised from what was previously put into place, as I didn't feel as though it was working for the setting. Staff who were not feeling very confident about the documentation now feel more assured and confident and are aware that help and support can be given.

There has been since, December 07, a number of staff changes and more level 3 staff recruited, and most of which have taken place since August of this year, due to the standards of which I have expected the staff to achieve.

We are currently taking part in the 'Steps to Quality' assurance scheme, which is nearing completion and will shortly be ready for assessment. This has helped the setting immensely to focus on the standards for learning and developing the children, which we have in our care. Each child within the setting are assigned a key worker who is responsible for this child's well-being to ensure they are safe and happy during their stay at Nursery and ensure the child's development id monitored and planned to develop further. The key worker is responsible for speaking to the parents of this child.

My practice is:

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

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

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

Refer to guidance pages 11–13.

b) Helping children to stay safe

Evaluation

The way in which we ensure all children within our setting are kept safe is to ensure all staff are adequately trained and this is maintained. Job descriptions are given to every member of staff and CRB Checks are carried out on every member of staff and repeated 3 yearly. We have a student and volunteer's policy and ensure that all policies such as Child Protection/ Health and Safety/ Food and Drink/ Toy and Equipment/ Collection of Children/Non-Collection of children and Admission and Medication forms are maintained and up dated regularly. Last update being August 2008 in accordance with the implementation of the EYFS.

Fire drills are carried out weekly and an evacuation of the nursery is carried out monthly and documented this is carried out by the settings fire officer. All staff (with the exception of new staff) are all in receipt of their First Aid and Food Hygiene Certificates.

All accidents where a child or employee should be admitted to hospital is logged in the accident book and filled on line to RIDDOR. All minor accidents and falls are documented on each room's accident book and all incidents such as illnesses that cause a child or member of staff to be admitted to hospital or to A&E is logged and statements of the event carried out and filed within the General Managers Office in the "Incidents File".

To maintain and ensure all staff are constantly monitored and assessed, the way in which I carry out Staff Appraisals has been amended to comply with the EYFS and also I have implemented a new SCORING system, where in my meeting of December 08 I gave all members of staff a SCORE. The way in which I defined this is whilst I was monitoring and assessing staff I noticed around the setting things that needed to be improved immediately, each of these items of findings were listed and then given a number. All staff were then given the numbers of the areas of development that I had personally recognised or witnessed them lacking. The numbering has been scaled from 1-7 and all staff are aware of the scaling/scoring they have been given, and unfortunately for some this has been as honest as telling them that they must improve immediately as from January 09 when the Appraisals will be carried out, there is no room for staff who are lacking in commitment to the setting.

All staff must understand and appreciate that the past 10months has been a tiring and strenuous journey, although very enjoyable at the same time, and during this time, I have carried out actions of disciplinary's, which has needed to be done to ensure that the whole culture of the setting was improved. I can honestly say, that with all staff I feel as though I am 80% there rather than the 20% positive I felt in December 07. We are on a journey of continuous improvement and we can only improve and achieve better results.

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

My priorities for improvement are continuous Training to all staff with regards to the EYFS and Safeguarding/Senco/Child Protection/Risk Assessments and Food Hygiene and to ensure that all Staff are fully understanding of what is expected of them and this is carried out during monthly staff meetings, all of which are documented and minuted. Staff Appraisals are now carried out every 3 months to ensure that quality is raised and maintained, as I feel that the majority of staff have and are 110% giving their efforts and commitment and do not want this to slip with any negativeness so to ensure this doesn't happen I am constantly monitoring staff and giving support. Constant monitoring processes are carried out with regards to the EYFS to ensure all staff are fully understanding of all documentation and what is expected of them.

My practice is:

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

c) Helping children to be healthy

Evaluation

The way in which we help children to be healthy is ensuring they wash their hands prior to meals and snack times and provide them with healthy nutritious meals. Snacks are produced such as root vegetables, cucumber sticks, cereal and ensure there is fresh water available at all times and all children have milk or juice at snack times. Children are encouraged to respect each other and be nice and friendly to their friends. Healthy menus are planned on a four weekly basis to include vegetables and fruit on a daily basis. As care providers we provide opportunities for children to become more independent when preparing and eating food. These opportunities may be sandwich making, pizza making etc. All supporting the children's right to be healthy and gain healthy body awareness.

Parents are asked upon admission of a child to advise us of any dietary requirements or allergies, which their child may have to enable our cook to cater for every individual child.

Health and safety policies are in place and all staff have been provided with a written copy of the same, in accordance with the EYFS.

Risk assessments are carried out daily on all nursery rooms and outdoor areas to ensure they are free from harm for the children to play and explore safely. A full risk assessment of each room is done each time there is a room change or quarterly, which ever, is sooner. Each time new items come into the setting these are all individually risk assessed and documented by Linda O'Mara the settings Health and Safety Officer and also old broken toys are logged.

There is a sick child policy in place where dependent upon each child's illness there will be incubation times, which parents are advised of. Medication which all staff are fully aware of and followed up and supported by Medication Authorisation Sheets which all parents and staff sign. 2 x staff signatures are required when administering Medication and then also written in the medication Book, which each room have their own book.

We as a setting encourage a non-smoking policy.

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

The improvements I would like to see are that all staff are as keen and motivated in delivering the EYFS as I and some of the main key working staff are. And this is my target action plan, which I will see through to ensure we as a whole are giving all of the children within our care the best of learning and development we can given, and unless staff follow me on this journey and improve themselves then there is no room for non-starters within the staffing of Lilliput Lodge. I am very determined and committed to ensuring we achieve higher than a GOOD next time around.

My practice is:

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

d) How well do children enjoy and achieve?

Evaluation

All practitioners help and encourage the children to enjoy and achieve by ensuring that the provision is exciting to enable them to learn through their own individual experiences and that adults are involved in further individual's development by planning around children from observations which ensure the children are settled and happy in the setting and help them gain self-esteem.

Children are involved in a broad range of activities, which may be put into place from observations taken from previous planned activities, or spontaneous activities.

Ensure children are becoming confident individuals and able to make their own decisions and explore and investigate for themselves.

Children are encouraged to relate to others and support children in this area by having recruited staff that speak a number of fluent different languages.

Ensure all children's individual needs are met and ensure children are learning through each area of learning and development.

Photographs of children are taken of children enjoying activities in which they take part to support the EYFS along with the Behaviour Management Policy and SEN Policy and feedback from parents and practitioners assessments.

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

My priorities within ensuring children enjoy and achieve is to ensure that all rooms and children have the best available space and resources to ensure their learning and development is achieved. To implement a free-flow garden area for the 0-2yrs and enhance the free-flow garden area for the 2-5yrs children. This will hopefully be achieved during 09/10.

My practice is:

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

e) Helping children to make a positive contribution

Evaluation

Children are encouraged to join in activities, take responsibility and play a positive part in the setting. Ensuring all children are valued and included, ensure that children's individual needs are met and closely working with parents to ensure this is key.

To help and allow children to be aware of their own needs and respect the needs and respect the needs of others and resources.

Make choices and make decisions. Ensure that all policies being SEN/Behaviour/Registration forms/Allergy Information/Setting in Policy/Allergy Information/Setting in Policy/Observation sheets are all updated regularly to ensure we are meeting every child's needs.

Last updated August 2008

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

My priority to improve and encourage children to continue making a positive contribution is to ensure staff are receiving the full on-going training they need to ensure this is delivered and also that all children understand the boundaries and rules of the rooms and that respect is learned through play and to continue ensuring that all children's individual needs are met at all times.

My practice is:

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

f) Helping children to develop skills for the future

Evaluation

Encourage children to develop a positive sense of themselves to respect others and know what they can do for themselves and for praise to be given when achieving this.

Room Leader who is responsible for ensuring their children are well cared for to ensure all children feel important and gain confidence and inner strength through feeling safe and secure with their key person.

To encourage children to express their ideas and their feelings, good or bad.

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

To ensure staff are consistent within their role of ensuring are developing skills by staff and key workers monitoring and assessing/observing children but at the same time I am monitoring and assessing/observing staff to ensure this is adhered to at all times.

My practice is:

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

The welfare of the children in the early years provision

Taking into consideration your answers to the five Every Child Matters outcomes above, answer the question:

g) How effectively is the welfare of children in the early years foundation stage promoted?

Add any additional comments that are not entered above?

I hope that in all of the above I have stressed the importance and commitment I am hoping to continue and achieve with all staff and the setting.

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

In ensuring that all of the above actions are continued that I/we have put into place at Lilliput Lodge since March 2008.

My practice is:

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

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

In this section you should think about how well the overall leadership and management of your setting promotes children's welfare, learning and development. You should consider how well you use self evaluation to promote improvement, work in partnership with parents and others and what steps you take to safeguard children.

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

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

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

Refer to guidance page 14.

Add any additional comments that are not entered above

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

My practice is:

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

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

Consider how well you work in partnership with parents and others, such as other settings children may attend, or another professional who is working with a child. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

Refer to guidance page 15.

Add any additional comments that are not entered above

We constantly keep parents informed of developments over the past 12 months with a personal letter, advising them in October that certain members of staff had decided to leave and also the Autumn Newsletter which we called 'A Year in the Life of Lilliput Lodge', so we could clearly state where we were 12 months ago and the improvements we have made to be where we are today and also the intentions as a setting we are hoping to achieve.

All parents are explained to at the initial visit of how their child's development will be observed and documented and planned for, we also ask parents to complete an 'All About Me' sheet prior to them starting nursery so we can share their home experiences with what may happen in nursery.

This is then updated each time the child moves into another room within the setting when they show signs of needing to further their development. Parents are also wrote to by personal letter advising them that their child will be attending visits into another room and also spoke to by their current key worker. The visits of room moves are carried out over a 4-6 weeks cycle until the child is settled. We encourage parents to be included in their child's development, for example within the 2-5 years room giving the children their 'Christmas song sheet' to take home and practise and constantly speaking to parents as they collect their child.

Lilliput Lodge liaise closely with external bodies such as Hull City Council – Early Years – SENCO (Cathy Fowler) and speech and language, any children who are recognised where outside agencies would become involved are monitored and records kept and discussed with the co- ordinators during their visit.

Early Years Co-ordinators, who have delivered the EYFS Training, are continuously giving their support during their visits and actions, if necessary, upon us receiving their feedback reports.

Early Years have commented on the improvements they have witnessed within the setting. Each time parents have been advised on updates letters/newsletters, I have also forwarded a copy of the same to Early Years to keep them informed too.

The 'Parents as Partners' policy is given to all parents included within their admission pack and is explained by me upon the time of their visit what this is for and also clearly gives them all of the Ofsted contact information they may need along with the Ofsted website address.

All new staff that are employed and that have been employed since August 08 since the trial of the EYFS have followed the following interview procedure:-

Interview with General Manager

If successful then they take home with a Observation Sheet and Weekly Planning Sheet to implement by writing up about a previous observation/activity they may have witnessed in earlier employment. They are asked to improvise so I can see how well they understand the EYFS.

They are also given the telephone number and website address of the EYFS Order Line to order themselves a EYFS Pack.

They are invited back to a trial within the room for 2 hrs where they are asked to observe and this time to put into place an observation and planning sheet from what they have seen within the room.

Once this has been carried out the observations and planning sheets they have completed are checked and looked at by myself, and if of a good standard, they are then invited in to take part in a further 2hr trial where they actually work within the room with the staff they will be working with and I then ask staff for their comments and feedback from the Room Leader and make a final decision.

This form of interviewing seems to be much more positive in finding the right staff that are committed from day 1.

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

My practice is:

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

j) How well do you safeguard all children?

You may have already recorded the evidence for this question in other sections of the form such as staying safe and leadership and management. Do not repeat what you have already done, but you may find it helpful to record the questions you have already answered that relate to safeguarding children.

Refer to guidance page 15.

Add any additional comments that are not entered above

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

My practice is:

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

k) How effectively is provision in the early years foundation stage led and managed?

Think about what you have already said in this form and consider the question above. How well is your setting led and managed?

Refer to guidance page 15–17.

Add any additional comments that are not entered in other sections of the form

The setting is led and managed by the General Manager, Caroline Neale. The staff are all given the responsibility of being key workers for children who they are responsible for within their rooms. All staff work well with me to ensure that the running of the setting is that a smooth one, but I still feel there is room for improvement within this area. All checks are done on new employees to ensure they are suitable candidates. It is ensure by myself that all staff are clear as to what is expected of them within their roles and all training is undertaken for further development of staff. Staff are given ongoing support/monitoring/assessment and observations to ensure that all staff are constantly up to date and meeting the requirements within their role.

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

To continue and maintain a good standard to achieve a higher and better outcome next time we are inspected.

My practice is:

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

Section 6: the overall effectiveness of the early years provision

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

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

Refer to guidance page 17–18.

I) How well do you promote inclusive practice?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

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

m) How well do you maintain continuous improvement?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

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

n) How effective is your provision in meeting the needs of children in the early years foundation stage?

Add any additional comments that are not entered in other sections of the form

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

My practice is:

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

Part C: information about compliance with statutory requirements

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

Refer to guidance page 19–20 and Annex C page 26.

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

Learning and development requirements pages 11–18	Fully in place	Partly in place	Not in place
LD 1: the early learning goals – the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach 5. pages 12–16	X (Although under continuous improvement)		
LD 2: the educational programmes – the matters, skills and processes that are required to be taught to young children. pages 12–16	X (Although under continuous improvement)		
LD 3: the assessment arrangements – the arrangements for assessing young children to ascertain their achievements. pages 16–18	X (Although under continuous improvement)		

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

Action

Welfare requirements Pages 19–40	Fully in place	Partly in place	Not in place
W1: safeguarding and promoting children’s welfare W1.1: the provider must take necessary steps to safeguard and promote the welfare of children in the setting. pages 22–25	X (Although under continuous improvement)		
W1.2: the provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. pages 26– 27	X (Although under continuous improvement)		
W1.3: children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. page 28	X (Although under continuous improvement)		
W2: suitable people W2.1: adults looking after children, or having unsupervised access to them, must be suitable to do so. pages 29–30	X		
W2.1: adults looking after children must have appropriate qualifications, training, skills and knowledge. page 31	X		
W2.3: staffing arrangements must be organised to ensure safety and to meet the needs of the children. page 32	X		
W3: suitable premises, environment and equipment Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose.	X (Although under continuous		

pages 33–36	improvement)		
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<p>W4: organisation Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. page 37</p>	<p>X (Although under continuous improvement)</p>		
<p>W5: documentation and reporting Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children. pages 38–40</p>	<p>X (Although under continuous improvement)</p>		
<p>Action</p> <p>Continuous Improvement & Development</p>			

Childcare Register

Are you registered on the compulsory and/or voluntary parts of the Childcare Register?

Refer to the guidance page 21.

	Registered yes or no	Number of children registered for
Compulsory part of the Childcare Register		
Voluntary part of the Childcare Register	YES	