**Table 8.1**

Self-evaluation form

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| Self-evaluation Form |
| The big pictureStart by briefly outlining your key values, aims and objectives.Explain your approach* How do you organise the day (how do routines support children’s learning and ensure high-quality care?)
* What are the aims and rationale for your curriculum?
* How do you ensure that every child experiences high-quality care and education?
* What is your approach to pedagogy (teaching/helping children to learn)?
* What is your approach to assessment?
 |
| Quality of education* How you make sure that children gain the knowledge and skills they need
* Children’s attainment and their progress
* How children are prepared for what comes next in their education

Include some examples of children’s views about their learning and progress, and parents’ views.Refer to your ECERS-E scores. |
| Behaviour and attitudes* What do you notice about how children go about their learning?
* What are you doing to make children more powerful learners: e.g. engagement and bouncing back after difficulties (Characteristics of Effective Teaching and Learning)?
* How well do you help children to manage their own feelings and behaviour, and how they relate to others?
* What do you notice about how children behave and how staff manage difficulties?

Include some examples of children’s views about their feelings and behaviour, and parents’ views.Refer to your SSTEW scores. |
| Personal development* How effective is your key person approach in ensuring that children feel safe and have strong, secure relationships which enable them to learn and play independently?
* Do you have appropriate care routines which ensure children’s emotional wellbeing and also meet hygiene requirements?
* How effectively do you promote children’s healthy eating and activity?
* How well are you preparing children for life in modern Britain?

Include some examples of children’s views about making healthy choices, and parents’ views.Refer to your ITERS-3, SSTEW and MOVERS scores.Link to safeguarding (making sure children are learning about when they might be at risk, including their use of digital technology). |
| Leadership and management* To what extent do the earlier sections of this document show your vision in action: providing high-quality, inclusive education and care to all children?
* How well are you using Professional Development to improve practitioners’ knowledge and improve the quality of education?
* Does your engagement with children, parents, local providers and schools help you to keep driving improvement to the quality of provision? Does it help you to ensure that children are well prepared for the next phase of their learning?
* Do staff say that they are well led and managed and that their workload is sustainable?
* Do those with oversight or governance have a clear strategic vision and hold senior leaders to account for the quality of care and education?

Link to your culture of safeguarding and to your work to meet the requirements of the Equality Act 2010. |
| Summary: please tick |
|  | Needs to improve | Effective | Highly effective |
| Quality of education |  |  |  |
| Behaviour and attitudes |  |  |  |
| Personal development |  |  |  |
| Leadership and management |  |  |  |
| Overall effectiveness |  |  |  |