

The Ofsted SEF – updated Sept 2015



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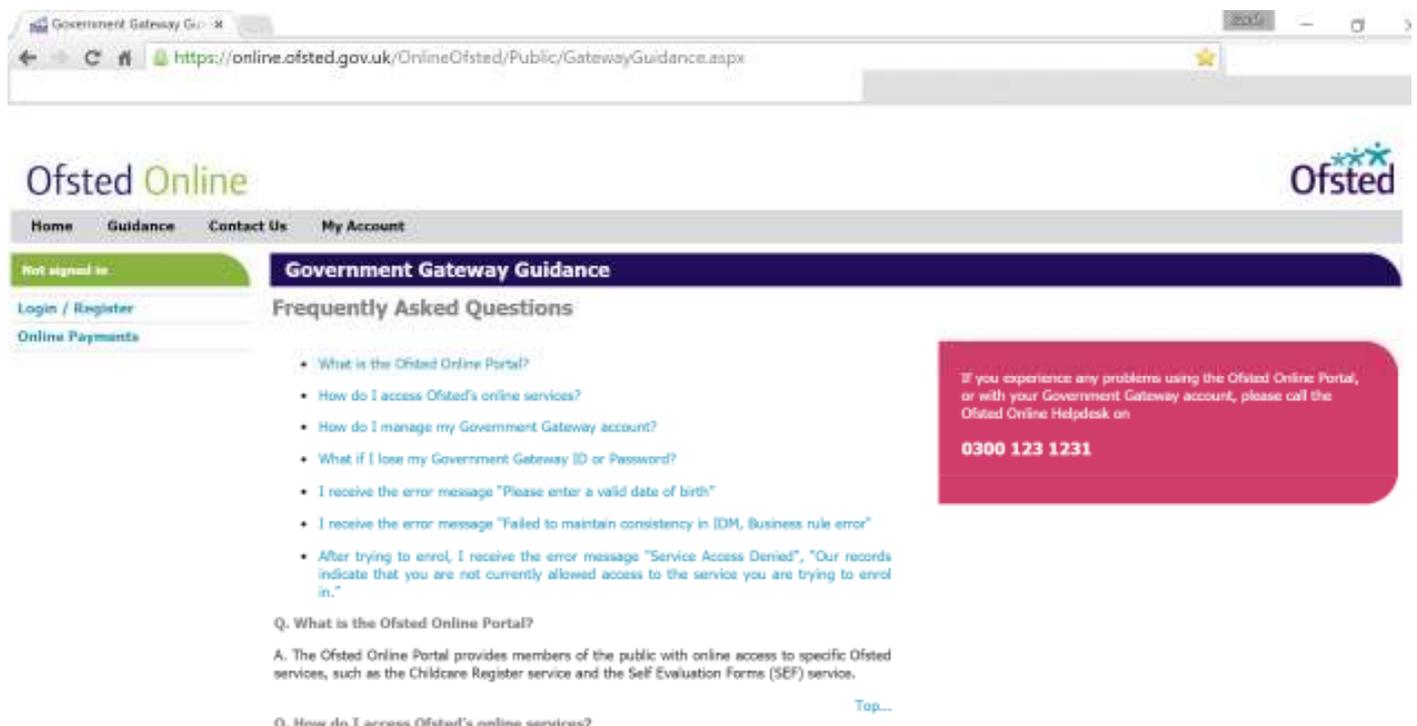
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The Ofsted Self Evaluation Form (SEF) has been updated (Sept 2015). To access your Ofsted SEF you need –

1. A computer / laptop / other internet enabled device
2. A Government Gateway user ID
3. A password

There is a 'forgotten your user ID / password' option as you go through the login process.

This is the **welcome screen** for the Ofsted SEF – click on '**login / register**' – to the left of the screen in blue writing –

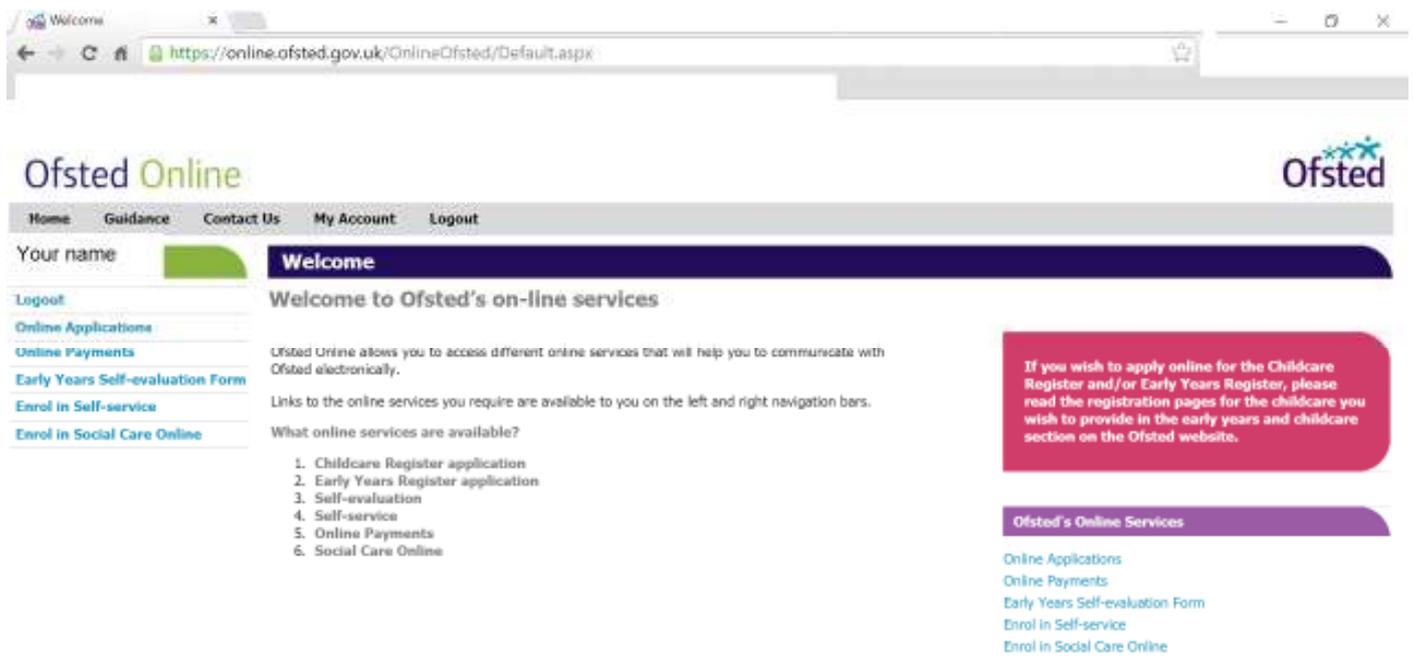


If you are a **new user**, you will need to register first and wait for your user ID to be sent to you in the post.

This is the next screen you see – you need to input your **user ID** and **password** and click ‘**login**’ –

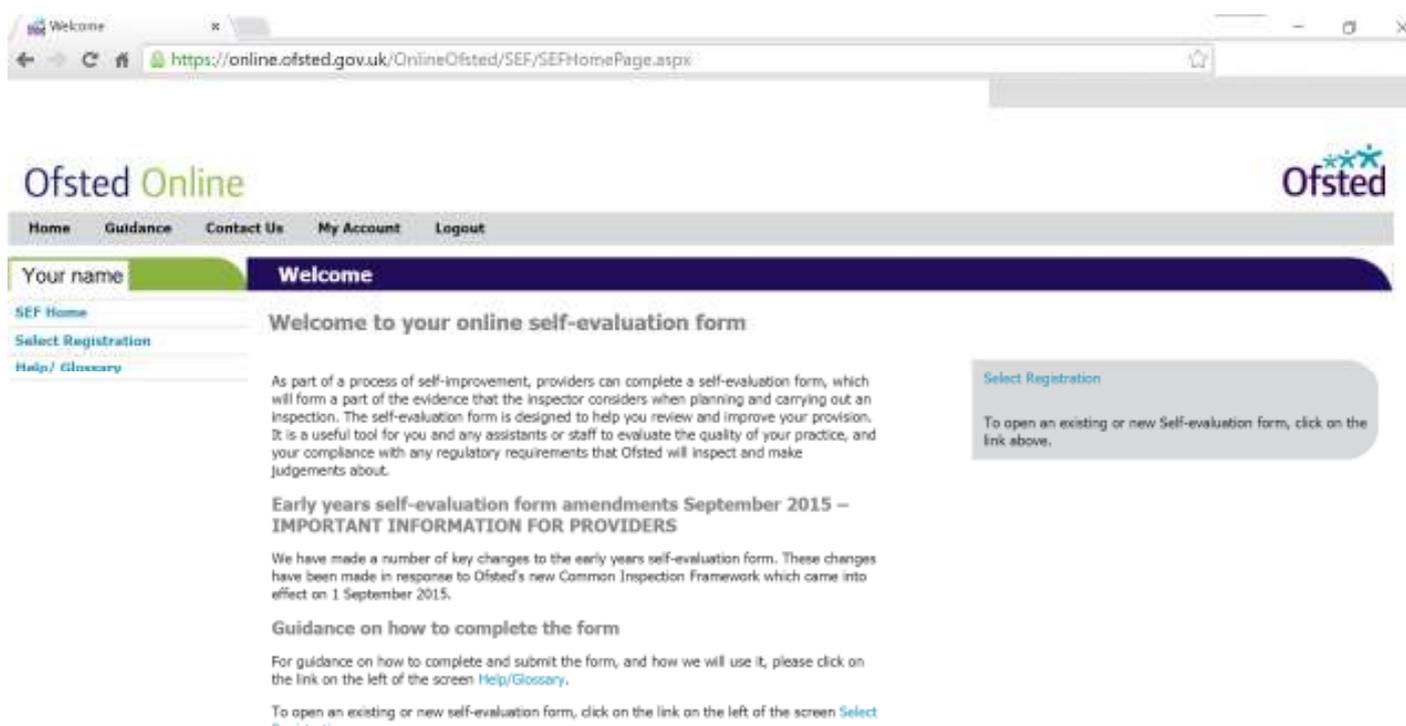


This is the screen where you enter your previously saved SEF - you should see ‘**Early years self-evaluation form**’ on the menu to the left – 4th down here on my log in -

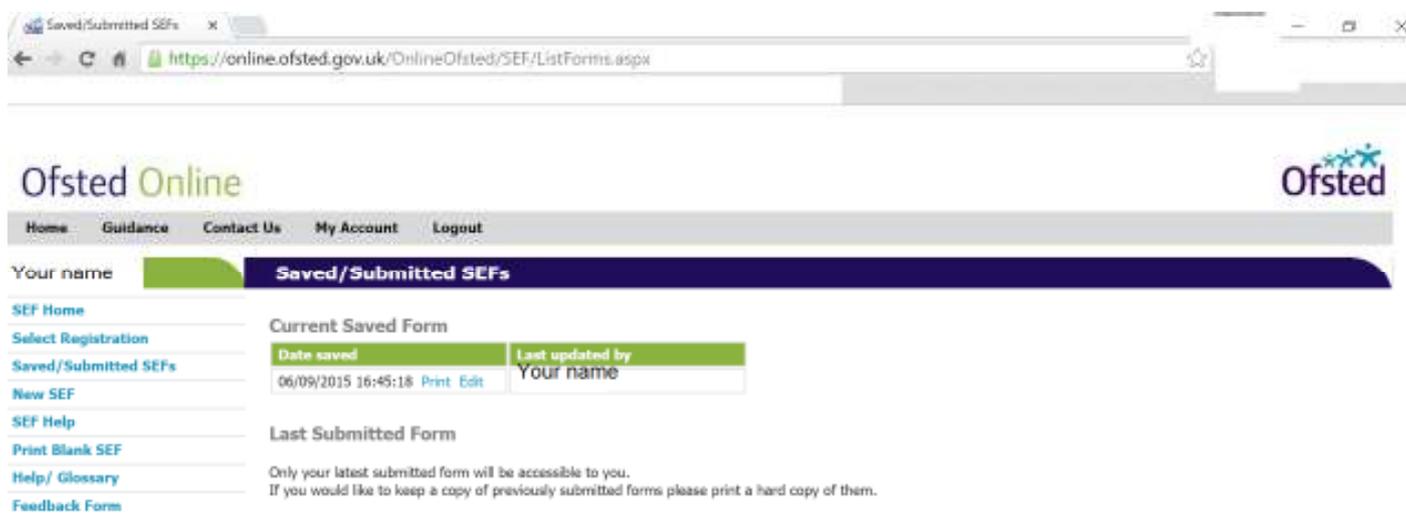


If this is your first SEF you will obviously not find a currently saved SEF when you go through the next screens...

'Select registration' (on the menu to the left and in a grey box to the right) will take you to your URN details –



If you click on **your URN** it will open a page which shows your last submitted SEF. You will see 'edit' or 'print' options in blue next to the date you submitted your SEF –



If you go online for a look to see what has changed, the system will not let you 'save' until you have put a response into the new question in section 6 - I suggest a few words saying you are reflecting on the question and will come back to it in the future...

Writing your self-evaluation

It is not a requirement of the EYFS to complete the Ofsted Self Evaluation Form (SEF) - however, it is very good practice to include some type of self-evaluation in your day-to-day work as part of your commitment to continually improve your knowledge, business, provision etc. Your self-evaluation might be from your Local Authority (especially common if childminders receive government funding) or one you have designed yourself.

Self-evaluation is about thinking...

- I am doing this or that in my current practice... and I think it could be improved
- In the future I want to do it a different way... how am I going to make the necessary changes?
- Who can I involve in the decision making process?
- How will it benefit the children / families? - when you make changes you should always consider the potential impact on the children and their families.
- This is my action plan...
 - What do I need to do? You might read a book, buy an e-book, attend some training, chat to other childminders and share ideas, ask for advice on the Childminding Forum etc.
 - How can I involve parents and children in making changes? It is very important that you involve the families and children in any changes that affect them. The EYFS 2012 strengthens the previous requirement to involve parents and children in all aspects of your business.
 - How long will it take me? There is little point in yourself setting a goal if you do not have a time scale attached. This will encourage you to work hard and aim for better things in the future.

Self-evaluation is the process you go through every day when you make changes to your provision... to share it with Ofsted it needs to be documented.

Many childminders do this by using the Ofsted SEF... others by writing an action plan which they regularly update... others use a series of 'Reflections on Provision' type documents - if you are a gold member of Childcare.co.uk you will find lots of example audits here –

<http://www.childcare.co.uk/information/childminder-plus>.

The focus of inspections from Sept 2015 has changed. You need to read the Common Inspection Framework for more information –

<https://www.gov.uk/changes-to-education-inspection-from-september-2015>.

The questions in the new SEF

As expected, the first 2 questions in **PART A** remain the same –

- SECTION 1: Your setting
- SECTION 2: views of those who use your setting and who work with you

I have included the guidance notes and my own thoughts on what you might include in each section...

SECTION 1 - Your setting

In this section you should describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have special educational needs and/or disabilities, or speak English as an additional language.

Include details of:

- Your building including areas / rooms used
- The area your provision is in, such as 'residential area close to the local school'
- How your provision is organised including any links with a school or children's centre
- Any access to an outdoor space
- Access to and within the building, such as a lift, ramps or stairs
- The days and hours you operate
- The maximum number of places available on any one day
- The number of adults working with the children and their qualifications, and how you organise where they work
- Any support staff such as a cook
- Any special features of the provision, such as particular methods of teaching.

Outline any specific issues that aid or prevent the smooth running of your setting, such as:

- Recent training attended or any qualifications gained
- Difficulties in recruiting and retaining staff
- Recent or impending re-organisation or change of staff.

Your setting – have you considered...?

This is your opportunity to sell yourself and your provision to your Ofsted inspector.

You should have most of this information in your last inspection report - if you have had an inspection - so you can just copy it over into your SEF. Remember to update your SEF if any of the above changes – and email Ofsted straight away (do not wait for inspection) if there are any changes to staff, adults in the house, spaces used for childminding etc – enquiries@ofsted.gov.uk.

SECTION 2: views of those who use your setting and who work with you

This section asks you to tell us about the views of the children and their parents or carers. It also asks how you capture the views of other professionals who may work with you, including your staff and any volunteers, those who administer quality assurance schemes, your local authority advisers, your local children's centre colleagues and any health professionals or social workers.

Things to consider include:

- How you obtain and use the views of others, for example through using parental questionnaires, parent meetings, staff meetings
- Whether parents are included in your management body or how else they contribute directly to the running of your provision
- How you know and use children's views and ideas
- How you work with other organisations, for example whether you have any agreed working protocols
- Whether you are part of a quality assurance scheme or use any other systems or methods to assess what you do. If so capture the details here.
- Reference to any local authority support and intervention
- Examples of any feedback you have had from other professionals who work with you or with the children you care for
- Examples of any action you have taken to change your provision as a result of the views of others.

Views of others - have you talked about..?

How you obtain and use the views of others - questionnaires etc and...

- How **parents** / carers contribute directly to the running of your provision - have you made any changes as a result of parent views?
- How **children's** views are gathered - have you made any changes as a result of children's views?
- How **staff** contribute their views to the provision – do they input into your SEF and action plans?
- How the views of **other professionals** eg LA representatives, local Children's Centres, health professionals etc are requested and used.
- How you work with **other organisations** eg membership organisations such as PLA.
- Whether you are part of a **quality assurance scheme** or use any other systems or methods to assess what you do eg ECCERS or FCCERS.
- Any **local authority** support and intervention including any RAG rating they have given you.

The most important thing to consider is how the views of others have changed the ways you work. You should include –

- Examples of any feedback you have received from staff.
- Examples of any changes you have made as a result of the views of others eg parents or your LA.

Note how changes made as a result of consultation with others have been embedded and, after a period of observation, have benefitted the children.

PART B: The quality and standards of the early years provision.

In **PART B** there is some guidance on how to grade yourself –

Grading your provision

For each of the judgements the inspector will give your provision a grade using a four-point scale –

- Outstanding
- Good
- Requires improvement
- Inadequate

The grades have not changed.

The self-evaluation form uses the same four-point scale so that you can consider how well you are doing against the same criteria as the inspector. You should look carefully at the grade descriptors used by the inspector and decide which judgement is the best fit for your practice.

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PART B: the quality and standards of the early years provision

Here you will find the **new** evaluation questions -

- SECTION 3: effectiveness of leadership and management
- SECTION 4: quality of teaching, learning and assessment
- SECTION 5: personal development, behaviour and welfare
- SECTION 6: outcomes for children
- SECTION 7: overall effectiveness

The questions follow the layout of the new Early Years Inspection handbook -

<https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015>.

In PART B there are sections covering the judgements the inspector will make at inspection, and one for the overall effectiveness of the provision. You may find it helpful to refer to the criteria the inspector will consider and the evidence they look for when making these judgements. You can find these in the inspection handbook, and common inspection framework.

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SECTION 3: effectiveness of leadership and management

This section is about the effectiveness of your leadership and management; or if you are a childminder how well you organise your service. It covers:

- Meeting the requirements of the Early Years Foundation Stage and other government requirements
- Self-evaluation and improvement planning
- Performance management and professional development
- Safeguarding
- The curriculum
- Your vision for the setting
- Partnership working.

This section is about how well your provision is led and managed. You may find it helpful to refer to pages 30–34 of the early years inspection handbook and the learning and development requirements on pages 7–12 of the EYFS. If you are a childminder, you should consider how well you organise the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

You should evaluate how well your leadership and management activities:

- Create a culture of excellence where children can excel
- Help your staff improve
- Evaluate the quality of your provision, and make successful improvements based on this evaluation
- Provide a learning environment, programme and curriculum that is suitably broad, and meets the needs and interests of children
- Support all children so they get a good start and are ready for the next stage in their learning
- Promote equality and diversity, promote British values and tackle poor behaviour including bullying
- Meet statutory requirements of the early years foundation stage and other government requirements
- Meet requirements to make sure that all children are safe, and protected from radicalisation and extremism
- Support partnership working with parents and agencies to support children in your setting.

Do not just list what you do but consider how well you and any assistants or staff who work with you:

- Plan the learning environment to support children's play and exploration in and out of doors
- Have high expectations for children and enthuse and motivate them to explore and develop in their learning
- Adapt your teaching style and method to meet the needs of individual children in the setting
- Use continuous professional development and training to improve the quality of teaching in the setting, and meet statutory requirements
- Use coaching and mentoring of trainees and students

- Use any additional funding, including the early years pupil premium, and the impact of the funding on narrowing gaps in children's achievement
- Support each child in their learning and work with parents and carers as partners in children's learning and development.

Leadership and management – have you talked about...?

- Action planning – how your SEF leads to action plans to help you improve in the future. How have you tackled actions from your last inspection?
- Behaviour management and how you tackle bullying
- British values – how they are actively promoted / taught
- Continuous improvement – your qualifications and ongoing training
- Curriculum - your day-to-day and longer term planning and how it meets the children's needs
- Equality and diversity - inclusion – understanding of and compliance with the SEND Code of Practice
- Funding – if you receive EYPP funding you should talk about how it is spent to raise outcomes
- Learning environment and resources – how well children's days are planned inside and out
- Managing your provision – your paperwork and how it helps you to do your job effectively
- Other Govt requirements and how you comply eg planning permission if required, ICO registration etc
- Partnership working and information sharing – with parents, other settings and professionals, your LA network coordinator (if they still offer support) etc
- Policies and procedures – and how they are used to support your working partnerships with parents
- Prevent duty – protecting children from radicalisation and extremism and keeping them safe online
- Professional development – how you make sure you are always up-to-date
- Safeguarding and welfare requirements of the EYFS and how you comply –

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

- Supporting each child – finding a balance of teaching and play through the day. You might find this guidance useful –

<https://www.gov.uk/government/publications/teaching-and-play-in-the-early-years-a-balancing-act>

- Transitions – how well you prepare children for the next step eg school or nursery
- Vision for the future – where you are going and how you are getting there!

If you work with staff you will also need to consider...

- Joint observations and how they support staff to improve
- Performance management – regular appraisals and supervision to help staff improve
- Recruitment procedures and disqualification by association
- Staff practice and how it supports children's learning

Think about how you have supported staff to improve – and how that has raised outcomes for children.

SECTION 4: quality of teaching, learning and assessment

This section is about the effectiveness of your assessment and teaching mechanisms to ensure that children are showing characteristics of effective learning. You may find it helpful to refer to pages 34-38 of the early years inspection handbook and pages 8-9 of the EYFS. This section is about how well teaching promotes learning throughout the provision.

You should evaluate how well you:

- Understand the age group you work with and have high expectations of each child
- Use assessment information to understand children's current level of development, and how you use this to plan their learning over time
- Support children to develop the characteristics of effective learning
- Work in partnership with parents and carers to support each child's learning, in and out of the provision
- Promote equality of opportunity and diversity through teaching.

Do not just list what you do but consider the **impact** of your activities on children's learning and development by considering whether:

- Activities encourage children to play and explore, be active in their learning and think creatively and critically
 - Practitioners adapt activities, resources and routines to match the observations they make of the children
 - Plans are made for the children's next stages of learning, based on observations and understanding of each child's development
 - Parents are involved in the learning process, and understand how they can be involved in helping their children learn
 - Practitioners are able to identify those children who need extra support, and are providing it.
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Teaching, learning and assessment – have you talked about..?

- Activities you plan – and how they impact on children's learning. Remember to focus your assessment of how well you support children on the prime areas of learning...
 - Communication, language and literacy
 - Physical development -
 - Personal, social and emotional development
- Assessment procedures – how you assess children's learning and use the assessment to support them in the future (next steps or plods). Include details of any formative (ongoing) and summative (summary) assessments including the 2 year progress check and how it is used to spot any concerns

- Characteristics of learning – how you note children’s learning characteristics and use them in planning
- Children’s starting points – and how they are used to support future learning. You cannot plan until you have observed and spoken to parents and know what a child can / cannot do.
- Differentiation for different ages and children depending on what their observations are telling you about what they can do
- Early interventions to support children who are falling behind
- Equality and diversity – how it is promoted through your teaching / curriculum eg planned activities to learn about disability; teaching children that we are all unique and special etc
- Expectations – how you have the highest expectations for every child
- Maths teaching – this has been a focus recently in inspection reports
- Observation – assessment – planning cycle
- Parent contributions and involvement
- Partnership working with parents to support learning – think about home learning opportunities, concerns about a child and how they are shared with parents, sharing the 2 year progress check with parents and asking for their input, how you explain the key person system to parents, day-to-day information sharing about routines, experiences, observations, planning etc.
- Plans for supporting the next steps in children’s learning
- Progress children are making
- Routines and how they help children to learn
- Supporting children’s learning at home
- Understanding of child development

Remember – don’t just make a list of everything you do. You need to relate it to how well you do things and how what you do impacts on the children’s learning and development.

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SECTION 5: personal development, behaviour and welfare

This section is about helping children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are prepared for learning, they attend regularly, and become self-aware, confident learners.

This section is about how your care practices help children feel emotionally secure and ensure they are physically, mentally and emotionally healthy. You may find it helpful to refer to pages 38-41 of the early years inspection handbook. You should evaluate how well you help children:

- Secure emotional attachments with their key person
- Learn to behave well and develop good relationships with their peers
- Keep themselves healthy and safe
- Become self-aware and confident learners

Do not just list what you do but consider the **impact** of your care on children's healthy development by considering how well children:

- Form appropriate bonds and emotional attachments
- Are happy and enjoy what they doing
- Attend regularly
- Are learning how to behave well, play cooperatively and develop their independence
- Explore their surroundings and use their imagination
- Become confident in social situations, talking and playing with each other and the adults that care for them
- Understand the importance of physical exercise and a healthy diet
- Are prepared for their transition into their next stage of learning, including school where applicable.

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Personal development, behaviour and welfare – have you talked about..?

- Attendance monitoring – this is a new requirement in the Early Years Inspection handbook. Children cannot be well prepared for their learning if they do not attend
- Behaviour (positive) and how it supports children to learn about self-control, cooperation and respect; how you protect children from bullying – and support children who are bullying others
- Emotional attachments with key person (you or your co-childminder / assistant if you work with staff) – talk about your settling in procedures and how they support children
- Enjoyment in learning – in my provision I link children's involvement and wellbeing to the Leuven scales. You can read more information here –

<http://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/>.

- Health / care practices including healthy diet, hygiene, exercise, personal care etc
- Transitions – how well children are prepared to move on to the next setting
- Types of play / activities used to support learning eg
 - Imaginative play
 - Health and self-care
 - Experiences that teach children about the world in which they live and modern Britain
 - Developing independence
 - Learning about personal safety and managing risks
 - Developing self-confidence and self-esteem
 - Activities to promote spiritual, moral and cultural learning
 - Becoming socially aware

Focus on – how children want to learn and how well you support them to be successful learners. It's all about preparing them to move on for school – ensuring they are school ready ...

SECTION 6: outcomes for children

This section is about the progress of different groups of children from their starting points. You may find it helpful to refer to pages 41–44 of the early years inspection handbook, pages 10–12 of the EYFS and Early Years Outcomes.

You should evaluate how well you:

- Identify children's starting points and the progress they are making over time
- Support children who are disadvantaged or under-performing to catch up
- Help children to work at typical levels of development for their age, including those whose development exceeds what is typical for their age
- Help children to develop skills that will help them to be ready for the next stage of learning.

Do not just list what you do but consider the **impact** of your work and how well you and any assistants that work with you:

- Challenge children to develop and make good progress towards the early learning goals from their starting points
- Help children to think critically, play and explore and be active and creative learners
- Check the progress children are making across the areas of learning
- Ensure that children achieve as much as they can in relation to their starting points
- Help children to enjoy their learning, be motivated and excited to take part in activities.

Outcomes for children – have you talked about how you..?

- Raise outcomes of children every term / year, improving what you are doing and how you are doing it so that every child makes the best progress
- Record starting points – with input from parents and other settings the child attends
- Observe, assess and plan to ensure every child is making good progress
- Support all children to make good or outstanding progress from their starting points, meeting or exceeding the typical development for their age – so they are ready to move on to the next stage of learning. Think about how you provide activities to stretch children who are racing ahead and help children who are falling behind 'typical behaviours' in Early Years Outcomes to catch up
- Challenge learning as children work towards the Early Learning Goals – note that once children are in full-time school childminders are **not** expected or required to record / monitor learning and development
- Assess learning to make sure children are not falling behind
- Meet the needs of children who have special educational needs and / or disabilities.

SECTION 7: overall effectiveness

You should refer to pages 28–30 of the inspection handbook. In this section you should take account of the judgements you have made about your provision in the four key areas.

In particular, you should consider:

- The progress all children make in their learning and development relative to their starting points and their readiness for the next stage of their education
 - The extent to which your practice meets the needs of all the children who attend including any children who may be disadvantaged or need additional support because of their home background or because they have special educational needs and/or disabilities
 - Children's personal and emotional development, including whether they feel safe and are secure and happy
 - The children's readiness for their next stage of learning, and how you support them in getting ready for transition
 - Whether the requirements for children's safeguarding and welfare are met
 - Your effectiveness in evaluating practice and securing continuous improvement that improves your provision.
-

Overall effectiveness –

This is the conclusion to your SEF and you need to think about the key question inspectors should be asking -

What is it like for a child here?

You can add anything here that you haven't talked about in other questions – try not to duplicate!

Remember!

When writing your self-evaluation...

- Strengths must be realistic – the inspector will evaluate them
- Weaknesses must be included as an action plan for the future
- It must include views of parents – evidence of parent participation must be available
- It must consider the environment and quality of activities
- It must focus on safeguarding and children's learning to answer the question 'what is it like to be a child in this provision?'

Updating your SEF – some advice

I have a folder split into sections for each of the questions in the SEF.

I print what I have already uploaded on the Govt gateway site as the main body of my SEF - if you don't have this in place, you will probably have notes ready to be uploaded that need separating into the different questions...

I jot down information about any new things I want to include in my SEF, for example -

- When I have attended training
- When I have done some CPD
- When I have professional discussions with friends locally or on forums / Twitter etc
- When I read things on the internet
- When I make changes to resources, equipment, the playrooms, the ways I work etc...

I put a date and then what I have done eg

- 04.13 - read information about schemas and shared it with parents (add to Q2)
- 05.13 - joined in with professional discussion about inclusion. Adapted inclusion policy (add to Q5)
- 07.13 - bought some new books about emotions for the children and we.... (add to Q4)

Then, when I have some quiet time, I add the information to my SEF, with month dates -

Main part of SEF followed by...

- Updated 01.2014 -
 - 01.14 - I reviewed my policies and procedures and made changes to...
 - 02.14 - I spoke to parents and was given feedback about...
- Updated 07.2014 -
 - 09.14 - I bought some new garden resources including...
 - 11.14 - I asked children about menus and...
- Updated 01.2015 -
 - 02.15 - attended training course xx and changed the ways I work to include...
- Updated 07.2013 etc...

I upload my SEF onto the Ofsted system every 6 months - use control and c to copy and control and v to drop it into the SEF boxes. The boxes stretch - you can write as much or as little as you want. There are no right or wrong answers. Your SEF must be unique to you and the ways you work!