

# Early years self-evaluation form

For provisions on the Early Years Register

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

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<b>Setting name</b>	Be Happy Preschool	
<b>Setting unique reference number</b>	EY388789	
<b>Setting address</b>	St Pauls church	
	132 Stoke Road	
	Slough	
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<b>Date completed</b>	06/01/16	

## Introduction

This optional self-evaluation form is for providers on the Early Years Register. You may prefer to record your self-evaluation on a different form, for example:

- a children's centre self-evaluation form that includes the registered part of your provision
- a local authority form
- a quality assurance scheme system.

If you submit this form online or send it to Ofsted as part of your planning cycle, the inspector will use it when planning your inspection. If you choose not to send it to Ofsted, or you complete a different form of self-evaluation, please make this available to the inspector at the start of your inspection.

Whatever way you choose to record an evaluation of your provision, the inspector will expect this to include:

- the views of children, parents and any staff or assistants you employ
- the views of other professionals who may work with you, such as local authority advisers/development workers; health professionals; children's centre staff and any other early years provision
- your strengths, any areas for improvement and the actions you propose to tackle them.

You may find it helpful to use the following to evaluate your provision:

- Early years self-evaluation form guidance<sup>1</sup>
- Early years inspection handbook<sup>2</sup>
- Common inspection framework<sup>3</sup>
- The Statutory Framework for the Early Years Foundations Stage<sup>4</sup>
- Early years outcomes.<sup>5</sup>

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<sup>1</sup> *Early years self-evaluation form guidance* (120342), Ofsted, 2015;.

[www.gov.uk/government/publications/early-years-online-self-evaluation-form-sef-and-guidance-for-providers-delivering-the-early-years-foundation-stage](http://www.gov.uk/government/publications/early-years-online-self-evaluation-form-sef-and-guidance-for-providers-delivering-the-early-years-foundation-stage)

<sup>2</sup> *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

[www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015)

<sup>3</sup> *Early years inspection handbook from September 2015*, 150068, Ofsted 2015;

[www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015)

<sup>4</sup> *The Statutory Framework for the Early Years Foundations Stage*, DfE, 2014;

[www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

<sup>5</sup> *Early years outcomes*, DfE, 2013: a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years

<https://www.gov.uk/government/publications/early-years-outcomes>.

## Completing this form

Please make sure that you have completed the setting details at the beginning of the form, including the name of the person who completed it. Please make sure that any additional sheets you might use have the name of the setting and unique reference number (URN) at the top.

The form is in two parts. Part A tells us what those who use the setting think of the quality of the provision you offer. Part B gives you an opportunity to evaluate your provision using the same judgements as used by the inspectors.

## Part A. Setting details and views of those who use the setting

### Section 1. Your setting

In this section, 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.

Refer to the Early years self-evaluation form guidance, page 5.

Our setting is based in rooms and outside space adjoining and owned by St. Paul's Church of England Church in a residential and industrial area near the centre of Slough, a demographically diverse town. We operate with a Christian ethos, promoting and encouraging Christian values such as sharing, caring and showing respect for ourselves and each other through playing and having fun together. We welcome children of all faiths or none.

We have the use of 4 rooms and outside space – inside the main entrance is a small lobby which leads into the Hive, where the children are initially settled and registration and morning circle time take place. The children are then led along a corridor, where the toilets and changing area are, to the Bumble Bee Room, Messy Bee Room and Flower Garden (outside), where the children are given free flow access to a variety of activities. The 4<sup>th</sup> room, the main hall, is accessed by a short flight of stairs and is used for activities that require a lot of space such as rugby coaching or cannot be carried out outside due to inappropriate weather.

We operate according to Slough Borough term dates, each weekday except Wednesdays between 9am and 3pm. We currently offer 30 places each morning and afternoon. The manager holds a degree in primary teaching and the International Montessori Diploma and has worked with children from birth – 11years over a 21 year career. The assistant manager holds a strong level 3 diploma in child care and development as well as 4 years' experience in managing child care settings; she has worked with children from birth to 5 years during her 6 year career. The deputy manager holds a level 3 in child care. 5 other staff hold a Level 2 in child care, 2 of whom have now begun their level 3 qualification with 2 more due to start this year. The other works as the

administrator as part of his role. Staff are deployed to different areas according to where the children decide to play (following the free flow idea. We also host a sensory music and movement specialist once a week and rugby coach twice a week.

Recent training includes paediatric first aid, training for the administration of the medication Buccolam and a session on continuous and enhanced provision, delivered by a member of Slough Early Years' Service. Food hygiene, ITALK, fire awareness and SENCO advice from the local health team.

We currently have 44 children on roll, 18 of whom are female and 26 male. The youngest is 2 years 1 month and the eldest is 4 years 5 months. The children come from a variety of backgrounds including British, Indian, Afro-Caribbean, Pakistani, Filipino and Polish and all but have English as an additional language. The cultures of the families represented by these children include Christian, Muslim, Hindu, atheist and Sikh. We have two children who have specific needs. One has developmental delay, suffers epileptic seizures and is subject of a care plan and the other is displaying symptoms of autism which has now been diagnosed by the local health team (December 2015), we communicate regularly with family and the care team on how we can improve our setting to adjust to the child's needs, we have IEPs in place and work closely with them when doing our individual planning. We have regular visits from the local health team to guide us as practitioners to helping this child reach their full potential, we also hold regular meetings as a staff team with members of the autism association from Slough Borough council and the local SENCO.

We have a range of activities available to stimulate children with sensory needs as well working closely with parents/carers to include them in the everyday care of their children.

The Preschool has recently hired a new assistant Manager; she will be helping the staff on the floor with the day to day running of the preschool, ensuring that the children get the very best from their days. Her role is to support all the staff and to keep the team up to date with all EYFS changes and ensure they are in practice.

Since the administrator gained his Level 2 qualification, he is now spending more time on the floor with the children improving his skills as an early years practitioner.

Our strong staff team ensures quality of care and parents and carers feel confident leaving their children in our care and children feel comfortable leaving their parents/carers to be with us and enjoy their time with us.

## **Section 2. Views of those who use your setting and who work with you**

This section should record:

- the views of the children who attend your setting and those of their parents or carers
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

Refer to the Early years self-evaluation form guidance, page 6.

The children at Be Happy enjoy their time with us and, once they have settled in, are happy to come into preschool and are confident to say goodbye to their carers. Parents have told us that they speak fondly about staff members when they are at home and readily give hugs to us.

We gain feedback from parents through communication via email, our weekly newsletter, daily text messages and conversations with staff. Feedback we have received from parents is generally positive. When we have received criticism, we have used it as a springboard for discussion as to what improvements we may make to the setting and our practices and any changes are implemented swiftly.

Comments from parents include:

"What a lovely text" – after receiving the regular morning text on her grandson's first session of preschool.

"Thank you for letting me know her progress" – in reply to a text to reassure an anxious parent whose daughter had been upset when left at preschool.

Reviews from parents:

"Very good school and definitely recommended. Their way of communication to parents is very good. My child was crying for the first 3 weeks but now he is used to the school and he also started talking only after going to school. I see lots of difference in him."

"My daughter has attended Be Happy preschool for a month now and I cannot praise it enough. The day is well structured and staff very caring, kind and mostly enthusiastic which has helped my child settle in. The manager goes above and beyond with communicating with the parents via emails, newsletters, and texts and so I always feel a part of what my daughter is doing and very much involved in this community preschool. We love looking forward to what my child brings home from an activity and what she is learning from each week's themed learning. Overall the staff, the layout and planned activities really make it enjoyable to send my

child to this preschool.”

“Very pleasant, very new set up against the back-drop of lovely church - well equipped, friendly staff - happy child. Was a very sunny day the first time I dropped my child off there - and everything seemed perfect! Would highly recommend.”

We are working closely with our advisory teacher from Slough Early Years’ Service who has offered us varied suggestions on how to further improve the provision, such as creating “cosy” areas for children who may feel overwhelmed. And arranging visits to similar settings in the area to share ideas and see things in practice. We are in communication with Social Services and Healthcare professionals in relation to some of the children in our care and received prompt Buccolam training to support a child in our care who is prone to seizures.

## **Part B: The quality and standards of the early years provision**

This part of the form covers the judgements the inspector will make when evaluating your provision. It is important to have your own judgement about how well you are doing in these areas.

### **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.

You should refer to:

- Early years self-evaluation form guidance, page 7
- Early year’s inspection handbook, page 30–34.

At Be Happy Preschool we value continuous training and are working in partnership with our Qip to help develop learning opportunities for staff and children there by extending our learning areas and curriculum. We have spent a great deal of time developing a training plan for our staff and assessing how we can help them develop and improve practise in our setting. We offer an induction process, management development training run by a consultant that we have brought in, we have accessed training through Slough Borough Council, Bucks Learning Trust, Langley college, Reading University, and online through various providers so that we have covered all our statutory requirements.

We help to enable productive learning for our children by running planning session with our staff team so that we can develop knowledge of the Early Years Foundation Stage, British Values and Safeguarding. This also helps with team building and developing relationships together.

Our manager, supported by both directors carries out regular staff briefings and debriefings, 1:1s with our staff and staff appraisals and completes our induction process with a 6month review so that staff have the opportunity to express how well they feel their professional development is going, any issues they are concerned about, suggestions for improving the setting and have a time to reflect on their progress and our children's. We send out a "week ahead" schedule to staff to inform them of key events. Staff are included in the parent communication and are involved with detailed planning

Staff are issued with staff handbooks detailing our expectations of behaviour within the setting, our disciplinary procedure and safe guarding procedure. Staff have all parts of the induction process signed and dated

We have several members of staff trained to deal with safe guarding issues who have experience of working with social services, Ofsted and our other partners; our manager has completed her Advanced Safeguarding course for Designated Safeguarding Officers (October 2015) and is gaining knowledge and experience through additional training and first-hand experience.

Several staff have expressed an interest in learning more about Autism and this is something that the manager is looking into, supported by the local area SENCO.

Sharing information – we hold regular staff meetings and social events so that we can share information and develop as a team, we also share information with staff and parents through newsletters, emails, text messages, WhatsApp groups, Facebooks group, tapestry, face to face and

over the telephone.

The management team have an "open door" policy and staff are welcome to talk to them at any time about matters whether or not they relate to the workplace.

Our "snack bar" is available to children throughout the sessions and children can help themselves to nutritional food such as fruit, crackers and rice cakes.

We are implementing a "staff member of the month" scheme where parents and staff members can vote for a member of staff who has gone above and beyond their work remit. We also have stars of the week chosen by staff where children are rewarded for achieving goals such as settling in well, sharing with their peers, kindness, improvement in behaviour, etc.

We promote positive behaviour management as much as we can but if necessary, face to face simple conversations are held with a child who is behaving in a manner which is unkind or destructive. Some "thinking time" can also be given. As soon as appropriate, when the child is witnessed using more appropriate behaviour, the child is praised highly.

### **Your priorities for improvement**

Provide the framework to staff to include in their induction books

More books to help with planning

Use some meetings to go over policies and procedures to ensure that these are refreshed

British values embedded in nursery, poster to be put out in staff room

Channel and prevent duty needs to be rolled out

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## 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 the characteristics of effective learning.

- Early years self-evaluation form guidance, page 8
- Early years inspection handbook, page 34–38.

We have a range of activities available for the children through continuous and enhanced provision and although we follow a child-led approach, we encourage all children to participate as fully as is appropriate. As a large majority of our children have English as an additional language, we use a lot of talk time, songs and rhymes during the day, as well as modelling conversations between the adults. We have staff who can speak Urdu, Hindi or Punjabi and have bilingual books in a variety of languages. We use the Google translate app for words and phrases that need to be communicated as well as iPad apps in various languages. The Urdu Rhymes app is very popular with all the children, regardless of their home language! Stories are read towards the end of each session as well as according to the children's wishes and the teacher asks questions to ascertain the children's understanding. This may then lead on to a relevant rhyme, discussion or activity such as when a staff member read "The Three Little Pigs", the children huffed and puffed and we had a brief discussion about what material the children's houses were made from. This will then lead on to the children making their own houses out of different media and trying to blow them down. How can we then make them stronger? Should we build them differently? Use different materials? At the beginning of each session, the children self-register by finding their name in a basket and several of our 2 year olds have already begun to recognise their name independently.

Our outside space particularly lends itself to the promotion of the children's physical development. The children have space to run, throw, kick and climb as well as having access to different activities and equipment to develop their fine motor skills, such as the kitchen area which the children use with small materials such as coloured rice or pasta. The "hobbit house" is a firm favourite with the children and they like to use the construction tools to fix it! Indoors, the children have opportunities for developing their gross and fine motor skills through art and craft equipment, white boards and pens, playdough, construction toys such as Duplo, just to name some. Toilet training is supported when appropriate and staff discuss with carers as to the best time to start this and how to approach it. Football, rugby and music and movement sessions also promote children's physical development.

### **Your priorities for improvement**

1. Settling in children – a. Children and parents/carers are invited for 2 settling sessions of one hour each prior to starting preschool where they can collect their uniform, look around preschool, meet their key-workers (this may be decided when they come in so we can see who they have a bond with) and complete paperwork.

b. Children should have their name on their peg before they start preschool so that it helps them feel safe a secure.

c. It was also suggested that it would be useful to have a key-worker display with photo of staff with key children's names underneath at present we do have a list near our staff photos but a display board would add to professionalism and parent recognition for our settling in period. (Julie to buy boards and Assma to put display together.)

d. as part of our settling programme and activities we discussed setting up a display on the children's likes and dislikes discovered through contact with parents all about me forms and investigation activities during the time.

e. photo routine display for children so they know what is going to happen next. As part of our routine we have written prayers for the session so that children become familiar again with our established routine.

Opening prayer – Thank you for our preschool. Help us to learn to share and play and have lots of fun today and everyday– Amen

Snack time grace- Thank you for the food we are about to eat and for our friends we are sharing it with – Amen

Closing Prayer – Thank you for all the fun we have had at preschool  
Amen

f. boundaries and rewards – what boundaries does our preschool have to make children feel safe and secure as a team we need to understand and list them so we know we are all helping children follow the same rules we have put into our planning reward schemes which will be followed with certificates and special treats such as taking Habibi home for the weekend.

### **2. Planning**

Assistant manager is implementing a new planning strategy, planning a

week in advance according to children’s interests.

a. All staff now using Tapestry to record children’s observations and track progress. Children’s interests and needs to feed into planning.

b) We have agreed to redesign the planning sheet to include educational outcomes, focus children and reflect activities outdoors as well as in and how we will communicate the activities with parents giving advanced notice, we will also include any risk assessments needed for the activities and gain parent permission.

c) It’s been suggested that we have little helpers to help set up snack time which will encourage self-sufficiency and sharing.

3. Risk assessments to be reviewed regularly.

4. Claire to keep Google calendar up to date and mail out event invitations to staff.

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## 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.

You should refer to:

- Early years self-evaluation form guidance, page 9.
- Early years inspection handbook, page 38–41.

We allow the children at Be Happy to take risks (within a risk assessed and safe environment) and allow them to learn from taking them – e.g. “if I go too fast on a bike I may fall off”. We regularly assess the line between standing back and letting them learn and being risk averse.

Our administrator is also a trained rugby coach and holds twice-weekly sessions of rugby where children learn ball skills, develop teamwork and generally have fun! The importance of physical exercise is something we strongly wish to promote.

We have a healthy eating policy and all snacks are designed to be low in sodium, low in sugar (except naturally occurring fruit sugars) and low in saturated fat. They mostly consist of fruit and vegetables which is popular with the children. Snack time is designed to be a social occasion and conversations about the food we eat are initiated by staff and children.

A member of staff recently approached the manager about help with settling one of her key children. The manager did some research and from this, plus her own knowledge, came up with a list of suggestions for how staff could facilitate children’s settling. Staff have used several techniques with positive results.

**Your priorities for improvement**

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## Section 6. Outcomes for children

This section is about the progress of different groups of children from their starting points.

You should refer to:

- Early years self-evaluation form guidance, page 9.
- Early years inspection handbook, page 41–44.

Each child has a baseline assessment done by their keyworker within 4 weeks of starting at preschool. From this assessment, keyworkers can make targets for each child and focus their planning according to the needs of the children. We can also ensure that children make satisfactory progress during their time with us. At around the age of 30 months, we will complete a progress check for children in our setting. This, in conjunction with the Health Visitor check which may be done between 24 and 36 months, can give a clear picture as to a child's progress as well as flagging up any possible issues.

Each child has a Tapestry account for online journals and observations. Parents will be given access to this after February half term. This will create another link between home and preschool and we will encourage parents to use this valuable resource. In our weekly newsletter we make suggestions of how parents can support their children's learning at home.

Keyworkers are usually assigned to a child according to who the child creates an initial bond with. These are reviewed half termly and may or may not change depending on whether the child has bonded with another member of staff/ group of children. Keyworkers are encouraged to plan group activities for their key children.

We held a successful set of parents meetings in the autumn term where parents/carers were invited in to speak to their child's keyworker to discuss progress, etc. A large proportion of parents took up this opportunity and feedback from them suggests they found this opportunity was useful for them. Keyworkers are always available for parents to speak to at the beginning or end of sessions or we are happy to arrange meetings if this is desired.

End of term/ year reports will be generated through Tapestry with a personal comment written by the child's keyworker and the preschool manager/ assistant manager.

We are in the process of creating IEPs for 2 children in the setting. As part of this process, the parents of these children will be invited in to discuss how we and they can support the children. Other professionals, such as Health visitors and the area SENCO will be invited to contribute as appropriate. We have one other child, who has recently left the setting and relocated out of the area, for whom we were considering an IEP for behaviour issues. We will be in touch with his next setting and will liaise with them as appropriate.

When a child is awarded a "Star of the Week" certificate, they also get to take Habibi bee home over the weekend and have "adventures" with him which can be recorded in his diary.

When this comes back to preschool, we share the pictures with the children so that we can see what Habibi has been up to!

**Your priorities for improvement**

My practice (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

## Section 7. The overall effectiveness of the early years provision

This section brings together the evaluation of all aspects of your practice, including teaching and safeguarding, your identified priorities for improvement and the grades you have awarded yourself.

You should refer to:

- Early years self-evaluation form guidance, page 9
- Early years inspection handbook, pages 28–30.

The overall quality and standards of my early years provision (is):

Outstanding: my practice is exemplary	
Good: my practice is strong	
Requires improvement: my practice is not good enough and I know it needs to improve	
Inadequate: my practice requires significant improvement	

### Any further comments you wish to include

- the progress all children make in their learning and development relative to their starting points and how ready they are 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 and behaviour, 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 for your provision.

