

The National Institute of Childcare & Education REPORT



Innovation and Excellence

**A professional audit:
The use of Bertram & Pascal's Quality Development Framework**

**The National Institute of Childcare & Education (NICHD)
London
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www.Niched.org



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The National Institute of Childcare & Education

Supporting the professional development needs of
Childcare & Education Practitioners

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Innovation and Excellence



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PREFACE

NICHED believes that:

...that each child should have lifelong access to high quality education and training for vocational, social and personal needs to improve the quality of their lives and contribute to the economic and cultural development of this country and beyond.

In relation to early years education and childcare, and as agreed in 1995 as part of the Early Years Policy this means:

- providing the best possible start for our children;
- providing education and childcare appropriate to a child's development;
- respecting and valuing all children as individuals;
- recognising the importance of play as an essential part of every child's life and vital to their development;
- observing the right of children to have their views taken into account;
- providing high quality early years education and childcare.

These principles are central to Early Years Development and Childcare.



INTRODUCTION

This Quality Development Framework offers guidance for all providers of care and education for young children.

It contains sets of statements in relation to ten dimensions of quality. Not all elements will relate to all settings, and all settings will have particular needs to address.

The framework is designed to offer an opportunity for reflective self-evaluation and continuing improvement.

The following statements are widely accepted as underpinning principles of early childhood education.

- Learning begins at birth
- Care and education are inseparable
- Every child develops at their own pace but adults can stimulate, encourage and extend learning
- All children benefit from developmentally appropriate care and education
- Skilled and careful observation is the key to helping children learn
- Cultural and physical diversity should be respected and valued: a proactive anti-bias approach should be adopted and stereotypes challenged.
- Learning is holistic and cannot be compartmentalised: Trust, motivation, interest, enjoyment and physical and social skills are as important as cognitive gains
- Young children learn best through play, first hand experience and talk
- Educators, carers and parents should work in partnership
- Quality care and education require well trained educators/carers and ongoing training and support

Adapted from 'Quality in Diversity in Early Learning' 1998

THE TEN DIMENSIONS OF QUALITY

(from the Effective Early Learning Project - Pascal & Bertram 1995)

The 'Pascal and Bertram Quality Framework' is based on the view of practitioners, parents and children in a range of settings and on an informed understanding of research about how young children learn. There is an emphasis on the importance of the social context of learning and in particular, on the role of the staff in establishing this effectively. Within this framework (outlined in the chart overleaf), ten dimensions or aspects of quality may be identified. They are not intended to be an exhaustive list but we believe they provide a broad overview of the quality of educational provision in any setting.

Although the ten dimensions are represented individually to support ease of analysis, we must emphasise that in any practice they are interrelated. They are also not represented in any practice they are interrelated. They are also not presented in any hierarchical order. We believe ALL the dimensions are important and that all must be addressed to achieve quality. Our aim is to support practitioners to improve on previous best through gradual change and development.

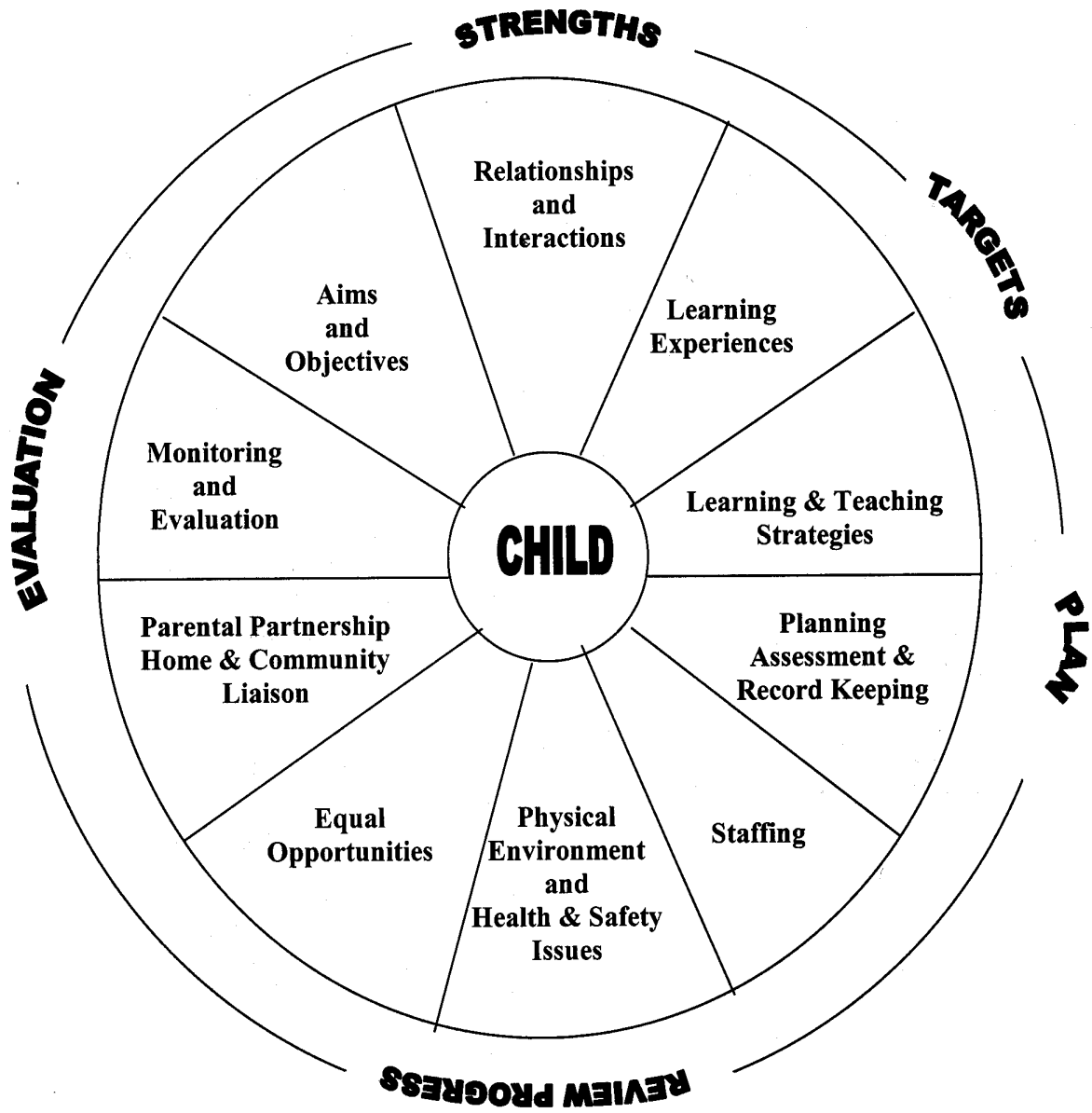
The approach we have taken to quality evaluation and development has been adopted with reference to the growing body of literature in the field of school improvement, effectiveness and quality management. There is a consensus emerging as to certain underpinning principles of effective action leading to improvements in quality:

- judgements about quality need to be made,
- evaluation should emerge from an open, honest and collaborative dialogue using a shared vocabulary,
- this dialogue should be generated over an extended period of time,
- the dialogue should have a clear, systematic and agreed framework and format,
- the evidence for evaluation is gathered together and questioned together,
- the evaluation process should lead to action plans,
- the action should be followed through, supported and monitored,
- the setting should take ownership of the process and its outcomes,
- ALL participants in the process should be encourage to make a contribution which is acknowledged and valued,
- An outside perspective is required and is most effective when the assessed and assessor trust each other,
- Collaboration and participation are effective.

Taken from The Effective Early Learning Research Project



THE TEN DIMENSIONS OF QUALITY



HOW TO USE THE QUALITY DEVELOPMENT FRAMEWORK

Each dimension of quality is set out in the same way. It starts with an introduction to the dimension giving a theoretical and practical perspective. This is followed by statements for self-checking. These lists are by no means exhaustive and can be added to for your settings individual needs. You might like to use the following coding system:

✓	YES
?	Need to check/not sure
X	Need to develop
	Not appropriate

The boxes are numbered so that you can use them over a number of monitoring and evaluation cycles. At the end of each dimension there is a summary sheet for you to evaluate your practice and identify future areas for development. The Development and Action Plan found that at the end of the document should in most circumstances not contain more than three key priorities from the summary sheets for development over the next 12 months - although there may be a number of easily attainable targets to be included in the maintenance section. When completing your new action plan remember to develop long, medium and short term goals.

Each year you will need to review your progress towards previous targets and set new ones. Return to the quality dimensions and review self-evaluation sheets. Begin by looking at the 'need to develop' boxes you were not able to work on in the last action plan. Complete all relevant summary evaluation sheets and use these to create your next development plan and its associated action plans.



QUALITY DIMENSION: AIMS AND OBJECTIVES

Essentially, this dimension of quality asks providers to consider the question:

"What do we want for our children?"

This dimension refers to the written policy within a setting in which the aims for the provision of learning are made explicit.

Aims and Objectives include the following:

- To provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child.
- To enhance each child's curiosity, motivation and independence through the sensitive support and stimulation of adults.
- To use and value what each child can do as a starting point.
- To assess individual needs and help the child to progress.
- To value, support and extend the child's language.
- To allow for discoveries and freedom to learn from experiences.
- To provide adequate supervision to offer encouragement and support.
- To enable choice and decision making.
- To foster independence and self-confidence.
- To build self-esteem.
- To involve parents/carers and value their contribution.
- To ensure that the care provided has regard to the child's religious persuasion, racial origin and cultural and linguistic background. (*Children Act Guidance*).
- To provide as far as possible experiences for children with special educational needs which are inclusive rather than parallel (*Quality Standards in Day Care Services for Pre-School Children*).
- To foster personal, social and emotional well being.
- To promote positive attitudes to learning.

There may be others particular to your setting. All staff should take part in drawing up or discussing the Aims and Objectives.

Our Statement of aims is:



AIMS AND OBJECTIVES SELF EVALUATION

1 2 3 4 5

We have discussed what we want for our children

We have asked the children and their parents what they want from our setting and have taken note of their view

We have written down what our aims and objectives are

All adults working in this setting are aware of our statement of aims and objectives

We have talked about these aims with people who use our setting

These are shared with people who regularly visit the setting e.g. speech therapist, social worker, nurse, play therapist

The statement of aims is shared with parents/carers/governors/line managers

We make sure that people new to our setting know about our aims and objectives

We review our statement on a regular basis

Points or comments relevant to our setting



AIMS AND OBJECTIVES SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Area to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION: RELATIONSHIPS AND INTERACTIONS

For young children, every setting is a source of learning; the home is a particularly powerful learning environment.

All educators operate within their own values, benefits and attitudes. They should recognise that these may differ from those of the children they are educating. Educators of young children need to be open minded, evaluative, reflective and responsive.

(Starting with Quality D.E.S)

This dimension of quality is about how well children and adults interact with each other. Those interactions, in turn are dependent on the emotional well being of all those involved.

Establishing good relationships is fundamental in any setting. If relationships are positive and supportive almost everything else can develop.

A climate of security is created where children feel valued and are able to take risks, experiment with their learning and try out new ideas and strategies. This also holds true for the adults involved.

Early Years workers carry a huge responsibility as key role models for young children, respecting and valuing people and behaving with dignity is essential. Young children are very perceptive at recognising honesty, trust and openness, they spot a lack of sincerity very quickly.

Early Years workers have to like children. They need to be interested in what children do and say, as well as being interested in people themselves. They need to have an understanding of child development and be sensitive to the fast changing needs of young children employing effective questioning to ensure an understanding of the child's needs and interests. Any adult working in settings for young children, needs to think about how to interact with children in a range of situations.

Children's self-esteem is profoundly influenced by the regard in which they are held by others and the way they are treated in day to day activities. A sense of personal worth can be encouraged through conversation or practical activities related for example to the use of the senses, or the expression of likes and dislikes which explore similarities and differences between the children themselves and others. Children are helped to understand how people and things change and influence their own and the lives of others by the way adult's respond to the events in children's lives.

(Starting with Quality D.E.S)

If a child misbehaves in some way we need to ensure that our response makes clear to the child which part of the behaviour was unacceptable and why, and that it is the behaviour we are critical of and not the child.



RELATIONSHIPS AND INTERACTIONS SELF EVALUATION

1 2 3 4 5

We always greet our children by name and with a smile

We try to see our setting through the eyes of a child and think about what it feels like from their point of view

Adults support children by respecting them as individuals, providing a positive ethos and helping them to build confidence in themselves

Children are encouraged to work together co-operatively, and respect each others' Ideas

Children are supported in building trusting relationships with one another, so they are able to share and take turns

Adults are sensitive in deciding when to support/extend children's learning and when to simply observe

Children's own ideas and interests are used as starting points for their learning

Children are given the time and space to express themselves

Children are given opportunities to work individually in small or large groups with or without an adult

Adults are aware that they are role models for the children in the way that they interact with the children and with each other

Adults are consistent and clear in their attitude and expectations of children's behaviour, providing a secure framework in which children can be encouraged to develop responsibility for themselves and others

Children's needs are respected

Children are encouraged to value their own identity and take an interest in others

Children have opportunities to bond with a key worker in the setting and are supported in building trusting relationships with other staff

Points or comments relevant to our setting



RELATIONSHIPS AND INTERACTIONS SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION LEARNING EXPERIENCES

"Young children enter educational institutions with a great deal of knowledge and skills in place. They have learnt many things at home and in their community environment. All children have established their own patterns of learning which are developed during their natural day-to-day experiences. We could call this their 'natural curriculum', a unique and ad-hoc programme they followed before entering pre-school. The key processes of learning will have been through play, watching adults and other children perform tasks, by partaking in real-life experiences and through talking about these experiences with others."

Iram Siraj - Blatchford A curriculum development handbook for early childhood educators

For 0-3 year olds this dimension of quality is about providing experiences for children, appropriate to their age and stage of development, which help them to become aware of themselves as individuals, themselves with significant others and themselves in a small group. It is about helping all children to develop the skills, attitudes and concepts that will help them to be effective learners for the rest of their lives.

For 3-5 year olds this dimension of quality is concerned with the breadth of what is offered across the areas of learning, and the balance within those areas, so that over an appropriate period of time (depending on the sessions of different settings), children experience all areas of learning and do not concentrate just a few at the expense of others. However, it is clear that some areas of learning are far more significant for very young children. Personal, Social and Emotional development is fundamental to being able to learn at all, and language development provides the foundations upon which so much future learning is built.

"Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Through play, children explore, apply and test out what they know and can do.

Young children are also naturally curious; they want to know why and how things are as they are. They ask a lot of questions and need immediate and appropriate responses. This demands a willingness to talk to and answer the child thoughtfully, accurately, comprehensibly and in a way that leads to further questions. With encouragement and stimulation, this curiosity will develop into a thirst for, and enjoyment of, learning.'

(Starting with Quality D.E.S)

The way in which children are offered learning experiences therefore, is as important as what they are learning about. Play and learning in the early years is important in its own right and is not just a preparation for primary school. Through play children test out feelings, ideas and understanding and practice what they have observed or learnt in other contexts.

Children learn most effectively when adults support their development by being interested in what they do and what they say and by engaging children in open ended, investigative, first hand experiences and talk.



LEARNING EXPERIENCES SELF EVALUATION

1 2 3 4 5

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We identify individual interests and abilities through consultation with parents and regular observations

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We make learning relevant to children's developing needs

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Activities are planned to ensure that learning is first hand and enjoyable

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Activities involve practical experiences and problems solving

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Planning ensures continuity and progression of learning for all children

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Children have the space they need to explore and move about

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Talking and listening is central to the learning process in our setting

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Children have plenty of chances to be responsible for their own learning

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We develop social responsibility in children through setting structure and negotiating rules

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We have a routine which reflects the way children learn, not what is convenient for Adults

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We frequently use a broad range of real and natural objects to promote a wide variety of experiences

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We have a curriculum based on the Areas of Learning which is developed and regularly reviewed by all staff

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We observe what children can do so that we can plan to develop their learning based on their interests, abilities and needs

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We regard every part of the day as a learning opportunity

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We involve parents/carers on a frequent and regular basis in their children's learning

Points or comments relevant to our setting:

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LEARNING EXPERIENCES SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION LEARNING AND TEACHING STRATEGIES

QCA's Common Features of Good Practice expect that; Children participate in a range of activities which take into account of their interests and achievements and their developing physical, intellectual, emotional and social abilities.

Children are encouraged to think and talk about their learning and to develop self control and independence. They are given appropriate periods of time for learning through sustained involvement in concentrated activity. Approaches to teaching include recognition of the value of providing first hand experiences, of giving clear explanations, of appropriate adult intervention and of using play and talk as media for learning.

Children learn in a variety of ways. We as adults need to ensure that we offer a variety of learning situations to support that learning. We need to respond to the differing needs of children in a variety of contexts, the process of learning is as important as the content and needs careful consideration in curriculum planning. Children's independence and autonomy needs to be promoted. Children should be encouraged to take responsibility for their learning.

Adults need to be prepared to play alongside children (almost as a peer) at times. However, the adult role will essentially be to act as the 'scaffold' to support the children's developing understanding, offering just enough information and guidance to enable the child to achieve success and offering challenge to the child by extending their thinking.

The effectiveness of teaching should be considered on the light of such factors as:

- the learning objectives for the session;
- the number of children and their levels of attainment;
- how successfully staff and other adults plan and work together to agreed aims and working practices;
- the use of space and resources indoors and outdoors;
- promoting learning across all six areas;
- the quality of staff interactions with children, e.g. level of stimulation, effective questioning, challenging and extending thinking, giving clear explanations;
- the progress children make in their learning

(OFSTED Handbooks: Section 5 and Section 10 Inspections)



LEARNING EXPERIENCES SELF EVALUATION

ALL children have opportunities to

- | 1 | 2 | 3 | 4 | 5 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have their existing language skills, both in English and other languages valued and supported. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Make decisions and choices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Plan their time and activities, choose their working partner. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work individually. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work in pairs and/or small groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work in a large group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work on activities chosen by adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Initiate activities which the adult will support. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have their interests/ideas followed up. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have their play developed through the involvement and intervention of informed adults |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Expand their knowledge, skills and understanding around a topic. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Discover and explore. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have informed explanations given. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have easy access to adults who stimulate and encourage dialogue. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Experience sustained involvement. |

Points or comments relevant to our setting:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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LEARNING EXPERIENCES SELF EVALUATION

Adults:

1	2	3	4	5

Are knowledgeable and confident in understanding the developmental needs of young children.

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Are knowledgeable and confident in the six areas of learning

- Personal, social and emotional development
- Language and literacy
- Mathematics
- Knowledge and understanding of the World
- Physical development
- Creative development

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Know individual children's abilities

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Plan appropriate learning experiences with clear objectives

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Plan for and organise appropriate play opportunities in order to provide for and extend learning

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Teach and extend children's skills, knowledge and understanding effectively

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Listen to children and give them time

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Create time for children to develop their play

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Allow children to work at their own pace

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Encourage children to initiate their own questions

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Respect children's individuality and listen to their opinions, views and ideas

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Provide resources, organise materials and equipment

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Are aware of special needs and enlist appropriate expertise if necessary

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Monitor children's progress

Point or comments relevant to our setting

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LEARNING AND TEACHING STRATEGIES EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION PLANNING, ASSESSMENT AND RECORD KEEPING

This dimension of quality is concerned with how we ensure that there are planned as well as spontaneous activities within our settings. The way the activities are planned will depend on the type of setting we are in, the age and attainment of the children and the number of children/staff.

Assessment for 3 to 5 year olds is based on our observations of what children can do. Observations should be part of the weekly cycles of activities and used to inform future planning. Assessment and planning form a continuous cycle.

How we record what is important will also differ from setting to setting. However it needs to be linked to the areas of learning and be a formalised system to which all staff and parents/carers contribute to support the individual development of each child.

Each setting needs to decide what other records it needs to keep in other aspects of provision, e.g. Attendance, Accidents, Medication, Staff experiences/qualifications, Training activity.



PLANNING, ASSESSMENT AND RECORD KEEPING SELF EVALUATION

ASSESSMENT

1 2 3 4 5

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Parents are asked to contribute their knowledge of the child's learning

--	--	--	--	--

Regular, focused observations of the children are carried out by all the staff

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Spontaneous observations are noted in some form

--	--	--	--	--

Learning is evaluated and next steps planned

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These assessments are used to inform our weekly plans

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Procedures are in place to identify children with special educational needs through our observations and planned activities

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Assessments are used to monitor progress children are making

Points or comments relevant to our setting:

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ASSESSMENT SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Area to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



PLANNING SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



RECORD KEEPING SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION STAFFING

This dimension of quality covers the number, experience and qualifications of staff, their opportunities for training and development. The management and leadership of staff, including how they are deployed, how they are valued and have their views listened to and how they contribute to the team effort.



STAFFING SELF EVALUATION

We have:

- | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|--|
| | | | | | A staff ration appropriate to age, stage of development, needs and setting |
| | | | | | Sufficient adults with qualifications appropriate to the setting |
| | | | | | Staffing levels which follow for appropriate training and leave |
| | | | | | Annual assessment of training needs |
| | | | | | Opportunities for staff to attend training courses, through funded arrangements |
| | | | | | Staff involvement in management policies and planning arrangements |
| | | | | | Time to enable staff to plan effectively for individual children and group activities |
| | | | | | Opportunities for staff to vary their tasks and gain new skills |
| | | | | | Organisation of staff to meet the needs of the children |
| | | | | | Clear and precise equal opportunities policies for recruitment in order to reflect the cultural diversity of the wider community |
| | | | | | A range and balance of expertise throughout the setting |
| | | | | | An induction process for new staff, including written guidance |
| | | | | | Clear supervision and management arrangements |
| | | | | | Opportunities for staff to discuss how they feel about their work |
| | | | | | Direct access to an adviser/consultant |
| | | | | | Opportunities for staff to be observed and received feedback to help them develop their teaching |

Points or comments relevant to our setting:



STAFFING SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Area to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION PHYSICAL ENVIRONMENT/HEALTH AND SAFETY

This dimension of quality is concerned with the context in which children learn. The way that space is used indoors and outdoors is an important factor along with the quality, quantity and appropriateness of the resources for learning.

Children are entitled to a safe environment that gives them the maximum amount of freedom and opportunities to learn and develop.

All settings must abide by existing legislation, and building and equipment must meet national safety standards and codes of practice.

Each setting should have its own policies and procedures, which outline the safety standards expected.

The accommodation outdoors should:

- be a secure place
- as far as possible have a variety of different surfaces; textures and levels e.g. grass, hillocks, paving, garden area, seating.

The accommodation indoors should provide:

- an area which is easily mopped and cleaned
- an area which provides space for large scale activities
- an area which provides for small scale and/or tabletop activities
- an area which provides for rest and quiet
- areas for books and writing
- for the need to concentrate individually, in small groups and in large groups
- for the need to socialise and talk
- for the need to make a noise - its necessary sometimes and essential for music!
- Through routes, ease of access and safety



PHYSICAL ENVIRONMENT SELF EVALUATION

PROVIDING A SAFE ENVIRONMENT TO PROMOTE EFFECTIVE LEARNING

1	2	3	4	5	
					Gas and electrical appliances are regularly checked
					Smoke alarms, fire extinguishers and fire blankets are maintained and in good working order
					Exits are secure, clearly marked and kept free from obstructions
					There is adequate heat, light and ventilation
					All resources and equipment comply with British Safety Standards
					Resources are checked regularly, kept in good condition and stored safely
					Furniture and equipment are related to the age/ size of the children
					Play areas are well organised and accessible to all children
					The environment allows for the full participation of children with special needs and disabilities
					There is adequate room for children to play and move between areas
					Outside play areas are adequate, safely enclosed and are checked daily for hazards
					Areas to which the children have no access are clearly defined
					There is a separate area for nappy changing, with appropriate facilities for disposal
					Statutory requirements are met whenever children are taken on trips and outings

Points or comments relevant to our setting:

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RESOURCES

1	2	3	4	5	
					Resources are monitored to ensure they are up to date, promote positive images/ role models and cultural diversity
					We have a range of resources appropriately organised to meet the developmental needs of the children
					Resources are carefully monitored to avoid triggering individual allergies e.g. for cooking/pets
					Resources are regularly cleaned
					Resources are safely stored and well organised
					We have a good range of natural and man made resources
					We have a selection of good quality resources to provide learning opportunities in all the areas of learning
					We watch how children use resources as part of our observation schedule
					Resources are easily accessible to the children

Points or comments relevant to our setting:

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HEALTH AND SAFETY ISSUES SELF EVALUATION

CHILD PROTECTION

1 2 3 4 5
 All the staff are familiar with child protection procedures as laid down for their particular setting

Training has been undertaken on child protection

All persons over the age of 16 present or residing in the setting have been approved and records kept up to date

Procedures are in place for the safe departure for children, who are released only to known persons

Points or comments relevant to our setting:

POLICIES AND PROCEDURE

The following policies and procedures are in place:

Equal opportunities

Behaviour

Emergency, including fire and first aid

Complaints

Medical and Allergies

Points or comments relevant to our setting:



MEDICAL CARE

1 2 3 4 5

--	--	--	--	--

A trained first aider is on site at all times

--	--	--	--	--

All staff are familiar with procedures and have appropriate training

--	--	--	--	--

All staff are aware of any medical condition or medication children are receiving

--	--	--	--	--

All up to date record of emergency contact numbers is easily accessible

--	--	--	--	--

Accident forms are kept and acknowledged by parents/carers

Parents/carers are informed of any food related activities children may be involved in

Parents/ carers are informed of any caution that it is necessary to avoid triggering allergies

FOOD

--	--	--	--	--

Nuts and associated products are not allowed on the premises

--	--	--	--	--

Meals and snacks are planned to include a nutritious and varied diet

Special dietary needs of each child are recorded, and this information is made available to all staff

--	--	--	--	--

The cultural. Religious and medical needs of each child are catered for

--	--	--	--	--

Information concerning meals and snacks is readily available to parents/carers

--	--	--	--	--

Children are encouraged to make choices about their food

Standards of hygiene are satisfactory in food preparation areas, and meet the requirements of the setting as indicated by Social Services

--	--	--	--	--

Children are supervised during eating times

Points or comments relevant to our setting:

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--



PHYSICAL ENVIRONMENT SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



HEALTH AND SAFETY SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSIONS EQUAL OPPORTUNITIES

Settings need a policy on equality of opportunity for children and adults. This should encompass race, gender, class, special needs, ability, religion, sexual orientation, geographic and social disadvantage, promote an understanding of cultural and physical diversity and challenge stereotypes, be responsive to local needs and be agreed by everyone using the setting.

The multi-cultural nature of our society must be reflected in the resources and experiences offered to children. Language and vocabulary must be accepted and reflected and stereotypes must be challenged.

Children with special educational needs must be included giving them equal access to the opportunities available in the setting, recognising that some children will need more support to enable them to make the greatest progress possible.

Consideration needs to be given to equality of access as well as opportunity. Children do not necessarily access resources and equipment just because it is available. They also need support to extend their experiences and to challenge attitudes with regard to other children or adults in the community, especially where they may be getting conflicting messages. Our own vocabulary and attitudes are ingrained with messages that could give offence to other people, we must be open to advice and change where necessary.



EQUAL OPPORTUNITIES SELF EVALUATION

1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We have an agreed policy to ensure that we value and respect peoples differences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All adults show an understanding of the practice of equal opportunities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are equal entitlements for all children and adults
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All adults support the children to access all the resources available at the setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff ensure equal participation in all activities and curriculum areas through observation and monitoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Toys and equipment are non gender specific and of a sufficient number
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children are presented with an environment and resources that reflect positive images of themselves and of others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children and adults have the opportunity irrespective of language differences or special needs, to be listened to and a value given to what they say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Support is given to parents and children:
<input type="checkbox"/>					With English as an additional language.....
<input type="checkbox"/>					With special educational needs.....
<input type="checkbox"/>					Who are disadvantaged by location.....
<input type="checkbox"/>					Where the parent/carer has specific difficulties.....
<input type="checkbox"/>					To understand equal opportunities issues such as anti-racism, anti-sexism and tolerance of differences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The adult/child ratio is equal for each session
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The range of experiences and activities is equal for children attending different sessions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is full participation by adults and children in discussions affecting the organisation and management of the setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Points or comments relevant to our setting:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



EQUAL OPPORTUNITIES SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Area to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:



QUALITY DIMENSION PARENTAL PARTNERSHIPS, HOME/COMMUNITY LIAISON

Settings should try to build on and reflect the child's previous experience at home and in the community and provide opportunities for children to explore aspects of other ways of life, from an informed knowledge base.

For young children, every setting is a source of learning; the home is a particularly powerful learning environment. Parents are the child's primary educators, settings need to develop a shared understanding, mutual respect and dialogue.

It is clearly important to define, for parents and others, a curriculum for young children which enables them to develop their abilities, and also to set reasonable expectations of the different circumstances under which it is provided.

A home visit or organised first visit to the setting is an excellent opportunity to get to know the parent/carer and the child.



PARENTAL PARTNERSHIP, HOME/COMMUNITY LIAISON SELF EVALUATION

1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We involve parents in the assessment and evaluation of our setting and consult them on improvements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents/carers are included as partners in their child's learning and are helped to know how they can best help their child's learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children and carers receive a warm welcome when visiting our setting prior to starting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Children and carers are welcomed personally on arrival
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are available on a daily basis to be approached by parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Information is requested from parents about their child on a regular basis. This information is shared with those who need to know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Records, observations and assessments are shared with parents/carers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We involve parents/carers in supporting our activities and learning experiences at home and in the setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents/carers are valued as individuals and encouraged to share their cultural background, work experiences and interests with the setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We have good links with all the other early years providers in our neighbourhood
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Home visits are offered if appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Photographs or objects from the setting are shared during the home or initial visit
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We offer family support by involving parents/carers in the play and learning of their children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents know what learning activities their children will experience
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We offer parenting skills training, or link with other professionals offering support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



We have a parents room available

A parent toddler group operates regularly

Points or comments relevant to our setting:

1 2 3 4 5



PARENTAL PARTNERSHIP, HOME/COMMUNITY LIAISON SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of the review of progress:



QUALITY DIMENSION MONITORING AND EVALUATION

This dimension of quality is concerned with setting out arrangements for monitoring and evaluating staff, resources, curriculum, learning, the environment, and as necessary, revising policies, procedures and practice.

It is important that the settings have their own monitoring and evaluating procedures, to ensure and improve the quality of all aspects of the service they are providing. Monitoring and evaluation is the means by which the setting learns from experience and can bring about possible changes for improvement.

Monitoring: is gathering information about actual practice, not what we think or hope might happen

Evaluation: is placing some value on that information, i.e. what is it saying about quality and standards?; is it worthwhile?; is it benefiting the learner?

The cycle of improvement through monitoring and evaluation involves asking:

- 1) How well are we doing?
- 2) How do we compare with expected standards?
- 3) What more should we aim to achieve this year?
- 4) What must we do to make it happen?
and then
- 5) Taking action and reviewing progress.

Strategies for monitoring and evaluation could include:

- Observations;
- Interviews, questionnaires;
- Scrutiny of policies, planning, documentation, e.g. can we see our aims working in practice?'
- Analysis of assessment, records, profiles, work samples;
- Internal reviews;
- External reviews;
- OFSTED inspections;
- Social services inspections;
- EEL projects.

Areas not covered elsewhere in this document that will need to be monitored and evaluated are:

- Leadership and management/governing body
- Cost effectiveness



SELF EVALUATION

LEADERSHIP, MANAGEMENT/GOVERNING BODY

- | 1 | 2 | 3 | 4 | 5 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There are clear roles and responsibilities that are understood by all staff |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There are regular reviews of management procedures and policies and of the standards of provision and practice |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ethnic monitoring of the staff and children is carried out, to ensure staffing reflects children served if possible |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There is a development plan drawn up for the setting, which is regularly reviewed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parents views are canvassed and incorporated into the plan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Staff views are canvassed and incorporated into the plan |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Management committee meetings/Governors meetings are held regularly to carry out the about reviews |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There is a written statement or policy for monitoring and evaluation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The manager has time for management |

COST EFFECTIVENESS

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Efficient accounting systems are in place |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Regular financial checks are carried out |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There is regular monitoring of unit costs of the setting, and an awareness of the costs of comparable settings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There are regular reviews of suggestions/measures which could improve cost effectiveness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Spending decisions are judged in the light of outcomes for improving quality and learning |

Points or comments relevant to our setting:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



MONITORING AND EVALUATION SUMMARY EVALUATION AND PLAN

Areas of strength (What we do well)

Areas to focus on next (Targets)

Benefits for the children

Tasks to be done (By when? By whom?)

Date of review of progress:





Choose a setting for your professional audit to take place, where everyone feels happy & comfortable to contribute

You should meet regularly, for a set time & set duration each week, so that you can complete the professional audit together successfully



Everyone's feedback, input & analysis is important in this professional audit – make certain everyone understands how valuable their contributions are, and the important impact their contributions will have on the quality of provision in the early years setting.

DEVELOPMENT PLAN

Our Key Priorities are:	Time Scale			Our Monitoring and Evaluation Procedure will be:
	Term 1	Term 2	Term 3	
	Next Year	The Following Year		



Our monitoring and evaluation procedures are:

2. Our maintenance activity for this year:

No		Costs	No		Costs

4. Outline planning for:

Next Year	The Following Year



Action Planning Sheet:

Key Priority:

Targets	Action - How it will be done (Who involved? Who leading? Use if internal/external expertise)	Resources (People, finance & time)	Time Scales (Start & finance)	Monitoring & Evaluation (Who and how)





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