

MSA Completing your SEF

To complete your SEF you will need four other documents:

1. **The Ofsted Early Years Self-Evaluation Form**
2. **The Ofsted Early Years Self-Evaluation Form Guidance** (we refer to this as the 'Guidance')
3. **The Statutory Framework for the Early Years Foundation Stage (May 2008 version – in your EYFS pack with the CD, poster etc)** (we refer to this as the 'Statutory Framework')
4. **The Guide to the Early Years Foundation Stage in Montessori settings (for information on this contact centre@montessori.org.uk 020 7493 8300 – all MSA members have been sent a copy)** (we refer to this as the 'Montessori Guide').

This guidance seeks to draw together the requirements from the first three of these documents and considers them in the light of the fourth document.

Reference is also made to 'Practice Guidance for the Early Years Foundation Stage' which is in your EYFS pack along with the Statutory Framework.

The basic approach to completing your SEF should be for you to use the documents listed above to form the first draft. We suggest that you then revise the SEF to take account of any changes in your setting, and also that you use the EYFS cards in your EYFS pack to add further points. The SEF should be regularly updated, preferably as a whole staff training exercise.

Where you have policies or other documents which give evidence for your statements, make a note of them in the relevant sections of the report, and also keep a separate list which you can check when the inspectors come.

At the end of each section, say where the inspector can find the relevant documentation (e.g. CRB check details: see staffing file).

We are grateful to Ofsted for commenting on this guide. They noted that there are dangers of repetition – and we agree with this. Ofsted noted that you need not comment on every bullet point, but use these to help evaluate how you promote successful outcomes for children across the different areas. We agree with that comment, but you need to be sure that you provide sufficient detail to satisfy inspectors. To avoid being caught between developing a very long SEF and being told that you don't provide enough information, we suggest that you **make sure that in all parts of your SEF you focus on the outcomes for the children – how your planning, assessment, organization and so on serves to raise children's learning and attainment as well as promoting their positive attitudes towards their time in your setting.**

Part A: Setting details and views of those using the setting

Section 1: Your setting

The guidance (p.8) indicates the basic details needed and this is supplemented by the instructions on the SEF form, p.5. The description of your setting at the beginning of your MEAB Accreditation Report may serve as the basis for this section, but you will need to add more detail. This will probably require you to go onto extra pages – make sure that you put your URN and setting name at the top of each extra page. In particular, you may wish to include:

- The number of child places for which you are registered
- The number of children currently attending, but note that this may vary
- The number of children attending for all the sessions you are open, and the number attending part time (no need to give how many sessions these attend as this sort of detail can be considered by the inspectors when they arrive – it's a broad guide as to the proportion who are there all the time and those who come for just one or two sessions – obviously this affects how you organize the provision and how friendship groups may develop)

You *should* also comment briefly on (see SEF form page 5):

- The children's culture and background
- Learning difficulties and/or disabilities (SEN)
- English as an additional language – including how many different home languages are spoken by your children.

*We suggest that you do **not** name any adults on your form for data protection reason, instead give each one a number and keep a separate list securely, with the numbers and the names – your SEF is a semi-public document.*

Training: *indicate qualifications obtained and their date and “equivalent” level (e.g. ' Montessori St Nicholas diploma, 1981, equivalent level 4 ') even though the SEF advice says 'recent training', the basic qualifications are needed to assess whether they are level 2, 3 or 4. Remember MCI diploma has been confirmed by the Childcare Workforce Accreditation Group as level 4 equivalent – this is not the case for all Montessori qualifications.*

'Methods of teaching': *this is your first chance to emphasise the Montessorian nature of your work. If you are accredited under the MEAB scheme, say so, giving the date of your accreditation. Note that you organize your day on Montessorian lines, refer to the 'Guide to the Early Years Foundation Stage in Montessori settings' (Montessori St Nicholas, with the National Strategy and DCSF, 2008). Thus you may say:*

“We follow Montessori principles in planning our curriculum, assessing the children's progress and organising our work. We believe in developing the children's initiative and respect for themselves and others. We have a daily work cycle of two and half hours during which time the children make their own choices of activities, including a free flow between indoor and outdoor

play. This supports the four principles of 'Every Child Matters' by developing the unique child who is able to form positive relationships in an enabling environment. We believe that children learn and develop in their own ways and at their own rates and aim to promote this throughout our work."

Section 2: views of those who use your setting

We suggest that you divide this section into two parts, each with three sub-sections:

1. The children
 - How do you obtain their views? Examples might be through discussions at circle time and during the day
 - What have you found are their views? You might quote from any records
 - What have you done as a result of getting their views?
2. The parents and carers
 - How do you obtain their views? Examples might be through a questionnaire (annual, self-devised, or do you use the Ofsted parents' questionnaire), feedback from reports on children, discussion when they drop off/collect children, special one-to one meetings to discuss particular problems
 - What have you found are their views?
 - What have you done as a result of getting their views?

Ofsted also asks you (Guidance p.8) whether parents are represented on the management body and how you know staff views. The second of these opens a new area and you ought to comment on staff meetings/ briefings (daily, weekly, give some idea of the meetings' content such as room organization, curriculum, training needs for both the staff and your setting), appraisals, observations of staff by senior staff, with any feedback.

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

If the first part of the form seemed complicated, this is more so.

The Guidance (p.9) and the SEF form (p.7) both set out the 5 Every Child Matters outcomes. These must form the basis for your comments in each of the four sections of Part B of your SEF.

The Statutory Framework document sets out the legal requirements for learning and development (pages 11 to 18, including the assessment arrangements) and the legal requirements for welfare (pages 19 to 40). However this is not entirely straightforward as some of the requirements under welfare have clear implications for the curriculum and organization. We try to note these as we go through the requirements.

Remember: you must evaluate what you are doing, not just describe it.

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

There are what appear to be some typographical errors in some of the Guidance (p.6 above the 6 bullet points probably should read 'considering the **following** [not flowing] questions').

a) Learning and development

Key words and phrases to use and emphasise: (from the Guidance pages 10, 11)

Learning environment

Play and exploration

Children are encouraged to think critically and be active and creative learners

Planning for individuals

Parents/ carers as partners

Aiming to be an inclusive and welcoming setting

Bullet 1 (Guidance page 10) Your overall approach

- You ought to have already stated your broad Montessori approach in answer to Part A section 1, so say 'Overall comments in Part A section 1'.
- Next, refer to the Montessori Guide, page 5 and quote the sections 'Learning and development and the Montessori perspective'. Give the reference ('Guide to the Early Years Foundation Stage in Montessori settings' MSA with the National Strategy, 2008, p.5')

- Say how you deploy staff during the work cycle and at other times. Mention Key persons and cross refer to bullet 5 below. Say outdoor activities are staffed at the same time as indoor activities (if you do this). Comment on how staff interact with children (i.e. the role of the adult in a Montessori classroom).
- Outline how you plan the learning environment (and use this Ofsted phrase) and what impact this has on the children's learning.
- How are parents/ carers informed of your approach (newsletter, meetings etc)
- Finally add your own comments about how this is reflected in your own practice – you must personalize your SEF in this way. The Montessori Guide pages 6 to 10 gives some useful ideas about things to include, such as the headings under each of the four columns – child development, respecting each other, observation, assessment and planning and play and exploration – which all need to be mentioned.

If you receive funding for three and/or four year olds you must follow the SEN Code of Practice – and state that you do so here.

You will have put a lot in here which cross-refers to later sections, so don't forget what you have said so that you save work and don't repeat yourself!

Bullet 2, (Guidance p.10) How do you know that what you do helps children?

- Refer to the previous section ('see overall approach, above')
- Note that Montessori approaches have been seen to be successful for over a hundred years in England and throughout the world – you are working within an international movement - also that the National Strategy has accepted that Montessori approaches do meet the EYFS requirements. That is the general point.
- Next for more specific points about your setting. Cite comments from parents on how well their children settle, how positive they are about their learning, and how well they get on at their next school (again cross refer to Part A, section 2, parents' views). Cross refer to any children's views previously given in Part A section 2. Cite comments from teachers into whose classes they go.

Bullet 3 (Guidance p.10) How do you know the children are making progress towards the early learning goals?

- Have a look at the Montessori Guidance pages 21 to 32. This part of your SEF is central to your Montessori approaches and so is worth spending time on (and extra sheets in the SEF!).
- Cross refer to organizing the learning environment (bullet 1 above)

- Take each of the six Areas of Learning (Personal, social and emotional development etc) in turn, with each as a sub-heading, and for each of the points in the Montessori Guidance - such as on page 21 'Children should continue to be interested, excited and motivated to learn', make a comment such as 'we help them to settle into our routines, making sure that activities and equipment are available for them to choose and, after using them, they return them to their proper places'. You will not have much space for all this, so spend no more than four or five lines at the most on each area of learning.
- Obviously the comments noted in your MEAB Montessori Accreditation report will also be useful points for you to quote, as well as giving you a guide on major elements such as independence and respect.
- Briefly refer to your approach to planning (i.e. whether it is by the early learning goals or by Montessori curriculum patterns) and to assessment showing how these two aspects are linked. You will refer to assessment in detail later – put in a cross reference to bullet 5 below.

Bullet 4 (Guidance p.10) What works well? What could be improved?

What works well

Now that you have set out the principles to which you work, you can list (bullet points or a numbered list) the things you think are particularly successful, with cross references – such as:

- Free flow between indoor and outdoor activities (see Part A section 1)
- Free access to equipment and materials to encourage independence in learning (bullet 3 above)
- The work cycle of 2 hours gives children the chance to develop their concentration (bullet 3 above also Part A section 1)

Try to have some 'broad points' such as these, but then add any more specific points – such as:

- Regular experience of the Montessori equipment (name examples) promotes fine motor skills (see also bullet 1 above, problem solving, reasoning and numeracy)
- Our smaller room provides a chance for more one-to-one work and for quieter activities (see also Part A section 1)

Points for improvement: there is a fine balance between having too few – and possibly implying that you are not self-critical – and having a long list which suggests you are in need of a major overhaul.

Use your other sources to identify points. In particular draw upon:

- Your last Ofsted report

- Your MEAB Montessori accreditation report
- Any advice from your Local Authority
- Staff discussions
- Your Development Plan (if you have one)

Try to put these points into order: things we have done (i.e. post-Ofsted) – fully completed and possibly some which have been partly done - with reasons why they have not been completely done (e.g. raise staff qualifications – ‘this was begun with two members of staff, one of whom completed her MCI Montessori International Diploma (level 4 equivalent), the other of whom is currently on maternity leave’).

Then go on to points we are developing during the present year (e.g. more resources, more information to parents about the Montessori approach, etc.

Both of these (post-Ofsted and current developments need to indicate what the impact has been on children’s learning and development.

Finally, some points for longer term development – really a ‘wish list’ of things you would like to get done, but be clear about what resources (money, staff, premises) you would need to satisfy these aspirations. Don’t set too high a hurdle as the Ofsted inspector may suggest some of them!

Bullet 5 (Guidance page 10) Does planning and assessment link to children’s individual achievements?

You mentioned planning and assessment under bullet3, so cross-refer to it here. Also Key Person role was referred to in bullet 1 – cross-refer to it here.

Detail how you **plan**: there is some confusion amongst some local authority officers here. Some have said that settings **must** have long, medium and short term plans. This is incorrect (see the ‘Practice Guidance for EYFS’ in your EYFS pack, paragraphs 1.9 and 1.10 p.06 and paragraphs 2.8 and 2.9 p.12).

As a Montessori setting you will plan for individual children: show how your individual assessment link with planning and how practitioners use their knowledge of individual children’s interests and abilities to tailor their teaching and help plan for the next stage of learning and development – i.e. personalized learning.

We suggest that you will need plans which show themes or topics as well as festivals and other events across the year. These will be relatively brief outlines. You would be likely to find medium term plans useful to outline work over, say, a month or half a term. This will depend on the length of the half term as well as the amount of work you want the children to experience. You will then need shorter term plans for each day, possibly organized on a weekly basis.

Obviously if you are a fairly new setting, you will not have all the long term details yet. Also you ought to give an indication that you are not just repeating year after year what you have always done – self-review is an important part of the Ofsted process.

Indicate that planning documentation will be available for the inspector to see when you are inspected.

Assessment:

The key principles here are that you need to show how planning and assessment are linked to individual children's needs.

- Firstly indicate how you assess (such as daily observations recorded on individual children's files)
- Then say how all staff are able to contribute to these assessments (e.g. using post-its – make sure that these are dated and initialed by the member of staff making the observation). Say how parents and carers can contribute to assessment, if possible in an ongoing way (e.g. by sharing assessments with parents who can comment on them)
- Then say how the assessments are moderated, that is, how you take into account all views, but reach an agreed view which is reported to the parents (Once a year? Twice a year? At the end of each session via a home-school book?)
- Finally say how the assessments feed back into planning for individual children's needs, that is formative assessment – give an example if you can ('for instance, when Michael was having difficulty in remembering his numbers to 20, we gave him extra one to one help using the [name the equipment you used]. As a result within three days he was much more secure in his knowledge. We followed this up at regular intervals over the following weeks to ensure that he did not forget.')

One MAJOR point to be aware of is that you need Ofsted's permission to keep records off-site (i.e. at home). Contact your Ofsted regional office if security at your setting is such that the records cannot be kept on site – this MUST be done prior to any inspection, otherwise you will be criticized.

Bullet 6 (Guidance p.10) What are children doing to show that your planning and the adult interaction is helping them to enjoy and achieve?

Enjoyment in others is notoriously hard to demonstrate. The best way is to have pictures of activities available for the inspector to see – so say that you seek to capture the children's **enjoyment** in photographs which will be available for the inspector to see. (Make sure that they are always on site for an unannounced inspection).

Achievement: cross refer to bullet 3 above.

This will take up far more space than is available in the boxes on your SEF form (p.8 and 9), so use additional sheets, but remember to put your setting name and URN at the top of each sheet.

Next identify priorities for improvement. Do not identify too many and when you have completed your SEF, go through the points for improvement and see that you have a manageable number – that will be important when an inspector seeks to assess how well your school/setting is led and managed.

Finally, grade your practice.

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

For this, you will need:

1. The Statutory Framework, pages 22 to 40
2. The Guidance, pages 11-13

Each part of the Statutory Framework for welfare is in three sections: an overarching statement (e.g. on p.22 'The provider must take necessary steps to safeguard and promote the welfare of children'), specific legal requirements (always headed with white print on a blue background) – these are points which you **MUST** follow – and Statutory guidance to which providers should have regard (always headed with blue print on a white background) – these are points which you should consider but which you do not necessarily need to follow. Not all Ofsted inspectors clearly appreciate this distinction.

(We follow the SEF form numbering/lettering here)

For each section below, you must evaluate your provision

There are several points, notably about children from different ethnic background etc, which recur in almost every section here, it is important that you keep clear that each one refers to these children in slightly different contexts- staying safe, being healthy and so on. So don't think that you have covered the whole point previously, but make a short statement about each one.

b) Helping children to stay safe

The guidance gives you two bullet points to address, so base your response on these two. They are both about the children's knowledge and how you teach and help them. However you should also check that you include comments indicating that the Statutory Framework requirements are being met and refer to the use of Key People (see the Statutory Framework p.37) and say how these are organised–

Bullet 1

- You have an effective safeguarding children policy and procedure in place (Statutory Framework p.22). This will also cross refer to section 5j below.
- Premises and security (Statutory Framework P.24) – show how the children are made aware of these issues

Bullet 2

- Equality of opportunity (Statutory Framework P.25) – you must have a policy and implement this. Again refer to the SEN Code of Practice. Also link this to staying safe.

Identify any priorities for improvement.

Evaluate your practice

c) Helping children to be healthy

Here you have three bullet points to comment on: answer these in turn.

Bullet 1: being active and adopting hygienic practices. The Statutory Framework p.27 refers to food and drink.

Bullet 2: dietary and medical needs. The Statutory Framework p.26 refers to medicines – you need a policy on administering these and keep records as well as getting parental permission to administer each and every medicine.

Bullet 3: catering for children from different backgrounds. The Statutory Framework p.23 refers to information you should get from parents about this area. Make sure that you put this in terms of being healthy.

Identify any priorities for improvement.

Evaluate your practice

d) How well do children enjoy and achieve?

You will have answered much of this previously in section 3, so do not repeat information, but refer to the points you made in response to bullets 1 (overall approach), 3 (progress), 4 (what works well), 5 (planning and assessment), 6 (enjoyment). You may also wish to cross refer to Part A section 1 of the form where you described your setting.

Note that Ofsted wants to know about **children as active learners and creative and critical thinkers**, so make sure that you comment on this as part of the Montessorian approach.

Comment on good relationships and respect for diverse needs – you may wish to refer to your Montessori accreditation report here as it addresses these issues directly. This section is about enjoyment and achievement – the next section is about attitudes towards learning.

Identify any priorities for improvement.

Evaluate your practice

e) Helping the children to make a positive contribution

Bullet 1. Again this cross refers heavily to section 3, and your Montessori accreditation report should be quoted again here. This section is about learning attitudes, including self sustained learning and concentration. It obviously overlaps very much with the previous section's last bullet, so we suggest that you give each one the emphasis which we have indicated (i.e. towards learning attitudes etc here and relationships previously).

Refer to the capacity to make choices and decisions – and to section 3 bullet points.

Bullet 2: cross refer to previous sections on this, but add a note about any specific contributions (e.g. various faiths and celebrations, provision for children with disabilities – such as adult support).

Bullet 3: this probably cross refers to your statements in section 1 and parts of section 3.

Identify any priorities for improvement.

Evaluate your practice

f) Helping children to develop skills for the future

Bullet 1: One way to deal with this is to take each of the points and refer back to section 3 – e.g. 'communicating – see section 3 bullet 3, communication, language and literacy'

'literacy – see section 3 bullet 3, communication, language and literacy'

'numeracy – see section 3, bullet 3, problem solving, reasoning and numeracy'

Etc.

Remember you may need to add a sentence for some to make sure that they fully answer the points here. Some, such as collaborative skills, respect for others will also need cross references to previous points in this section 4 – notably (b) bullet 2, (c) bullet 3, (d) last point, (e) bullet 3.

Bullet 2: cross refer as in the previous paragraph. You may want to add a sentence about any specific skills you are able to support and/or develop where children have particular

needs or EAL, including home language texts if available, story sacks, toy library etc, possibly with training for parents on how to use these services.

Identify any priorities for improvement.

Evaluate your practice

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

Additional Comments

You may not have any additional comments – and feel that you have had to repeat enough already! However a short summary statement evaluating the **effectiveness** of your provision is needed. This must match the grade you give yourself at the foot of the section, so use the appropriate word ('exemplary', 'strong' etc) with a brief justification such as "we consider that we promote the welfare of the children very strongly. It is at the core of much of our work and the Montessori approach to education. Our staff have been trained to be aware of children's welfare needs and staff meetings always address any such issues that have arisen.' But make sure that you do this if you say it!

Priorities for improvement

Here you may refer to your development plan, if it has any relevant points. Otherwise list any welfare items which you wish to improve – include such things as date for policies to be reviewed even if these are a bit in the future (e.g. complaints policy, last reviewed July 2007, to be reviewed in July 2009; medicines policy, last reviewed July 2008, to be reviewed in July 2010) this shows you have a clear programme for such things.

Evaluate your practice.

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

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

Bullet 1: take each recommendation from your last inspection and say how you have addressed it – if this has not been done, say why – the inspector will only ask you and it will seem that you might be evading the issue if you don't mention it. Note that the question is put in terms of improved outcomes for children, so say how things have improved, if they have done. If they have not improved, say what you will do to modify the recommendation to improve things.

Bullet 2: equality and inclusion. You may need to refer back to section 4's points on this – again list all the references. It may be that you are able to say that equality and inclusion

permeate all your work and practices and that you have ensured that on-going policy reviews are taking full account of such needs

Bullet 3: positive impact of improvements on the quality of your service – you may be able to refer back to section 2 (views of children and parents/carers), also to any comments from the schools to which the children go after leaving you.

Your SEF then asks you to set out priorities for improvement.

Then grade your practice.

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

We suggest you begin with a cross reference to section 2 above.

Then go through the bullet points on the Guidance p. 14-15, with one or two sentences on each one:

- Good quality information – this might include newsletters, open sessions/evenings, MSA information, reports on their children, verbal discussions at the start and end of the day, provision of one to one discussions when issues arise, briefing sessions on Montessori work or other subjects before the children join you.
- Achievements and progress: consider formal written reports and regular informal discussions. Art work or other examples may be sent home regularly, you may have a home-school booklet which goes home to share information about the child's achievements and progress.
- Parents sharing what they know about their child when they first attend: do you have a registration meeting, perhaps with a form to be completed which asks for extra information about the child and their like/dislikes/ behaviour etc (cross refer to section 4d on staying healthy and medicines)
- Parents involvement in supporting learning and development: any information evenings/ session on the work of your school, information about Montessori work and the philosophy (cross refer to Part A, sections 1 and 2, and Part B section 3), also refer to your MEAB Montessori Accreditation report on links with parents.
- Liaison with external agencies: this refers to agencies used whilst the child is with you. Note any ones with whom you have worked in the last five years (any further back is not really relevant now). The agencies could be the local authority, childminders, nannies etc. If this second group is significant, you may wish to say how you make sure that they are in tune with Montessori practices to avoid issues with multiple carers.

- Other providers to whom the children move on to: links with primary schools – we suggest that some useful quotes about how well the children do or how quickly they settle would be useful. Identify any priorities for improvement.

Evaluate your practice.

j) How well do you safeguard all children

This section brings us back to the Statutory Framework, pages 22 onwards.

In commenting on this guide, Ofsted noted that you need not comment on every single bullet. You might note how you ensure the continuing suitability of staff whilst they are working in the setting (we suggest that this might be by staff reviews or appraisals/ supervisions)

Bullet 1: staying safe. This is a very broad point, so cross refer to Section 4 (b) and (c). You will have already commented on the Statutory Framework pages 22 to 26, but you may wish to add a sentence about how staying safe is a priority for you and your staff and how it features regularly at staff meetings (if the minutes of these support such a statement).

Bullet 2: suitability and qualifications of all adults. The point here is that we are talking about all adults who look after children or who have unsupervised access to them – i.e. this may include people such as your husband or partner if they are on the premises during sessions. The Statutory Framework p.29 says that all such people must have enhanced CRB checks and also the other checks under ‘Statutory Guidance to which providers should have regard’. Whilst these other checks are not statutory, you will be in a difficult position if you have not made such checks and any query arises. If you have appointed staff without making these checks, particularly in the last 6 years, you are advised to ensure that you have their full employment history, their qualifications checked (by certificates etc), identity checks (e.g. passport), and any medical issues are recorded (examples we have come across include dyslexia). References are an issue, but if you now seek these for new staff, that ought to be seen by Ofsted as acceptable. For existing staff Ofsted may note that you have not obtained these, but it is too late to do anything. You also need to ensure that you have any details of convictions etc, as noted in the Statutory Framework - written confirmation from staff of the presence/ absence of such details is adequate, but only insofar as they affect their possible suitability to work with children.

Bullet 3: records. Cross refer to section 3 bullet 5. You need to add a sentence about how records are safely and efficiently maintained. Say where they are kept – as previously you need to obtain permission from Ofsted if you keep them off-site and who keeps them. This links with the Key Person idea which will come up later. Mention your use of Key People for each child (see Statutory Framework p. 37 for this requirement) and comment on their role. This may also be an area which you see as a developmental point for staff and your organization if it is a new approach for you.

Bullet 4: Effective policies and procedures: cross refer to Part A section 2, and section 5 (i). You also need to make sure that the Statutory Framework p.23 is complied with (and this ought to be within your previous comments in the sections noted above) along with p.28 (behavior management). You might note how many complaints (distinguish between verbal complaints and ones which have been made in writing) you have received in the last year (no need to go back further) and the way in which you alert parents to your policies – copies available by the entrance/ on a noticeboard/ in your brochure/prospectus. They must be available in their full form somewhere. No more than 2 or 3 sentences needed here.

Bullet 5: suitability and safety of outdoor/ indoor space, furniture, equipment and toys. This refers to the Statutory Framework pages 33 (risk assessments needed), 34 (premises changes, fire evacuation and fire safety), and 35 (space – but this ought to have been dealt with in your registration). Comment here that you have risk assessments for day to day activities and procedures.

Bullet 6: quality and effectiveness of risk assessments. Comment here on two types of risk assessment – day to day ones updated annually (you need not make that update point under bullet 5) and risk assessments for outings and special events, such as a nativity play in the local church or sports events at a local school, trips out etc. Say where you got your risk assessment pro-forma from (e.g. the local authority).

Bullet 7: Health and well being: cross refer to Section 4 b and c. Double check that you meet the Statutory Framework pages 26 and 27 – including the specific legal requirement on smoking (p.27).

Bullet 8: partnership with parents: cross refer to Part A section 2, Section 3 bullet 7, Section 5 (i) – but add a sentence about how parents are made aware of your safeguarding policies and procedures

Bullet 9: staff awareness of safeguarding. This might be in their induction procedures, the staff handbook, as well as in-service training. Say what you do and when any training was delivered.

Identify any priorities for improvement.

Evaluate your practice

k) How effectively is the provision in the EYFS led and managed?

In all of these aspects, you need to write a sentence commenting on how effectively leadership and management supports the aspect – previously the references have been to what is done rather how well you lead and manage them.

Suitable people:

Bullet 1: Suitable people. Cross refer to (j) bullet 2 and check the Statutory Framework p.29 again. You might want to add a sentence about any interviewing processes you use.

Bullet 2: identifying training needs. This has two possible aspects: the needs of the school/ setting (e.g. having level 3 qualified people in charge at all times – i.e. head and deputy), and the needs of individual staff for their own development. Describe how you organize and what you do for each of these two elements.

Bullet 3: Organising training and use of cascading. In most schools/ settings practices vary according to the subject. Give an example of where the whole staff have had training (e.g. on child protection or risk assessment), where cascading has been used (e.g. where someone went to an SEN or EYFS course and cascaded this) and where a specialist was trained and did not cascade until necessary (e.g. training for work with hearing impaired and this was not cascaded until you were admitting a child with that special need).

Suitable premises, environment and equipment

Bullet 1: deployment of resources. Cross refer to Section 1, section 3 bullet 1 section 4 (b) (use of Key People). Double check that you meet the Statutory Framework p.33 on equipment. Mention again your use of Key People as this is a new requirement and you must show your awareness and use of this. No more than 2 or 3 sentences needed here as you have already said a lot about this.

Bullet 2: risk assessments. Cross refer to Section 4 (j) bullet 6 above. Say how effective this is..

Bullet 3: safe trips etc. Cross refer to Section 4 (j) bullet 6 above. Say how effective this is.

Bullet 4: equipment maintenance. You might refer to how often you check equipment and make sure it is clean and how effective this is

Bullet 5: safe and secure premises. Cross refer to Section 4 (b), section 5 (i) and (j). You may wish to comment on ensuring effectively that outsiders cannot gain unsupervised access as the previous points are more about ensuring that children cannot get out unsupervised.

Inclusion

Bullet 1: inclusive practice. Cross refer to Section 3 bullets 4, 6 and 8, section 4 (b), (c), (d), (e), (f). Say how you monitor inclusion (e.g. by regular staff meetings and discussions on children's social development) and how effective this is.

Bullet 2: IEPs. Evaluate how effectively you maintain these – Key People again. Who monitors the IEPs (and who is the SENCO)?

Documentation

Bullet 1: Say how effectively you maintain records etc.

Organisation

Bullet 1: a sentence on how you maintain an overview to seek high quality care and education.

Bullet 2: one or two sentences on the effectiveness of monitoring provision and outcomes. Cross refer to section 1, section 3 bullets 3, 4, 5, 6, 7, section 4 (d) and (f).

Bullet 3: maintaining improvements, including from past Ofsted inspection reports. Cross refer to Section 3 a bullet 4. Add any examples you have of other developments, recent and proposed.

Learning and development

Bullet 1: use of data from observational assessment. The issue here is whether you have any actual **data**. You will have information, but this is not likely to be statistical. So cross refer to section 3 bullet 5 on observation and assessment. Also refer to Key People and their role in gathering information about the children. Here you need to comment on how these key people work with the rest of the staff to ensure that all can contribute to observations.

Partnership working

Cross refer to section 2, section 3 bullet 7, section 5 (j) bullet 8. Say how you lead and manage this work – is it the head/ proprietor, the key person, or does the leadership role vary according to who you are liaising with?

Identify any priorities for improvement.

Evaluate your practice.

Section 6: the overall effectiveness of the early years provision.

l) How well do you promote inclusive practice?

These points probably need a fairly brief answer. See Guidance p.17- 18

Bullet 1: accessibility. Describe this very briefly and say how accessible it is (cross refer to section 1 if appropriate) – one sentence.

Bullet 2: inclusive admissions policy. Say which groups might not be able to be admitted e.g. due to steps or problems with wheelchair access. Make a brief positive point about seeking to include all who can benefit from the provision.

Bullet 3: One sentence to say how effective and inclusive your policies and procedures are (N.B. use their words here – i.e. ‘Our policies and procedures seek to promote inclusive practices as effectively as possible.’).

Bullet 4: say if they are available to all parents, staff and volunteers and that you explain them to these people to ensure that they understand them.

Bullet 5: Are they in home languages – if not how do you make sure parents understand (use of verbal translators, local authority etc.).

Bullet 6: no need to cross refer other than to 5 (k) partnership working. Just assess whether your practice is outstanding, good, satisfactory.

Bullet 7: say that you consider both genders when planning.

Bullet 8: One sentence saying how outstandingly well, how effectively or satisfactorily you meet these children’s needs.

Bullet 9: one sentence evaluating how well you ensure that the environment and resources are available to the children.

Bullet 10: one sentence saying how inclusive and welcoming your service is.

Identify any priorities for improvement.

Evaluate your practice.

m) How well do you maintain continuous improvement?

Bullet 1: cross refer to section 5 (h). We suggest that you do not need any other statement if this reference gives enough information – you are not asked here to evaluate the steps you take.

Bullet 2: cross refer again to section 5 (h): briefly say who is involved in the self-evaluation (children, parents, assistant, staff, volunteers).

Bullet 3: evaluate whether your self evaluation gives a balanced view of strengths and areas for improvement.

Bullet 4: effective actions: cross refer to section 5 (k) organization bullet 3. Refer to any visit from a development worker if applicable.

Bullet 5: say that you consider your plans for the future to be well targeted to promote improvement (if you think they are!). No need for more detail here.

Identify any priorities for improvement.

Evaluate your practice.

n) How effective is your provision in meeting the needs of children in the EYFS?

We suggest that here you need five sentences each addressing one of the five bullets on the Guidance p. 18. Putting the key phrases in the light of your SEF statements, say that you:

Recognize the uniqueness of each child (e.g. 'We recognize the uniqueness of each child through our day to day practices and our use of constant observation and assessment as well as in our planning.').

Support every child.

Ensure that children make progress in their learning and development and that their welfare is promoted.

Use partnerships in the wider context – parents/ carers, other providers and support workers – to promote good quality education and care.

Plan to promote improvement through self evaluation.

Identify any priorities for improvement. One way of doing this would be to set out the priorities from previous sections – you might just list them in order under their headings (section 3, (a) etc). so that it is clear to an inspector that you have an overview of your SEF's priorities. You can then add to each one a date by which it may be attained – but be careful not to be over-ambitious in aiming to do too much at the same time.

Evaluate your practice.

The next steps:

- **check through your SEF looking out for accuracy, and make sure that your statements are supported by any documentation you will show the inspector.**
- **When you revise the SEF, say before the start of next term, use the EYFS cards to check you have covered all the points.**
- **Ask MSA if you have any queries – your local authority will also be able to help, but not from a Montessori perspective.**

We welcome feedback on this guidance – especially if you think it is too long or detailed!

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