



Camrose
Early Years Centre for Children & Families



SELF EVALUATION FORM

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1 The Context of the Centre

Information about the local Area

The Centre is a maintained Nursery School, which - in addition to nursery - provides daycare for children aged 0 – 4 as well as an extensive programme of family learning. The Children's Centre Services were commissioned out in 2014 and the Spurgeons Team was co-located in the Centre from September 2014 to June 2016. Up until August 2014 the Centre's Governing Body was responsible for running the children's centre services, and since the commissioning out, significant challenges have arisen.

The area, which is supported by the Camrose Early Years Centre, is one of significant economic deprivation. The 7 Local Super Output Areas in the immediate vicinity of the Centre are all in the 30% most deprived areas of the country. Between 20.2 and 35.9% of the 0-4 population live in an 'out of work household' (2014). Between 24% and 34% of children under 16 live in a 'low income family' (2013), and between 11 and 20% of dependent children live in a lone parent household. Approximately 1/3 of the population are of ethnic minority background, more recently from eastern European countries. Less than 20% of local children under 5 have a library card.

However, despite such major disadvantages, the percentage of children, who attain a Good Level of Development at the end of Foundation Stage is remarkably high. 66% in 2015 and 69% in 2016 and the percentage of children eligible for free school meals, who attained a Good Level of Development in 2015 was 70%, the third highest in the County (48%).

The uptake of 2, 3 and 4 year old provision in the area is on par with the remainder of the County, and estimates suggest that there are 66 2 year olds who are eligible for the free provision. 40 have a place at the Camrose Centre, so we are considering an increase in that provision.

Information about the 2015/6 cohort of children

Since September 2015 the provision has been over 90% full. Children come from the local area as well as from other parts of Northampton. The 2015-6 cohort is made up as follows:

- 179 children, of whom 78 children have daycare.
- 37 children live out of the local areas of Spencer, Dallington and Kings Heath and the Northern part of St. James.
- 23 children are under the age of 2.
- 40 2 year olds attend for their free provision and 21 2 year olds have daycare.
- 95 3 and 4 year old children attend for their free entitlement, and of those 34 also have daycare.

- A higher than average percentage of children (25%) have additional needs and need additional support. 26 children are on the provision map for children who may have or do have special educational needs and of those, 6 are in receipt of high needs funding. 4 children have a Health, Education and Care Plan. 1 child is going to a special school and 3 to Units in Primary Schools.
- For 27 children there are safeguarding concerns, Early Help Assessments, Children in Need or with a Child Protection Plan. Of those 8 have been referred to Social Services, 6 are Children in Need and 2 have a child protection plan.
- 24 children (41% of nursery children) have English as a second language.
- 105 children and 53 parents participated in Family Learning in 2014-2015.

Additional Information

The Centre is open from 8.00am to 6.00pm all year round apart from a week between Christmas and New Year. The Government funded provision runs over 46 weeks per year. There is a community run Toy Library and After School and Holiday provision based at the Centre. Cafcass regularly hires rooms at the Centre.

Family Learning and Support

An extensive range of Family Learning and Support activities take place each week at the Centre:

Family Language, Baby Massage and Baby Time, Lunch Club, Healthy Eating, Stay and Play Drop Ins, Speech and Language Therapy, Parenting Programmes, Boogie Beat, Music for Communication, Forest School.

A family worker provides family support to groups as well as to individual families, when necessary through a formal Early Help Assessment, either led by us or by other organisations.

We believe that such activities impact on the learning, development and well being of children and contributes to the surprisingly high percentage of former Camrose children, who attain a Good Level of Development.

2 Effectiveness of leadership and management

The effectiveness of leadership and management is judged to be outstanding.

Leaders and governors have created a culture that enables children as well as staff to excel. They are totally committed to having high expectations for the conduct of themselves, children and staff, which is illustrated in the codes of conduct for staff and for Governors. Relationships between staff, children and families are exemplary. Leaders are highly visible and accessible, which results in high standards across the Centre.

Rigorous self-evaluation ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for children, including those who are vulnerable, are highly effective.

Comprehensive development and action planning ensures well informed strategies are put in place to sustain and develop provision.

Performance management that is linked to the Centre's Development Plan is highly effective in sustaining continuous improvements. Recently, several improvements to the monitoring of the way in which we assess and track the progress of 2 year olds have led to improvements in children's progress at an earlier age. That work has also resulted in improvements in staff capacity to identify the children, who need additional help and support.

Staff views are regularly sought and used to inform and develop provision. Best practice is modelled by senior leaders and regular observations of practice undertaken by the two Qualified Teachers.

The children's learning is continuously monitored and tracked across the areas of the Early Years Foundation Stage and the curriculum is carefully and sensitively planned for individual children and for key groups. Judgements about learning and development are moderated prior to inputting on the database. The broad and balanced curriculum and range of activities inspire curiosity and help the children to learn.

Leaders promote inclusive policies and practices exceptionally well, and no racist incidents have been recorded. The culture of the centre prevents direct and indirect discriminatory behaviour. Leaders and staff do not tolerate prejudiced behaviour.

Governance

Due to the commissioning-out of the children's centre services in 2014, the centre's governance structure had to be revised. This was completed in 2015 and is now fully in place. We have a revised Instrument of Governance, a nearly full compliment of Governors with allocated roles and the requisite training in place for the Safeguarding and SEND Governors. Consequently leaders and governors work decisively and relentlessly to improve outcomes for all children, and especially for disadvantaged pupils. A Skills Audit confirmed that collectively Governors have the skills necessary to be a highly effective source of scrutiny and support.

Leaders continue to ensure substantial improvement in progress for all children and especially for vulnerable children; recent assessment data demonstrates that specific progress is made by children between the ages of 2 and 3. Progress is continuing to rise across the centre.

Leaders and governors have a deep, accurate understanding of the school's effectiveness. This was recently further enhanced and informed by the observations by the monitoring Governor of the Centre's approach to assessing the children's attainment and progress. The findings of those discussions and observations were reported through the children and family learning and play committee to the Governing Body and used for the purposes of making further improvements as reflected in the Centre's Strategic Development Plan.

Minutes of meetings of the Governing Body demonstrate that Governors systematically challenge senior leaders about the effective deployment of staff and resources, the use of the High Needs funding, which helps secure excellent outcomes for children. Governors are complimentary about the recent earlier closure of the gap between daycare and sessional children, while they are content to challenge leaders about any variation in outcomes for different groups of children, e.g. boys and girls.

Safeguarding

Safeguarding is highly effective. Leaders and managers have created a culture of constant awareness and vigilance, in which the children's welfare is regularly monitored and proactively promoted. Children are listened to and feel safe. Staff are trained to identify when a child may be at risk of neglect, abuse or exploitation and they report their concerns to the Designated Safeguarding Lead or the Deputy, who will report to and liaise with the child protection teams. All such internal communication is recorded in the child's records and on the Centre's Safeguarding List for ongoing monitoring. Leaders discuss those children at the Senior Practitioners' meetings. Leaders and staff work effectively with external partners to support children, who are at risk or who are the subject of a multi-agency plan.

Regular Section 11 Audits are conducted to constantly evaluate and monitor our processes and procedures. The involvement of the Safeguarding Governor is vital to secure even greater scrutiny. Vetting of staff and recording of that vetting is detailed and thorough. Initial training is provided.

An evaluation of the views of staff on the quality of the Centre's Safeguarding work was undertaken, and the findings acted on by leaders.

Leaders' work to protect pupils from radicalisation and extremism is exemplary. Specific training has been effectively delivered in all areas of the Centre and staff themselves defined on a training day how well they include the promotion of British values in their everyday work. Leaders will respond swiftly if such issues arise.

Early Years Pupil Premium

The Early Years Pupil Premium Report 2015/6 is published on our website and demonstrates that there was no difference in attainment between children with EYPP and their peers. In fact, in all but one area of learning the attainment of the EYPP group was not just on par with their peers, but exceeded it. Hence, alternative strategies were explored and transition became the focus of attention because we know from experience and research that transitions impact on the learning and development of children.

To continue to sustain outstanding standards in the **effectiveness of leadership and management**, the following issues need to be addressed:

Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledge of the context and challenges including the provision for all children and especially those who are vulnerable

3 Quality of teaching, learning and assessment

The quality of the teaching, learning and assessment is outstanding.

Our staff are extremely experienced in work in the Early Years and they are extremely knowledgeable about the learning and development of under 5s. They demonstrate a deep and sincere understanding and empathy of our young learners. All but two part-time members of staff are qualified, 11 to level 2 and the remainder to level 3 and above. 19 are qualified to Foundation Degree Level and above, and one to Masters Level. Two Qualified Teachers lead the learning across the Centre.

Teaching and Learning

Regular observations of practice and of the environment are carried out by the two teachers and fed back to the Senior Practitioners, to staff and to one of the Centre's subgroups of the Governing Body. Information from such observations through the monitoring Governor ensures that Governors can exercise their statutory responsibilities. The teachers' facilitation of weekly planning sessions ensures that all activities for the next week are closely matched to the children's needs and interests. These planning opportunities also ensure that staff make maximum use of the time and learning opportunities of the sessions. Focus children are identified and the targets for children on the SEND provision map are shared across the staff groups. The management of the behaviour of specific children can be planned for, hence ensuring that rules are clear and that learning is effective.

Due to the high rate of children with English as a second language, specific additional provision is in place to remove language barriers to learning at an early stage. High needs funding ensure that all children are included in the EYFS and that additional support is in place to enable those children's keyworkers to provide additional interventions.

The 'role of the adult' is a theme on which the teachers focus, so that all staff are clear about their role, for example in posing questions, joining the children in their play or extending their learning further. This supports keyworkers to provide adequate time for practice, so that children's knowledge, understanding and skills are securely embedded. Staff extend learning progressively and constantly expect more from the children, a challenge, which they seem to relish.

Staff check children's understanding systematically and effectively in lessons, offering clearly directed and timely support. They seek involvement and participation from the children's parents so that consistency between home and nursery ensures most effective learning.

Staff are determined that children achieve well and they take pride in their key children's achievements. They encourage and assess children's involvement and engagement, and recognise their efforts. They ensure that children themselves take pride in all aspects of their work and encourage parents to do the same. Staff constantly foster a sense of curiosity and a love of learning for the children by role modelling by praising and by creating an atmosphere of ambition and enthusiasm.

Assessment

The learning and development of all children is formally assessed when they commence a place in the Centre. The information is moderated and entered on the Centre's electronic tracking system. Any delay is picked up by one of the two highly experienced SENCOs and a decision made as to how to move forward. That means that any actual or potential delay is identified as early as at all possible, hence ensuring from an early stage that the most appropriate provision is made for every child - thereby maximising learning opportunities and fostering developmental progress. This is evidenced by three children being diagnosed with Autistic Spectrum Disorder at the age of 2. Regular observations and recordings of the children's learning ensures rigorous attention to every child's learning journey. The keyworker system ensures accountability for the children. Informal daily liaison with the children's parents ensures united knowledge and understanding of factors that may impinge on the children's learning. Formal parent consultations and involvement in the 2-year progress check ensures that comprehensive information about the child is available and then used to plan the next steps. Further formal assessments are carried out during the year, which enables us to track each child's progress. Specific action is swiftly taken, should any delay be identified at any point.

The system enables leaders to check, report on and address children's learning, but it also enables us to easily analyse data about specific groups of children as well as specific areas and strands of the Early Years Foundation Stage.

Regular observations of children's wellbeing, involvement and engagement tell us that our children thrive.

Parents have clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child at home.

To continue to sustain outstanding standards in the quality of teaching, learning and assessment, the following issues need to be addressed:

Moderation of assessment data between the 2 year provision and 3-4 Nursery.

4 Personal development, behaviour and welfare

Camrose children are confident, independent and self-assured learners, appropriate to their ages and development. Their excellent attitudes to learning have a strong, positive impact on their progress. They take pleasure in their achievements.

They learn to have kind hands, to begin to see the world from the perspective of another child - and increasingly to share and collaborate with their peers. They learn the rules in the nursery in positive ways, such as 'walking inside'. The children are helped and supported to show respect for others from an early stage and then to value the ideas and points of view of others. The older children are encouraged to discuss and agree the rules in their play. Children take ownership of their areas, and will ask engage unfamiliar adults by asking them who they are. Despite their young ages, the children demonstrate self-discipline. Incidences of low-level disruption are extremely rare.

For individuals or groups with additional needs, there is sustained improvement in the children's behaviour. Where standards of behaviour were already excellent, they have been maintained.

Where there are concerns about behaviour, staff seek the support of the parents and of outside agencies, such as those provided by the Local Authority, e.g. Portage and the local NHS services, such as health visiting and CAMHS.

Children and their parents value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust that staff will help and support them.

The older children can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships.

Our young children's spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens when they go to school and in wider society.

To continue to sustain outstanding standards in the **personal development, behaviour and welfare** of children, the following issues need to be addressed:

More information about the impact of family learning on children's development.

5 Outcomes for children and other learners

2015-6 Nursery Children

The majority of children (57%) made outstanding progress in a majority of the strands within the strands of the EYFS.

This cohort was made up as follows:

Children left nursery to start school in September 2016	78
Different schools the children went to	23
Different languages the children speak	11
Children supported through Portage	7
Children having EHCPs	4
Children received High Needs funding	6
Children registered with the speech therapist	15
Children coming to nursery from toddler room	37
Children leaving nursery during the academic year	6
Children on the concern list	27
CP/CIN	5

Our data tells us that:

- When children enter nursery at age 3, a higher percentage of children are in the 30-50 month age range than was the case in previous years
- A large majority of children made outstanding progress in each of the strands in Mathematics
- A large majority of children made outstanding progress in the strands 'moving and handling' (Physical Development) and 'understanding' (Communication and Language)
- A majority of children made outstanding progress in Reading and Writing (Literacy)
- A smaller percentage of children made outstanding progress in 'self confidence and self awareness'.

2015-6 Pre-Nursery Children

The cohort consisted of:

Children with EAL	14
Children supported through Portage	3
CP/CIN	4
2 Year old Government funded children	26

Our data tells us:

- The vast majority of children are achieving in their expected age appropriate bands
- Children make very good progress
- Girls in PSE make more steps of progress than the boys overall. However the majority of boys make good to outstanding progress in Making Relationships and Self Confidence.
- In the strands Communication and Language, `Speaking` & in Physical Development, `Health & Self –Care`, boys make good to outstanding progress more so than the girls as they come in at a lower level and then make rapid progress.
- EAL children when first assessed at the beginning of the year their base line is low but once settled and their English is developing, rapid progress is made.
- Sessional children make outstanding progress compared with the day-care children as the day-care children are coming in already at a high level from the baby room and their assessments have already started.
- The majority of vulnerable children make good to outstanding progress as their base line base is low at the beginning of the year but once settled make rapid progress.
- Of the 40 children assessed 72.5% (large majority) are identified as vulnerable. This group include 2 year old funded children, EAL and children on the safeguarding/ cause for concern list.
- Children, who were assessed during transitions, did not have progress recorded by the same key worker and some anomalies were noted.

[Extensive and detailed separate reports on the learning, development and wellbeing of the pre-nursery and nursery children are available on request]

To continue to sustain outstanding standards in the **outcomes for children**, the following issues need to be addressed:

Moderation of assessment data across two staff groups, i.e. pre-nursery and nursery.

More detail in the analysis of the pre-nursery children.

6 Overall Effectiveness

Main Conclusions 2015-6 Cohort

- Overall our children's progress is outstanding and their attainment is as per age related expectations in the EYFS when they leave to go to school

% achieving GLD	2014	2015	2016
Camrose Early Years Centre	67%	64%	69%
Northamptonshire	57%	64.6%	68.1%
National	60%	66.3%	69.3%
East Midlands	58%	64%	67.6%
Statistical neighbours	62%	68%	71.4%

This is extremely remarkable, because of the local demographic data, referred to in the introduction, because of the nature of the cohort and because of the children's relatively low starting points and the number of children with additional needs.

- Since the introduction of the Government funded 2 year provision, rapid progress is being made in that pre-nursery year
- The attainment of our pre-nursery children on entry is further on than was the case in 2014
- More children are identified earlier as having Special Educational Needs and appropriate additional provision being put in place. More children are diagnosed earlier
- The difference between daycare and sessional children in the preschool year is negligible whereas it is significant in the toddler children, i.e. it appears that the year in the Toddler room helps sessional children close the gap between them and the daycare children
- Children in receipt of the Early Years Pupil Premium learn and develop in line with their peers

To continue to sustain outstanding standards in the **overall effectiveness of the Centre**, the following issues need to be addressed:

More information about the make-up of the pre-nursery cohort.

Even more information about the progress of vulnerable children.

Analyse children's progress over 2 academic years.