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**Improving quality**

**for children**

A quality improvement tool   
for early years provision

**Section 4**

**Leadership and the learning environment:**

Strengthening leadership for learning

|  |  |
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| **Name of setting** |  |
| **Date:** |  |

**Leadership and the learning environment:**

**Strengthening leadership for learning**

* The evidence is clear on how a well-qualified and appropriately skilled early year’s workforce makes a real difference to the quality of provision and outcomes for young children. **(The Early Years: Foundations for life, health and learning 2011)**
* Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer settled relationships for the child and build a relationship with their parents or carers. **(EYFS 2017-3.27)**
* Effectiveness **of leadership and management**: Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:
* demonstrate an ambitious vision, have high expectations for what all children can achieve and ensure high standards of provision and care for children
* improve staff practice, teaching and learning through effective systems for supervision, rigorous performance management and appropriate professional development
* evaluate the quality of the provision and outcomes through robust self-evaluation, taking account of the views of parents and children, and use the findings to develop capacity for sustainable improvement **(Early Years Inspection Handbook Aug 15)**
* The nursery has a clear management structure and all senior members of staff have defined roles and responsibilities. New staff, including those working towards a childcare qualification, receives support meetings to discuss strengths and areas to improve. Induction procedures are well established and daily discussions ensure these staff are fully informed, included and valued. Systems are well developed to evaluate and monitor staff performance and development, and the effect the nursery programme has on children’s progress. This ensures the nursery fulfils its vision to provide high quality standards of care for children and provides maximum learning opportunities. **(Firm Foundations)**
* In a continuously improving setting, the leader will employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the EYFS framework that promote achievement for   
  all children. **(EYFS Practice Guidance)**

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| **Leadership and the learning environment:**  **Strengthening leadership for learning**   * **Legal framework** * **Planning for improvement** * **Leading learning** | | | |
|  | **Key statement** | **How do you know?  What is your evidence** | **Met**  **Y/P/N** |
| 1 | The effectiveness of leadership and management is consistent with an ambitious vision and a particular focus on the curriculum and future development. |  |  |
| 2 | The setting is using the DfE audit tool to ensure that current legal requirements for staff qualifications are being met. [www.education.gov.uk/eypqd/search/search.cfm](http://www.education.gov.uk/eypqd/search/search.cfm) |  |  |
| 3 | Manager demonstrates reflective practice based on an audit of current practice and needs, and identifies barriers. |  |  |
| 4 | Probationary period in place and reviewed |  |  |
| 5 | Handover time is planned for part-time or bank staff and job share practitioners. |  |  |
| 6 | Manager monitors the deployment of staff and takes into consideration views of staff and parents |  |  |
| 7 | Evidence of regular supervision, performance management (appraisals), training needs and ongoing professional development of all staff are kept by the manager. |  |  |
| 8 | Staff meetings have a written agenda, minutes are taken and disseminated. The agenda should include safeguarding, SEN, concerns and complaints. |  |  |
| 9 | Regular staff meetings are held where practitioners share information, observations and plan for children’s individual needs. |  |  |
| 10 | Current Ofsted inspection recommendations or actions have been addressed or in process. |  |  |
| 11 | The development plan and SEF sets out clearly and effectively through goals and objectives, next steps and identifies timescales and evaluation procedures. |  |  |
| 12 | Leadership and management understand and meet current government legislation and new initiatives. |  |  |

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| 13 | The managers and leaders use an effective and robust system for monitoring the delivery of educational programmes, planning and assessment. |  |  |
| 14 | Planning across the whole setting is consistent with the current government legislation. It matches children individual needs and interests. |  |  |
| 15 | The managers and leaders track children’s progress and ensure all children and groups of children make good progress (cohort overview). |  |  |
| 16 | Manager demonstrates how they are ‘closing the gap’ for the most vulnerable children and how effectively additional funding (EYPP) is used to measure impact. |  |  |

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| **Areas for development:** |

**Criteria for assessment**

Use the criteria below to assess the quality of your provision.

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| **Inadequate**  **Urgent actions for development** | | **Requires Improvement  Some actions for development** | | **Good**  **Few actions for improvement** | | **Outstanding  Continued development** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
|  | |  | |  | |  |
| Ineffective management structure for strengthening leadership for learning | | Management structure needs to develop effectiveness for strengthening leadership for learning | | Good management structure in place for strengthening leadership for learning | | Effective management structure in place for strengthening leadership for learning |
|  | |  | |  | |  |
| Supervision process is limited and staff appraisals lack structure | | Management team would benefit from developing and improving supervision process and providing a more structured system of staff appraisal | | Detailed process in place for supervision and staff appraisals are well structured and progressive | | Embedded and effective process is in place for supervision and staff appraisals are well structured and progressive |
| No probationary period in place | | Management team should review and improve requirements relating to probationary period | | Probationary period in place and regular reviews carried out | | Probationary period in place and regular written reviews carried with a mentor supporting new staff member |
| Minimal evidence of reflective practice | | Management team needs to support staff in reflecting on their practice | | Reflective practice evident | | Reflective and strong practice evident |
| Infrequent and ineffective staff meetings | | Management team needs to ensure that staff meetings are effective and scheduled on a regular basis | | Regular staff meetings with agenda and minutes | | Times and days rotated to allow for part time staff with written agenda and minutes |
| Inconsistencies in staff deployment and team working | | Manager needs to monitor staff deployment and promote team working | | Good staff deployment and team working | | Excellent staff deployment and team involved in decision making |
| Limited regular staff but setting is frequently supported by agency staff | | Some regular staff but setting is often supported by agency staff | | Management team reviews staffing to address the issues relating to staff retention | | Regular and well established staff team in place |