

Self-Evaluation Form

2025-2026

Our Aims

- Empower parents
- Strengthen independence
- Forge strong relationships
- Build resilience
- Boost confidence
- Embed a love of reading
- Develop empathy
- Promote communication
- Stimulate natural curiosity



Learning to Play: Playing to Learn

Last updated May 2026

Early Years Inspection

Our Vision

We give the best we have to make a difference

Statutory Framework Information

- Ratios are in line with, or higher than, the expectations in the EYFS Statutory Framework
- All staff have relevant qualifications, including degrees, L3's and experience-based route
- Relevant safeguarding policies, to cover recruitment, concerns around children and adults, whistleblowing, sleep/rest, intimate care, complaints
- Relevant wellbeing policies linked to food and drink, medicines, behaviour, SEND, accidents and first aid and general safety
- Indoor space requirements meet the statutory framework of 3ms per child
- Insurance is purchased through the DfE's RPA Scheme
- Educational visits are pre-planned, risk assessed and noted on LA Evolve system; all visits are signed off by SLT prior to taking place
- Clear risk assessments for both Health and Safety and Educational Purposes
- Information and record keeping, in line with Data Protection and GDPR regulations

Safeguarding

- Clear safeguarding policy, LA written. Adopted by the school – read and understood by all staff
- Clear policies for safeguarding concerns of adults – all LA policies, adopted by the school – these have been followed as needed
- Strong safeguarding team, including Headteacher as DSL, with DHT, and two FW's as DDSL's
- Clear systems for recording information, through Cpoms
- Filtering and monitoring systems set by LA, and monitored via SENSO – strong reporting, almost immediate to HT's computer
- Senior staff have a good understanding of support networks/external agencies and support early on
- Evidence of referrals to ASH, FPS, LADO as required
- History of strong partnerships with social workers and other children to safeguarding children
- Robust training plans for all staff – which focus on independent CPD linked to safeguarding
- High quality CPD noted, with safeguarding focus throughout the year
- Online annual training for L1 safeguarding for all staff
- Bespoke CPD in-house linked to contextual safeguarding in early years eg home visits etc
- Safeguarding team have CPD online and face to face in areas of need for Luton eg Domestic Abuse, Neglect, Poverty
- Safeguarding supervision, half termly for all staff, carried out by both internal staff, and external company
- Fortnightly meetings to discuss individual children with classes, following Cpoms audits – actions and rationale
- All SLT are trained in safer recruitment processes, along with the safeguarding governor and chair of governors
- Clear SCR that is managed by the SBM and updated and reviewed regularly – audited by governors and HR

Inclusion

- Pupil progress meetings discuss needs and emerging understanding of children
- Links with flying start, health visitors and family hubs support understanding of good child development for children – 2-year checks, portage workers etc
- Communication lead is room lead for under 2 room, promotes of communication through sign, gesture, body language, not just speech
- Planning demonstrates individual needs
- Risk assessments demonstrate accessibility and planning for all children
- An understanding of processes in culture, faiths and family homes help support families and allows us to further develop this in the setting – children see no difference
- Age appropriate training to support staff to recognise elements of disadvantage and how to support in very young children
- Strategies and systems in place to secure EYPP and FSM funding early
- EYPP funds are used to close the gap in attainment and experiences, as per the EYPP plan; very individualised and personal each year

- SNEDCO is on SLT, recent uplift to AHT for Inclusion, to give wider umbrella of expertise and accountability
- Staff training and CPD on child development, including milestones, to support awareness and notification when children do not meet these
- Close working with health visitors to support accurate 2-year development checks
- Children's learning journeys allow staff to observe children's development and think about next steps
- Links with Early Years SEND Team and local offer support parents with services and signposting
- Environment plans and risk assessments are used to ensure safety and the development of children at an age/stage appropriate level
- LAC teacher in place, who supports families and social worker to understand the child's lived experience at nursery, including developing and support PEP targets
- Experienced DSL team, who have additional training linked to safeguarding children under 2 years old.

Curriculum and Teaching

- End goals have been created for all ages of children
- Back chained goals and curriculum from Reception ELG, using Birth to 5 Matters
- A curriculum that focuses on prime areas up to 3 years old
- Assessment based on Birth to 5 Matters, age related expectations
- Subject Leader time to monitor and reflect on areas
- Robust appraisal, monitoring and observations cycles to support individual and whole school CPD – clear CPD plans for each member of staff
- Pupil progress meetings and curriculum reviews to support adaptation
- Progress check at 2-year-old supports adaptive curriculum planning
- Clear planning for staff with Long- and medium-term plans – progressive skills, that ensures time for revisiting and repeating key skills for deeper knowledge and confidence
- ELSEC used to support adult:child interactions
- Timetables and routines adapt as the year progresses to support balance between play and being 'school ready'
- Topic webs demonstrate selection of activities linked to carefully planned skills
- ECERS observations demonstrate high quality interactions and links to skills promotion in continuous provision
- Routines support balance between explicit teaching and learning through play, giving opportunities to rehearse skills – age appropriate expectations
- Personal Development Plan for each child, demonstrates staff know what children can do and what they need to support with next
- Caseload conversations support staff to overcome or break down barriers for children and families, with clear next steps agreed for success
- Planning review and pupil progress meetings allow curriculum adaptation at the right time to help close the gap for children who are not yet on track
- Various interventions, through communication pathway, allow for quick support when a child is not yet on track in an area of learning
- SMSC curriculum and PSED curriculum promote similarities and differences and supports children to think about others

Achievement

- A curriculum that focuses on prime areas of learning for 0-3 year olds
- A curriculum that builds specific areas of learning, through play, over time
- Assessment based on Birth to 5 matters, that looks at age appropriate expectations
- A broad and progressive curriculum, with clear skills over time
- Clear focus of repetition to secure knowledge

- Highly planned, learning environment – children do not realise they are learning; learning develops over time through curiosity
- High ratio of staff to support motivation and regulation
- Timetables and routines that promote active play and limit sedentary play
- Strong therapeutic approach to behaviour, perseverance and resilience, that promotes co-regulation to overcome barriers and to help succeed
- Clear end goals for each stage of education, back chained from Reception ELG's
- Progressive Personal Development Plans for each child, support development, with clear targets to move individual learning on
- Pupil progress meetings are used to discuss every child, helping to think about next steps and how to meet goals
- Clear, well developed induction, settling and transition processes to help prepare for the next stage in education, both internal and external

Behaviour, Attitudes and Establishing Routines

- Regular behaviour audits, reviews of ISP's and incidents take place, to look for trends
- Regular monitoring of attendance, both informally and formally, with clear procedures in place
- Attendance audits broken down by groups, with goals links to funding, need and expectation
- Clear attendance policy, followed by all staff to support building good habits
- Informal conversations, workshops and support meetings to support families overcoming barriers to attendance and punctuality
- Clear advice and expectations regarding absence reporting, including register checks, missing in education, leave of absence or holiday requests
- Clear behaviour policy linked to Therapeutic Thinking approach – constant expectations for children and staff
- Clear expectations around behaviour in the classroom, that follows a therapeutic approach
- Individual Support Plans to support children who struggle to regulate or co-regulate safely, or who take a longer time to overcome difficulties; this helps staff to be aware of each child's needs and to be consistent in their approach and expectations
- Regular staff team meetings with AHT to discuss and focus on children's needs and experiences to help adapt the support they provide; meeting outcomes and recommendations are reviewed and adapted regularly, as needed
- Staffing structure to support high regard to attendance and behaviour, including roles for all members of SLT
- Clear induction, settling and transition procedures that are followed by all staff, which includes role of the keyworker
- Clear intimate care policies that promote dignity, and independence at the right time
- Routines that are developed, with children in mind; these change over time, as children become more settled in the classroom
- A strong PSED curriculum, that focuses on building relationships, resilience and independence, as well as social development and developing emotional literacy, at an age or stage appropriate level
- Inviting classrooms, that demonstrate calm and purposeful places to play
- High staff ratio to support children with modelling, exploring and learning in fun ways
- ChiL plans that link to interest and wonders that develop as children play and explore

Children's Welfare and Wellbeing

- Clear policies to support children's welfare and wellbeing, including linked to key person role, induction, settling, transition, curriculum, teaching, learning, therapeutic thinking and safety of very young children eg food nutrition and oral health, sleep/rest and intimate care
- Clear, age appropriate routines of the day that promote the prime areas of learning

- Supervision meetings allow staff to raise worries about children early, for various reasons, disadvantaged, early identification of need, safeguarding, attainment, attendance etc
- Together time sessions and various times of the day for individual time, small group and whole class, depending on age stage
- Safety curriculum is taught explicitly thinking about pet, water, fire, friendship, car and road safety
- Emotional literacy curriculum that focuses on vocabulary, developing empathy and resilience
- Consistency of staff in classrooms and expertise/experience in childcare, allows staff to build strong bonds with children
- Clear induction, settling and transition procedures allow children to confidently join the school, and move to next phase
- PSED curriculum supports a healthy body, through toothbrushing scheme and decrease in sedentary activities
- Online safety and screen time guidance are used to support age appropriate expectations
- Welcome circles and soft starts allow for relationships to be developed quickly
- Clear intimate care practices, including toilet training plans, support staff to ensure dignity and help at the right level for each individual child
- Our PSED curriculum focuses on independence, at the right time for the children, depending on age or stage of development
- Family set ups at lunchtime allows for social interaction, while ensuring safety whilst eating

Leadership and Governance

- Clear staff code of conduct, induction and training packages ensure consistency of expectation
- Solid induction, probation and training cycle ensures that CPD is individualised to the needs of staff members, their class and the school
- Networking with local and national partners, supports further development for the school
- Clear vision, aims and ethos support the children being at the centre of all decisions
- Detailed progression documents support children's development and curriculum planning, including continuous provision
- Comprehensive self-evaluation form, which helps to be clear on the current gaps in provision, knowledge and needs
- Robust school development plan that support filling gaps identified
- Meetings with relevant stakeholders, LA and providers allow challenges
- Clear understanding and compliance with the EYFS Statutory Framework, as detailed above
- Regular governor meetings, including Full Governing Body and Finance, Premises and Personnel, allow governors to challenge the school under their statutory duties
- Areas of responsibility a line with key focus points in the school development plan
- Governor visits allows governors to triangulate what is said in meeting and discuss this with key staff, pupils and parents, where appropriate
- Monthly chair meetings ensure leaders workloads are manageable and support is offered quickly
- Governor training is prioritised to ensure they understand their statutory duties and can challenge the school accordingly, as well as keep up to date with upcoming changes
- Workload meetings take place periodically to discuss team leads and focus
- Staff meetings are used to explore what we are doing and why; views of staff are taken seriously and actioned
- An open-door policy around workload and wellbeing is in place, with staff confident to approach for support or with ideas for change
- Clear policies to support sense of belonging for staff – all LA policies the school has adopted
- SPD training and appraisal cycle helps to ensure staff feel supported and CPD is personal
- SLT are approachable and support staff with wellbeing, offering advice and support through 1:1 sessions and discussions, total wellbeing referrals or training and through the Employee Assistance Programme

- Networks for leaders, both local and further afield ensure we are always forward thinking and looking at good practice both in and outside of Luton
- Commitment to working with EFF to improve practice, linked to research has included 'talking time' and 'maths champion', both of which focus on early literacy (CL) and Mathematical development in the school
- Clear induction and settling procedures for children, ensures we listen to the parents as experts
- Clear Personal Development Plans for children, take on the views of parents to help achieve a common goal
- Communication apps, parentmail and class dojo, support parents to know what their children are doing throughout their time with us
- Work with outside agencies and the local community support and enhance the lives of the children and families we serve, including local places of worship, libraries, schools, shops, parks etc
- A strong family worker team focuses on empowering parents to help them engage in developing skills to parent confidently