

Self-Evaluation Form 2025

Manager	Tracey Lewarne	Committee Chair	Sarah Mason
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Section	Summary
Introduction	Areas for development taken from the last Ofsted report in 2023 and areas identified during recent visits from the EY team at Cornwall Council.
Areas for Development	1. Sometimes, staff are focused on helping a small group of children with activities. This means they miss situations where other children need support with their behaviour. Therefore, children do not receive consistent messages about being kind or how their behaviour impacts on others (Ofsted 2023).
	2. Continuous provision could be enhanced by introducing more open-ended resources, such as loose parts, which are appropriate to the age and stage of children attending (EY visit, Spring 2025).
	3. Policies need to be reviewed and created in line with the latest legislation and guidance updates, effective from September 2025 (EY visit, Spring 2025)
	4. Children could be given more opportunities to develop independence (EY visit, January 2025)
Improvements in Subject Development since January 2021	1. We stick to staff:child ratios as set by the government. Often, we have a high level of children needing additional support with behaviour and work together with the families to manage this. Almost all staff have received Trauma-Informed Practice training and/or Emotion Coaching training. This has given staff an invaluable set of skills to help children co-regulate. In addition, as part of the enrolment and settling in process, we work very closely with the child and their families to develop a strong sense of who each individual child is, what they need and how best to support them. We have introduced a vast amount of Personal, Social and Emotional Development (PSED) and Social, Emotional and Mental Health (SEMH) provision over the last year and all of our provision starts with ensuring children are secure in these areas before we worry about academics. This has meant that children who have struggled with managing their behaviour, are being supported and given the means to label their feelings and understand the impact of their actions.

2. Staff are reflective practitioners, and we continuously review our continuous provision. We have resources available at all times for children to access, which spark curiosity and encourage open-ended play. We have loose parts available for children to explore, including natural items such as pinecones, driftwood and log slices. Children are not left unsupervised with small objects.
3. All policies have been reviewed and where necessary, new ones introduced. These all reflect the changes to legislation effective from September 2025. Guidance and legislation followed include WTTSC 2023, KCSIE 2025, EYFS 2025, the Child Safety Bill 2025 and Ofsted's Inspection Handbook.
4. Children are encouraged to get their own coats and boots on when going outside. When they come in, they put their boots on the shelf and wash their hands. Since Jo's visit advising us to encourage more independence, we have implemented a clearing away station at snack and lunch times. This involves children putting their rubbish and recycling into the correct bins, and clearing any food waste into the food waste bin. Children enjoy the responsibility of sorting and clearing and remind each other what to do. Children also pack away their own lunch boxes and put them on the trolley when they have finished. This has given children more independence in an age-appropriate way and is working well.

Strengths

Areas for Development

Quality of Education - Intent

Curriculum Planning

Previous Ofsted Grade
Good

The curriculum is child-centred and works on what they enjoy and what they already know.

Staff explore a wide range of cultures and celebrations and encourage children to respect differences and similarities.

Staff model calm and kind behaviour for children to follow. They praise children continuously and do not punish or shame children when their behaviour is challenging.

Staff plan ambitious activities to help their key children achieve their next steps. These are set together with parents to strengthen the support that children receive.

Increase opportunities for adult-led focus work from all staff members. This may require small group work in a quiet area, such as one used for Early Talk Boost sessions.

Develop literacy curriculum to develop children's understanding of phonics in age and stage appropriate ways. Emma has recently started a weekly phonics activity which is adapted to children's ages and stages of development.

Challenge specific groups of pupils, specifically SEND and higher attainers.

	Summary	
	Strengths	Areas for Development
Quality of Education - Implementation <i>Teaching and Learning Assessment</i> Previous Ofsted Grade Good	Cultural capital day trips for all school risers take part in the Spring/Summer term. Consequently, many children are getting opportunities that they would not normally have. Recent outings have included Cardinham Woods, Fowey Aquarium and The Eden Project. Staff are mindful of ensuring activities are adapted as needed to ensure all children are being included and challenged to further their knowledge. Parents are active partners in children's learning. Parents are given regular ideas on how to support learning at home and opportunities to discuss their child's development at pre-school.	Consistently offer parent consultations each term. This will provide parents with scheduled time to share their child's development, successes and any concerns they or we may have. Continuously reflect on practice. This should include a review of how we carry out peer observations. At present, staff do not feel the current way is the most effective.

Section	Summary	
	Strengths	Areas for Development
Quality of Education - Impact <i>Pupil Progress</i> <i>Pupil Attainment</i> <i>Pupil Outcomes</i>	Children are progressing in all areas of learning. Where children are struggling, they are supported very well by staff and home. Staff strive to engage children in all areas of the EYFS and understand the importance of working holistically. Children have a strong sense of self. Staff embrace their unique characters and provide them with individual support which is tailored to each child.	Extend staff skill sets in outdoor learning. This will enable staff to deliver high-quality early education to all children, but particularly those who prefer to be outside. In addition, it will allow holistic learning and sustained shared thinking to take place in exciting and motivating ways outdoors. High attainers must be given more opportunities to be challenged beyond what they already know.

	Strengths	Areas for Development
Personal Development	Regular safety checks of the setting have allowed us to improve the safety of the children. For example, the wooden climbing frame had started to rot and become unsafe. Through diligent checks, we identified this and removed it from the garden. Staff continue to improve their knowledge base and skill set. Ali has completed her Level 3 SENDCo qualification and has also completed the Early Talk Boost Programme, which is an intervention aimed at developing children's confidence and communication. Two staff members have shared their ambitions to progress in their careers, applying for the deputy manager position currently advertised. I have completed my Children, Schools and Families Degree and am now in my second year of my Psychology Masters Degree. Tash completed a Fun Fit course, to support physical development and would like to do more SEND training. All staff are up to date with required training.	Staff peer observations to be reviewed to allow for reflective practice among staff members and volunteers. Further training opportunities to be explored with staff members in any areas which they are lacking confidence.
Leadership and Management Previous Ofsted Grade Good	Safeguarding audits have been completed regularly and appropriate actions taken. Staff have a secure knowledge and understanding of safeguarding procedures and policies. They regularly take part in CPD and reflect on their own practice. I am very aware of the importance of looking after staff well-being and emotional and mental health. Staff know how to make me aware if they are struggling (including non-verbal indications) and are aware of the workplace pressure support plan we have in place.	Provision of an effective mentoring programme for volunteers and students. This has improved recently but still needs more work. Improvements needed to ensure staff feel appreciated. In an underfunded area of education, non-financial incentives go a long way and could be offered more regularly.

Overall Effectiveness

Previous Ofsted Grade
Good

Children are enthusiastic and enjoy preschool. They make good progress and long-lasting friendships.

Parents regularly offer positive feedback, and we have a great working partnership with parents.

Those staff who are Makaton trained use it regularly throughout the day, which supports the communication difficulties some children have. This has scope for more consistent use, but overall works well.

The staff work very well together. They are hard-working, reflective and dedicated educators who continuously go the extra mile for all of the children in the setting.

External agencies regularly comment on how much they enjoy visiting us because there is always a happy, calm and positive atmosphere.