

## Rotherham Early Years and Childcare Service

### Annual / Biennial Evaluation Guidance

September 2021

#### Rationale for the Annual / Biennial Evaluation

The Annual/Biennial Evaluation is a joint process between a Local Authority (LA) Officer and representatives from the setting. The process will be completed with all Rotherham settings registered with Ofsted as an Early Years provider for childcare on non-domestic premises who are in receipt of Early Education Funding (EEF) on an annual or biennial basis. The aim of the evaluation is to determine the level of LA support/challenge that will be provided to the setting to ensure that all children in Rotherham are able to access provision that is at least good (as determined through Ofsted inspection). However, if circumstances change significantly support levels can be reviewed and amended accordingly.

The majority of settings within Rotherham already have a good or outstanding Ofsted grade. However, the revision of the Ofsted inspection framework in September 2019 to the Education Inspection Framework and the revisions to the Early Years Foundations Stage Framework in September 2021 have elicited many changes and settings will need to be responsive to these changes to ensure they continue to meet or exceed expectations.

#### The process of the annual / biennial evaluation

The evaluation is in five parts, including the opportunity for a joint observation of practice and environmental walk of the provision:

- 1) Leadership and Management
- 2) Quality of Education and Learning and Development Requirements (Covering the Intent, the Implementation, and the Impact of your curriculum)
- 3) Behaviour and Attitudes
- 4) Personal Development
- 5) Safeguarding and Welfare Requirements

**An overall outcome of Red, Amber or Green will be agreed at the end of the process.**

Restrictions put in place due to the Covid-19 pandemic inevitably altered how we approached the Annual/Biennial Evaluation and Quality of Education Reviews. Throughout the pandemic, meetings with providers have been conducted via Microsoft Teams or by telephone with much evidence being submitted via email. As we continue to take positive steps out of the pandemic, we will be adjusting our support model for the Annual/Biennial Evaluation and Quality of Education Reviews and will be adopting a more blended approach as outlined below:

- The Leadership and Management and Safeguarding and Welfare Requirements sections including policy reviews will continue to be assessed at a distance through reviewing documentation that has been submitted.
- Leaders will reflect on these areas of the document adding self-evaluative notes in key sections which will then be reviewed.
- A face to face visit will be conducted where the focus will be on the Quality of Education, Behaviour and Attitudes and Personal Development and will include a joint observation of teaching and learning and an Environmental Walk.

After all five sections have been completed an outcome will be agreed with the setting which will determine the level of future support provided.

For each part of the annual evaluation process there are a range of criteria to be discussed and agreement reached about whether each of the statements are fully in place, partly in place or not in place. Some statements carry a greater weighting than others; these are **bold** or **bold/italic** in the Annual Evaluation document and indicate that they are directly linked to the EYFS Statutory Framework (**bold with a numerical reference**) or are things which will have a significant focus within the Early Year's Education Inspection Framework (**bold/italic and with a Pt reference number**).

**If this is your first Annual Evaluation, we will work through the whole Annual Evaluation document with you.**

**If this is a follow up visit you will receive a prepopulated form with information taken from your previous Annual Evaluation as a starting point for you to review.**

The LA Officer and the setting will agree the outcome using the guidelines in the table below.

| Leadership and Management and The Safeguarding and Welfare requirements  | Overall outcome | Notes/guidance   |
|--|-----------------|--|
| 'All' or 'almost all' statements are fully met.<br>All 33 <b>bold, bold/italic</b> statements are fully met.   | Green           | Self-sustaining setting (in relation to this part of the Annual Evaluation).   |
| Most statements are 'fully' or 'partly' met.<br>28 or more <b>bold, bold/italic</b> statements are fully met.<br>1 to 5 <b>bold, bold/italic</b> statements are 'partly met'.  | Green           | A green outcome should be agreed. It is expected that the setting leadership will address the identified issues without further support, however if support is needed the setting should request this. |
| Most statements are 'fully' or 'partly' met.<br>23 or more <b>bold, bold/italic</b> statements are fully met.<br>6 to 10 <b>bold, bold/italic</b> statements are 'partly met'. | Amber           | Specific support will be provided in the form of one or more post Annual Evaluation visits by an LA Officer to ensure the issues have been addressed.  |
| 11 or more <b>bold, bold/italic</b> statements are 'partly met'  | Red             | Intensive support to address issues. This could include general support visits leading up to a summative Post Annual Evaluation Review.  |
| 2 or more <b>bold, bold/italic</b> statement are 'not met' at all  | Red             | Intensive support to address issues. This could include general support visits leading up to a summative Post Annual Evaluation Review.  |

| Quality of Education and Learning and Development requirements, Behaviour and Attitudes and Personal Development.   | Overall outcome | Notes/guidance   |
|---|-----------------|--|
| 'All' or 'almost all' statements are fully met.<br>All 12 <b>bold, bold/italic</b> statements fully met   | Green           | Self-sustaining setting (in relation to this part of the Annual Evaluation).   |
| Most statements are 'fully' or 'partly' met.<br>10 or more <b>bold, bold/italic</b> statements are fully met.<br>1 to 2 <b>bold, bold/italic</b> statements are 'partly met'. | Green           | A green outcome should be agreed. It is expected that the setting leadership will address the identified issues without further support, however if support is needed the setting should request this. |
| Most statements are 'fully' or 'partly' met.<br>8 or more <b>bold, bold/italic</b> statements are fully met.<br>3 to 4 <b>bold, bold/italic</b> statements are 'partly met'.  | Amber           | Specific support will be provided in the form of one or more post Annual Evaluation visits by an LA Officer to ensure the issues have been addressed.  |
| 5 or more <b>bold, bold/italic</b> statements are 'partly met'  | Red             | Intensive support to address issues. This could include general support visits leading up to a summative Post Annual Evaluation Review.  |
| 2 or more <b>bold, bold/italic</b> statements are 'not met' at all  | Red             | Intensive support to address issues. This could include general support visits leading up to a summative Post Annual Evaluation Review.  |

**NOTE: Please note that the overall outcome of the Annual Evaluation will be based on the 'lowest RAG' rating achieved from the two sections above and post Annual Evaluation support will be allocated based on this.**

#### The annual evaluation discussion

The setting and the LA Officer should prepare for the annual/biennial evaluation discussion using the guidance outlined above.

The setting and the LA officer have a responsibility to work in an open, honest, and respectful way to ensure an accurate outcome is achieved. This will then ensure the most appropriate level of support is offered to the setting from the LA.

For each criteria statement, the setting and the LA officer should agree whether it is fully met, partly met, or not met. Where it is partly met or not met, they should also agree the **actions** needed to achieve 'fully met' and record this in the final column. Sometimes, where it is agreed that a statement is fully met, the LA Officer may also make a **recommendation** to further enhance practice, and this will be recorded in the final column. If agreement cannot be reached no outcome should be recorded and notes should be made in the final column. For the purpose of identifying an overall outcome, if agreement could not be reached for a bold statement, this should be viewed as not met and the overall rating applied accordingly.

The table below provides guidelines on the LA support available within the year based on outcome:

|       |   |
|-------|---|
| Green | <p>1 x Biennial Evaluation meeting (every two years). Only where the provider also has a 'Good' or 'Outstanding' Ofsted Grade.<br/>         With a 'Quality of Education' visit approximately a year later. This will include a joint observation of Teaching and Learning and an Environmental Walk.<br/>         Access to a termly owner/manager meeting<br/>         Access to a termly EYFS Leaders in PVI network meeting<br/>         Access to a range of training opportunities offered<br/>         Telephone/email support as needed<br/>         Self-sustaining, minimal support<br/>         A support visit can be requested at any time if needed</p> |
| Amber | <p>1 x Full Annual Evaluation meeting<br/>         A small number of support/challenge visits focussed on the specific issues identified through the process<br/>         Access to a termly owner/manager meeting<br/>         Access to a termly EYFS Leaders in PVI network meeting<br/>         Access to a range of training opportunities offered<br/>         Telephone/email support</p>  |
| Red   | <p>1 x Full Annual Evaluation meeting<br/>         Regular support/challenge visits to address the priority issues identified through the process<br/>         Access to a termly owner/manager meeting<br/>         Access to a termly EYFS Leaders in PVI network meeting<br/>         Access to a range of training opportunities offered<br/>         Telephone/email support</p>   |

The LA views this as a supportive process to work positively and proactively with settings. The outcome of the Annual/Biennial Evaluation process will not result in any withdrawal of EEF, only an adverse Ofsted inspection outcome could lead to this. The aim of the process is to support and enable settings to achieve a good or better Ofsted outcome, so this situation never arises.

If any setting has any comments or concerns about the process, or the outcome of their annual / biennial evaluation they should contact:

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