



External Evaluation Liaison Group

Partner Setting Visits

Evaluation Form

Name:

Partner Setting Visited:

The aim of the setting visits are for the External Evaluation Liaison group to visit the partner settings early years practitioners to evaluation the impact of the 'Contextualisation of Toddler Wellbeing Training Event' materials have had upon the provision and practice within the settings in supporting toddlers' wellbeing. The EEL group will take the opportunity to review with early years practitioners (EYPs):

- The knowledge and understanding gained by EYPs as being part of this project
- The impact and difference that being part of this project has made in supporting toddlers' wellbeing through the different intellectual outputs and materials:
 - Toddlers' wellbeing,
 - Toddlers' voices and expressions,
 - Toddlers' mealtimes and
 - Toddlers' early language(s)
- The impact and quality of the strategies being developed to support toddlers' wellbeing.

No	Performance Indicator	Themes	1	2	3	4
1.	Overall impact of the ToWe Project on the practice and provision in enhancing the education and wellbeing of disadvantaged toddlers. 1 = excellent, 2 good, 3 satisfactory and 4 = poor					
1.1	To what extent have the projects expectations been achieved?	<ul style="list-style-type: none"> • To enhance the quality of Early Years through the development of Continuing Professional Development (CPD) for Early Years Practitioners (EYPs) to enable them to maximise on the learning opportunities of disadvantaged toddlers (18-36 months) through training, job shadowing and practical materials. • To improve the quality of provision through a holistic approach using a range of innovative 		✓		

		learning opportunities and tools for Early Years Practitioners to develop their practice. Using the prerequisite of wellbeing to support children's learning and development. (Instruments/Tools/Strategies)	✓			
1.2	What impact has the project had on the EYPs professional development?	<ul style="list-style-type: none"> • Development of knowledge and understanding • Engagement in reflection and own professional development • Impact on practice and provision 	✓	✓		
1.3	To what extent have the EYPs been able to contribute to the success of the project?	<ul style="list-style-type: none"> • Engagement with the materials • Contribution to improving practice and provision for toddlers' • Development of strategies and resources 	✓	✓		
1.4	What has been the impact of the project on the settings provision and practices beyond?	<ul style="list-style-type: none"> • Quality and impact to staffs practice • Quality and impact to the settings provision 		✓		✓

Comments: ~~Would have been excellent if team had it already been highly skilled. The project has consolidated wellbeing focus - being able to have give us discussions with families about what wellbeing is has been so valuable - opening up discussions with parents to help them to focus on the holistic development of toddlers rather than just a learning~~

a fund. Good input as volunteer in setting new practice

No	Performance Indicator	Themes	1	2	3	4
2.	Quality and Impact of Setting Partners implementation of the Intellectual Outputs 1 = excellent, 2 good, 3 satisfactory and 4 = poor					
2.1	Toddlers' Wellbeing	<ul style="list-style-type: none"> • Quality and impact of the materials upon EYPs knowledge and understanding • Quality and impact of the materials upon EYPs provision and practice • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓	✓		✓

Comments on the materials: Don't feel we had a contribution (direct) to them but what was provided was really helpful.

2.2	Toddlers' Voice and Expressions	<ul style="list-style-type: none"> • Quality and impact of the materials upon EYPs knowledge and understanding • Quality and impact of the materials upon EYPs provision and practice • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓	✓	✓	✓
<p>Comments on the materials:</p> <p>Contribution in terms of how materials were implemented in the setting.</p>						
2.3	Toddlers' Meal Times	<ul style="list-style-type: none"> • Quality and impact of the materials upon EYPs knowledge and understanding • Quality and impact of the materials upon EYPs provision and practice • Ability to use and implement them • Understanding of your role and contribution to these materials 	✓	✓	✓	✓
<p>Comments on the materials:</p> <p>Understanding has really increased. Video was very important to this - Really opened eyes to what could be achieved if in that sort of setting (where meals are used).</p>						

2.4	Toddlers' Additional Language(s)	<ul style="list-style-type: none"> • Quality and impact of the materials upon EYPs knowledge and understanding • Quality and impact of the materials upon EYPs provision and practice • Ability to use and implement them • Understanding of your role and contribution to these materials 	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> </div> </div>
<p>Comments on the materials:</p> <p style="font-size: 1.2em;">Circumstances haven't allowed for time required to implement fully.</p>			

* It would have been very useful to have had more opportunity to 'check in' with Helen + Jasmine (visit to Kingston). A lot of emphasis on self reflection but would have enjoyed the opportunity for more group discussion with university partners there too.