

**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.

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| --- | --- | --- | --- | --- | --- | --- |
| **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? | * 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? | * 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? | * 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? | * Quality and impact to staffs practice * Quality and impact to the settings provision |  |  |  |  |
| Comments: | | | | | | |
| **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 | * 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: | | | | | |
| 2.2 | Toddlers' Voice and Expressions | * 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: | | | | | |
| 2.3 | Toddlers' Meal Times | * 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: | | | | | |
| 2.4 | Toddlers' Additional Language(s) | * 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: | | | | | |