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| **Setting Updates** (Ofsted, premises, staffing, working hours, children present) |
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| **Learning and Development**  (Pg. 7-17 Statutory Framework for the EYFS)  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  <https://www.gov.uk/government/publications/development-matters--2> | **Fully in place** | **Partly in place** | **Not in place** | **Comments / Actions** |
| **Intent:**  **Educational programme for children must involve activities and experiences from each of the seven areas of learning and development (1.6):**   * **Communication and language** * **Personal, social and emotional development** * **Physical development** * **Literacy** * **Mathematics** * **Understanding the world** * **Expressive arts and design**   <https://help-for-early-years-providers.education.gov.uk/>  *Prompts*   * *How does the environment support this? i.e., continuous provision, resources accessible and available to children.* * *Is the provision/ resources available age and stage appropriate?* * *Do provision/ resources excite, enthuse and challenge children?* * *Are key areas of continuous provision continually available to children? i.e. sand and water, role play, construction, small world, mark making, paint, messy/ malleable play, quiet book area, communication friendly spaces.* * *Do resources reflect a range of cultures and environmental features of the world?* * *Do resources encourage development of children’s speech, language, and communication skills?* * *Are books a key feature within the setting?* * *Are mealtimes utilised as teaching and learning opportunities?* * *Are equal teaching and learning opportunities provided outdoors?* * *Does the outdoor environment enable large scale play and gross motor development?* |  |  |  |  |
| **Implementation:**  **Do practitioners plan suitably challenging and enjoyable experiences for children in all seven areas of learning and development (1.11)?**  *Prompts*   * *Is there a mix of adult-led and child-initiated activity?* * *Is play planned and purposeful?* * *Are children actively engaged in their learning and play?* * *Are practitioners engaged in children’s learning and play?* * *Is planning age and stage appropriate? Is it challenging?* * *Does planning consider:* * *Links to supportive documentation* * *Next steps in children’s learning and development* * *Children’s interests* * *Children’s attitudes to learning* * *Evaluation* * *Indoor and outdoor opportunities* * *Awe and wonder of the world* * *Are children provided with opportunities to explore and think about problems?* * *Are they given enough time to respond and ask questions?* |  |  |  |  |
| **IMPACT**  **Inspectors will want to find out about the story of a child, including:**   * what they knew and could do when they started at the provision * what they can do now and how you got them there * what your plans are for that child so that they are ready for their next stage of learning   Do children   * Enjoy, listen attentively, and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. * Understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.   *Prompts*   * *Are children making good progress across the seven areas of learning?* * *Are there any areas you would identify as being strengths for your children? Can you give examples?* * *Are there any areas that children need more support with? Can you give examples?* * *Are children ready to move on to school? How do you know?* * *Are practitioners aware of the Rotherham/ South Yorkshire Futures definitions of School Readiness? Are copies available?* |  |  |  |  |
| **Individual children who have identified needs are targeted and appropriate interventions are secured so that they receive the support they need. (1.2)**  *Prompts*   * *Are there currently any children with SEND at the setting?* * *Are IEP’s or equivalent in place?* * *Are any other agencies/ services involved?* * *Is LA support in place?* * *How are concerns communicated with parents?* |  |  |  |  |
| Do practitioners support children to develop their Speech, Language and Communication skills?   * Do practitioners speak clearly to children and are they good language role models? * Is there a focus on developing children’s vocabulary? * Do practitioners encourage children to engage in dialogue? * Do practitioners use what children are interested in to develop key vocabulary? * Is reading a key feature of your curriculum? * Do practitioners excite and engage children when reading? * Is reading used to introduce new ideas, concepts, and vocabulary? * Do songs and rhymes feature in daily practice and how do you choose these? * • Do practitioners use effective strategies to develop children’s SLC and can you provide an example of this? |  |  |  |  |
| Practitioners support children’s social and emotional well-being to prepare them for transition within the setting and / or to other settings and school.   * How is transition managed between rooms / new settings? * What information do you share? * Does this highlight where children are working below typical development? * Do you liaise with settings about their transition processes and expectations? * What support is provided for the child / family at transition points e.g. settling in visits / visits to new school? |  |  |  |  |
| Do you support children’s social and emotional well-being to prepare them for transition within the setting and / or to other settings and school.  *Prompts*  How is transition managed.  What information do you share?  Does this highlight where children are working below typical development?  What support is provided for the child/family at transition points? e.g. settling in visits/ visits to new school.  Has covid 19 affected your usual transitions processes?  What alternative ways have you found to maintain and support this essential process?  Have you offered home learning ideas and activities? |  |  |  |  |
| **EAL children have opportunities to develop and use their home language in play and learning. (1.13)**  **EAL children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. (1.13)**  *Prompts*   * *Are there any EAL children in the setting?* * *How are they supported in both their home language and to develop their English?* * *Do you have a clear and consistent approach to this and is this shared with parents?* |  |  |  |  |
| **In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately (1.15):**   * **playing and exploring - children investigate and experience things, and ‘have a go’** * **active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements** * **creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things**   *Prompts*   * *What are practitioners’ understandings of these?* * *How are they implemented into their practice?* * *Are they referred to in policies, planning, observations, and assessments*? |  |  |  |  |
| **Each child must be assigned a key person (1.16).** **You must inform parents and/or carers of the name of the key person and explain your role for when a child starts attending/ or your assistants role.**  *Prompts*   * *Do parents and/or carers understand the role of the key person? Are they aware of whom their child’s key person is?* * *How does the key person help ensure that every child’s learning and care is tailored to meet their individual needs?* * *How does the key person engage and support parents and/or carers in guiding their child’s development at home?* * *How does the key person help families engage with more specialist support if required?* |  |  |  |  |
| **Each child must be assigned a key person. (3.27)**  **Their role is to:**   * **Ensure every child’s care is tailored to meet their individual needs** * **Help the child become familiar with the setting** * **Offer the child a settled relationship** * **Build a relationship with parents**   (If working with other Childminders and/or Assistants. If working alone, the key person is the Childminder) |  |  |  |  |
| **Progress check completed at age 2-3 and written summary provided to Parents/carers (2.4/2.5)**  **The check must:**   * **Cover the 3 prime areas (but can cover all 7 areas)** * **Identify strengths/areas where the child is progressing well** * **Identify any areas where progress is less than expected/some additional support might be needed** * **Lead to a targeted plan where there are significant emerging concerns/developmental delay** * **Outline if referral to outside agencies is required and identify who these are**   <https://www.foundationyears.org.uk/wp-content/uploads/2012/03/A-Know-How-Guide.pdf>  *Prompts*   * *Are 2-year checks being completed and by whom?* * *When are they completed?* * *Is there a system for this?* * *Are they integrated with health?* * *How are they shared with parents?* * *What happens as an outcome of the check, especially where a child is below typical development?* * *Can you give an example of where a progress check has led to improved outcomes for a child?* |  |  |  |  |
| **Continuous Professional Development opportunities to strengthen the quality of teaching & learning**  *Prompts*   * *Is professional development focussed on gaining a deeper understanding of how children learn?* * *Does professional development enhance teaching and practice to the very highest level?* |  |  |  |  |
| **Early Education Funding & Pupil Premium** | **Fully in place** | **Partly in place** | **Not in place** | **Comments/ Actions** |
| Early Education Funding contact in place |  |  |  |  |
| EEF Complaints Process for parents in place |  |  |  |  |
| Early Years Providers Privacy Notice in place (example included in EEF Agreement) |  |  |  |  |
| EEF funded children’s attendance tracked and monitored? |  |  |  |  |
| Early Years Pupil Premium (EYPP) funding received?   * How was this spent and why? * Evidence of this available? * How is impact measured and recorded? |  |  |  |  |