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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?*
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| **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?*
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| **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?*
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| **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?*
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| 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?
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| 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?*
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| **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*?
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| **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?*
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| **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?
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