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| **Setting Updates** (Ofsted, premises, staffing, working hours, children present) |
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**EYFS Section 1 & 2 – The Learning and Development Requirements (part 6)**

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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> | **Securely in place** | **Partly in place** | **Not in place** | **Comments / Actions** |
| **L&D 1** | **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.* * *Are the provision/ resources available age and stage appropriate?* * *Are you able to confidently explain your curriculum offer and why you have made these decisions?* * *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?* |  |  |  |  |
| **L&D 2** | **Implementation:**  **Do practitioners plan suitably challenging and enjoyable experiences for children in all seven areas of learning and development (1.11) and (1.14)?**  *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?* |  |  |  |  |
| **L&D 3** | **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?* |  |  |  |  |
| **L&D 4** | **Individual children who have identified needs are targeted and appropriate interventions are secured so that they receive the support they need. (1.12)**  *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?* |  |  |  |  |
| **L&D 5** | 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? |  |  |  |  |
| **L&D 6** | Do 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? * 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? |  |  |  |  |
| **L&D 7** | **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?* |  |  |  |  |
| **L&D 8** | **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*? |  |  |  |  |
| **L&D 9** | **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?*   **See (3.27 Role of key person )** |  |  |  |  |
| **L&D 10** | **Continuous Professional Development opportunities to strengthen the quality of teaching & learning (1.17)**  *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?* |  |  |  |  |
| **L&D 11** | **Environmental Walk (1.6) – to be carried out by an LA Representative**   * Is there a range of Continuous Provision to meet this requirement? Is this well stocked and well presented? Is it easily accessible and available to the children most of the time? * Are key areas of continuous provision continuously offered to children including: Sand and Water, Home Corner, Construction, Small World, Workshop, Quiet Book areas, CFS, Messy play, Malleable, Paint and Mark Making etc? * Are there resources which reflect a range of cultures and environmental features of the world? * Do resources encourage the development of children’s communication and language skills and vocabulary? Are books a key feature of the provision? * Do resources excite, enthuse and challenge children? * Is the snack area utilised for Teaching and Learning opportunities? * Is equal emphasis put on Teaching and Learning in the outdoors? Do resources in this space enable large scale play and gross motor development? * *Which areas of CP are identified as strengths? Any areas for further development?*   ***Does your environment support your intent and cultural capital? Have you had to make adaptations to provision due to the Covid-19 pandemic*** |  |  |  |  |
| **L&D 12** | **Joint observation/s of Teaching and Learning – to be carried out by an LA Representative and setting leader**  **Things to consider:**   * Does the practitioner communicate and model language well? * Does the practitioner use their own speaking, listening, and reading of English to enable the children to hear and develop their own language and vocabulary? * Does the practitioner show, model, explain and demonstrate well? * Is the practitioner supporting the children to explore their ideas? * Do practitioners have high expectations of children? * Are practitioners encouraging, questioning, and recalling where appropriate? * Are practitioners providing a narrative and running commentary for what children are doing? * Are practitioners facilitating and setting challenges? * Are high quality interactions between adults and children taking place in both planned and unplanned situations. * Was the equipment of high quality and well prepared? * Did the activities reflect the child/children’s interests?   Was the teaching and learning developmentally appropriate? |  |  |  |  |
|  | **Total (max 12)** |  |  |  |  |
| **A 1** | **Section 2 – Assessment**  Practitioners ensure that children make progress in their learning through effective planning, observation, and assessment (see 2.1 and 2.2)  *Prompts*   * *Are you assessing children’s individual learning and progress? How is this done?* * *How do parents contribute to children’s assessments ongoing?* * *Is assessment used effectively to identify gaps in learning?* * *Do you have any systems in place to track children’s progress?* * *Is assessment effective and do your systems avoid unnecessary burdens for staff?* |  |  |  |  |
| **A 2** | **Parents and/or carers are kept up to date with their child’s progress and development (2.3)**  *Prompts*   * *How and when do you carry out on entry assessments on children and are parents involved in this process?* * *How does this happen? How often?* |  |  |  |  |
| **A 3** | **Progress check completed at age 2-3 and written summary provided to Parents/carers (2.4/2.5 and 2.6)**  **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?* * *Do practitioners encourage parents to share the progress check with other professionals?* |  |  |  |  |
|  | **EYFS Profile completed at the end of the academic year. Outcomes must be shared with parents/carers, with the child’s Y1 teacher, and the Local Authority where required (2.9 - 2.14)**  Applicable for all children who turn 5 before 31st August   * Are there any children this applies to? If yes, this needs to be fed back to the LA. * Is the setting aware of the expectations for completing and submitting judgements against the ELG’s? * Are settings aware of the EYFSP Handbook and the STA Exemplifications Materials? | **Legal Requirement** | | |  |
|  | **Total (max 3)** |  |  |  |  |
|  | **Early Education Funding & Pupil Premium** | **Securely in place** | **Partly in place** | **Not in place** | **Comments/ Actions** |
|  | Early Education Funding contact in place | **For good practice only** | | |  |
| 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? |  |

**Type of next visit: EQuIP (Sections 1,2 & 3) or EQuIP (Sections 1 & 2)**

**Date next visit due:**