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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?*
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| **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:**