**Journey to Excellence**

**Working in partnership to improve outcomes for children**

Learning Services in Oldham

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# **Learning Services (Early Years Team) in consultation with Childcare Providers**

## **1.1 Our Vision**

* That children and families of Oldham are happy, healthy, safe and resilient. They are confident, motivated learners with improved aspirations and better life chances
* We are an early year’s workforce that values ourselves as innovative and highly skilled professionals, who are passionate about delivering excellence in early years?
* Through a shared passion and clarity of mission and values we will make a positive and significant impact on raising quality performance and outcomes in early years
* A cycle of continuous improvement is guaranteed by owners, leaders and managers who take ownership of quality improvement to improve outcomes for children

## **1.2 Our Values**

To achieve this vision and for outcomes to be of the highest quality we must:

* Ensure that children and families are at the heart of everything we do

* Gather evidence and intelligence on performance and quality to inform effective resource deployment
* Engage in dialogue around quality and self-evaluation to develop critically reflective practitioners
* Celebrate and share effective practice to promote setting to setting improvements
* Monitor the performance of early year’s settings with a focus on outcomes for children
* Challenge and intervene where underperformance is identified

# **Journey to Excellence – An Audit**

## **1.3 Supporting Reflection and Self-evaluation**

The new Ofsted inspection framework[[1]](#footnote-1) clearly states that ‘leaders and managers should have an accurate view of the quality of their provision and know what to improve’. The inspector will always ask how the provider, or their representative evaluates their practice, checking whether they take account of the views of parents and the progress made by children before deciding what needs to improve.

This document provides a framework to achieve this aspiration and will support childminders and settings to reflect on current practices, identify strengths and priorities for improvement. It should be seen as a process of staff development and although initially it will be a focus for owners, leaders and managers, it will eventually involve all adults working with the children in the setting.

The audit materials have been written to support continuous quality improvement in line with the principles of the Statutory Framework for the Early Years Foundation Stage (2021) Framework[[2]](#footnote-2). The audit complements and supplements evidence required during Ofsted inspections.

**There are four main principles which underpin the audit materials:**

* Effective leadership and management
* Sustainability of quality and improved outcomes for all children
* Empowerment of practitioners to enable them to adopt a continuous cycle of self-evaluation, improvement and reflection
* Established partnership working between the local authority, settings, childminders, children centres and the local communities in Oldham

**These key principles are presented through seven sections:**

* Safeguarding and welfare requirements
* Strengthening leadership for learning
* Supporting progress, learning and attainment
* Developing practitioner knowledge, skills and practice
* Providing high quality environments (indoors and out) to facilitate learning and development
* Facilitating partnerships to support children’s learning and attainment
* Supporting the learning and development of children with English as an additional language

## **1.4 Using Audit Tools**

### **1.4.1 How?**

The audit should provide a trigger for discussion and reflection. It is a starting point for the quality improvement process and therefore time needs to be planned within the context of your setting for completion.

Comment boxes to allow for more detailed answers rather than just ticking ‘yes’, ‘partly’ or ‘no’. From the audit, key areas for development can be identified and prioritised.

## **1.4.2 When completing the audit, you must consider the questions below:**

How do you know?

What is the evidence?

What would you expect to see in such a setting?

Is it true for all practitioners?

Is it true for all children?

Can you think of anything that could be developed further?

How do your answers relate to the context of the four themes of the EYFS?

(A Unique Child, Positive Relationships, Enabling Environments, Learning and Development)

## **1.4.3 Using the audit to inform quality and performance**

The process adopted will depend largely on how the setting operates. It is the responsibility of the leader/manager to ensure that all staff understand the purpose of self-evaluation and their contribution in identifying strengths and areas for development.

Leaders and managers complete a draft of the audit and present this at a staff meeting (or distribute to the team for contributions by a specified date) to aid the ‘final’ completion of the audit to inform future development plans.

Staff may complete some sections with colleagues appropriate to the room/area where they are based. This will be shared with and checked by the manager.

In settings receiving support from the Local Authority, Leaders and Managers will be expected to be able to discuss their self-evaluation processes.

# **Audit Tools**

## **1.5 Safeguarding and Welfare Requirements**

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| --- | --- | --- | --- | --- |
| **Child Protection** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Is there a safeguarding policy and procedures in place that includes; reference to any allegation made against a member of staff; the use of mobile phones and cameras (in line with Oldham’s and national policy: Working Together to Safeguard Children July 2018).  *To safeguard children and practitioners online, providers will find it helpful to refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations’*[[3]](#footnote-3). |  |  |  |  |
| 2. Is there a process in place to ensure policies are being implemented? How often are policies reviewed and updated? How are the staff involved in review and update of policies? |  |  |  |  |
| 3. Do you have a designated safeguarding lead (and safeguarding deputy lead) who is able to provide support, advice and guidance to staff and management on any specific safeguarding issue?  Have they attended Oldham’s Oldham Safeguarding Children’s Partnership (OSCP) approved L2 Designated Safeguarding Leads training in the last 2 years? EYFS P21 3.5  Do they attend the twice-yearly safeguarding learning network? |  |  |  |  |
| 4. Have all staff completed Oldham OSCP L1 Safeguarding training in the last 2 years?  [E-Learning-(flyer)-(002) (olscb.org)](https://www.olscb.org/resources/E-Learning.pdf) |  |  |  |  |
| 5. Have you trained all staff in your provision so you are confident they understand and can effectively implement your safeguarding policy and procedures?  Is this also included in your induction procedure and regularly revisited in supervision?  EYFS Ps 21-22 3.6 – 3.8 |  |  |  |  |
| 6. Do you have systems in place to record children’s existing injuries? Is the EYFS notification protocol understood by all staff? |  |  |  |  |

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| **Suitable People** | **Comments** | **Yes** | **No** | **Partly** |
| 7. Have the relevant forms for new committee members, directors and/or partners been completed, and DBS checks carried out? |  |  |  |  |
| 8. Are DBS checks in place for all practitioners, apprentices, students and regular volunteers?  Is a format in place to record the relevant details?  EYFS P24 3.12, |  |  |  |  |
| 9. Do you ask all staff, including volunteers and students to disclose immediately any convictions,  cautions, court orders, reprimands and warnings that may affect their suitability  to work with children? EYFS Ps23-25 3.09 - 3.18 |  |  |  |  |
| 10. Are other checks made prior to recruitment e.g., qualifications, identity checks, references, job history? |  |  |  |  |
| 11. Is there a clear procedure in place for a staff member arriving for work under the influence of alcohol or any other substance or who is taking medication that may affect their ability to care for children? EYFS Ps25-26 3.19 |  |  |  |  |
| 12. Do you have safe storage for staff medication? EYFS P26 3.19 |  |  |  |  |
| 13. Is there a robust induction procedure in place? EYFS P26 3.21 |  |  |  |  |
| 14. Are paediatric first aid certificates up to date?  EYFS Ps26-27 3.25 |  |  |  |  |
| 15. Do leaders/managers have a full and relevant level 3 childcare qualification and more than two years suitable experience? EYFS P28 3.28 |  |  |  |  |
| 16. Is there a named deputy who is capable and qualified to take charge in the manager’s absence?  EYFS P28 3.28 |  |  |  |  |

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| **Staff qualifications, training, support and skills** | **Comments** | **Yes** | **No** | **Partly** |
| 17. Do 50% of staff hold a full and relevant level 2 childcare qualification?  EYFS 3.28, P28 |  |  |  |  |
| 18. How do you support staff to improve their qualification levels?  EYFS 3.21, P26 |  |  |  |  |
| 19. Have leaders and managers accessed appropriate training to undertake staff supervision and appraisals? |  |  |  |  |
| 20. Is there a process in place to ensure all staff, including the manager, receive regular supervision? EYFS 3.22, P26 |  |  |  |  |
| 21. Is a robust appraisal system in place for all staff, including the manager? |  |  |  |  |
| 22. Is there a policy and procedure in place which explains the roles and responsibilities of the Key Person? EYFS 3.27, P16  Is this incorporated in the induction process?  EYFS 3.21, P26 |  |  |  |  |

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| **Key Person** | **Comments** | **Yes** | **No** | **Partly** |
| 23. Is the role of the key person supported through regular supervision? EYFS 3.22, P26 |  |  |  |  |

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| **Staff: child ratios** | **Comments** | **Yes** | **No** | **Partly** |
| 24. Are staff ratios maintained?  EYFS Ps 28-31, 3.28-3.40 |  |  |  |  |
| 25. Does the room leader/L3 working with under 2’s have suitable experience?  EYFS 3.32, P28 |  |  |  |  |
| 26. Are effective systems in place to cover for sickness, holidays etc? |  |  |  |  |

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| **Health** | **Comments** | **Yes** | **No** | **Partly** |
| 27. Are policies and procedures regarding children’s health included in your induction process?  EYFS p26 3.21 |  |  |  |  |
| 28. Have any serious accidents, injuries or incidents taken place?  Have Ofsted, the Oldham Safeguarding Partnership and the Health and Safety Executive been notified of these? (via RIDDOR)  [RIDDOR Link](https://www.hse.gov.uk/riddor/index.htm)  EYFS p 34 3.52 |  |  |  |  |
| 29. Are records in place which highlight children’s allergies and dietary needs? Are these updated regularly? EYFS p 33 3.48 |  |  |  |  |
| 30. Are cleaning and hygiene routines in place? Do all staff understand and follow routines and teach the children by modelling and explaining the reasons for good practices and providing encouragement and regular reminders? EYFS P35, 3.5 |  |  |  |  |
| 31. Do you have written parental permission before administration of medicines? Do you keep records of dates and times when medicines are administered to children? EYFS p33 3.47 |  |  |  |  |
| 32. Is your first aid box stocked with appropriate content for use with children and is it accessible at all times? EYFS p.34 3.51 |  |  |  |  |
| 33. Do you keep written records of accidents, injuries and first aid treatment? EYFS p34 3.51 |  |  |  |  |
| 34. How do you ensure food safety? EYFS ps33-34 3.48 – 3.50  Does the setting refer to the ‘Safer food, better business’ document?  [Safer Food, Better Business Link](https://www.food.gov.uk/sites/default/files/media/document/sfbb-retailers-pack-jan-2020_0_0.pdf) |  |  |  |  |
| 35. Have there been any incidents of food poisoning affecting two or more children? If so, have these been reported to Ofsted within 14 days of the incident?  EYFS p33 3.50 |  |  |  |  |

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| **Managing Behaviour** | **Comments** | **Yes** | **No** | **Partly** |
| 36. Do you have a behaviour management policy and procedures which are explained to parents? |  |  |  |  |
| 37. Do you have a named practitioner responsible for managing behaviour with the necessary skills to advise other staff on behaviour issues and who is able to access expert advice, if necessary? |  |  |  |  |
| 38. Has the named practitioner for behaviour management undertaken training to support this role? |  |  |  |  |
| 39. Are issues related to behaviour management included on agendas at team meetings and in supervisions? |  |  |  |  |
| 40. Is the named practitioner for behaviour management involved in regularly reviewing the policy and procedure for behaviour management? |  |  |  |  |

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| **Safety and suitability of premises, environment and equipment** | **Comments** | **Yes** | **No** | **Partly** |
| 41. Are your policies and procedures regarding Safety included in the induction process? EYFS p26 3.21 |  |  |  |  |
| 42. Are policies and procedures in place and understood by all to ensure consistency of practice throughout the setting with regard to recognising and minimising risk?  EYFS p.37 3.65 |  |  |  |  |
| 43. Are written risk assessments in place for areas of practice that identify aspects of the environment that need to be checked on a regular basis? When and by whom will those aspects be checked? How will the risk be removed or minimised? EYFS p37 3.65 |  |  |  |  |
| 44. Are risks also assessed when planning outings? How are these risks identified and what is put in place to minimise these risks? EYFS p37 3.66 |  |  |  |  |
| 45. Are fire alarms, smoke detectors, fire extinguishers and fire blankets in working order?  Are fire exits clearly identifiable and free from obstruction and able to be opened from the inside?  EYFS p35 3.55-3.56 |  |  |  |  |
| 46. Are all medicines securely stored and out of the reach of children? EYFS P26, 3.19 |  |  |  |  |

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| **Equal Opportunities** | **Comments** | **Yes** | **No** | **Partly** |
| 47. Is there an Equal Opportunities policy and procedure in place which includes support for children with special educational needs or disabilities? EYFS p26 3.20, p.37 3.68 |  |  |  |  |
| 48. What arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity? |  |  |  |  |
| 49. Is your Equal Opportunities procedure part of your induction procedure? |  |  |  |  |
| 50. How do you challenge inappropriate attitudes and practices? |  |  |  |  |
| 51. Is equality of opportunity demonstrated throughout all the setting’s policies? |  |  |  |  |
| 52. What reasonable adjustments are made that ensure children with SEND are not disadvantaged in any way? EYFS p36 3.59 |  |  |  |  |
| 53. What steps do you take to ensure that children with medical conditions get the necessary support to meet their needs? |  |  |  |  |
| 54. Are all staff genuinely welcoming, without prejudice, to all families and children? |  |  |  |  |
| 55. Do you have a named SENCO who has completed SENCO training? EYFS p37 3.68 |  |  |  |  |
| 56. Does this person have suitable knowledge and experience to carry out this role? |  |  |  |  |
| 57. Is time allocated to allow the SENCO to support practitioners and to undertake those duties specific to their role? |  |  |  |  |
| 58. Are systems in place to enable the setting SENCO to provide ‘in house’ training to ensure practitioners are able to fulfil their roles in regard to children whose progress is showing signs of delay? |  |  |  |  |
| 59. Is your Registration Certificate displayed? EYFS p40 3.77 |  |  |  |  |
| 60. Do you have appropriate insurance such as Public Liability Insurance to cover all premises? Is this document accessible?  EYFS p 36 3.64 |  |  |  |  |

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| **Information and records** | **Comments** | **Yes** | **No** | **Partly** |
| 61. Have any significant events/changes taken place regarding the management, organisation or ownership of your setting? If so, you must inform Ofsted as soon as is reasonably practicable, but at the latest within 14 days of the event/change taking place. EYFS p41 3.79 |  |  |  |  |
| 62. Have the relevant forms (EY2 form) for new committee members, directors and/or partners been completed and have DBS checks been carried out? |  |  |  |  |
| 63. Do you know the legal status of your provision?  Does the committee (where appropriate) understand and uphold its roles and responsibilities? |  |  |  |  |
| 64. Are Ofsted’s contact details available to parents? EYFS p39 3.76  Is the Parents Poster displayed?  [Poster for Parents](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020350/Poster_for_parents_childcare.pdf) |  |  |  |  |
| 65. Are confidential files held securely and only accessible and available to those who have a right or professional need to see them? EYFS p38 3.70 |  |  |  |  |
| 66. Are you aware of your responsibilities under the Data Protection Act and Freedom of Information Act? EYFS p38 3.70 |  |  |  |  |
| 67. Is a contract in place for each child, signed by parents and updated regularly? |  |  |  |  |
| 68. Are records kept which highlight children’s allergies and dietary needs? Are these updated regularly? EYFS p33 3.48 |  |  |  |  |
| 69. Have you recorded all necessary information about each child in your care regarding parental responsibility and emergency contact details? EYFS p 38- 39 3.73 |  |  |  |  |
| 70. Is written permission obtained to seek medical assistance, to take children out on school runs or outings and to travel in the car etc? |  |  |  |  |
| 71. Is written permission obtained authorising other individuals to pick up children?  Do you have a system which can be used in emergency situations? EYFS p26 3.21 |  |  |  |  |
| 72. Is a written procedure in place for dealing with concerns or complaints? Have you recorded details of any concerns or complaints you have received and their outcome? Are all concerns and complaints investigated and outcomes given to parents within 28 days? EYFS p39 3.75 – 3.76 |  |  |  |  |

## **1.6 Strengthening Leadership for Learning**

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| **Strengthening leadership for learning** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Do you have on your leadership team a person with (or working towards) Early Years Professional Status (EYPS), Early Years Teacher Status (EYT) or Qualified Teacher Status (QTS)? |  |  |  |  |
| 2. Do staff with additional responsibilities e.g., SENCO, Behaviour Management contribute to senior management level decisions? |  |  |  |  |
| 3. Are all staff appropriately trained for Early Years Foundation Stage (EYFS)? |  |  |  |  |
| 4. Are resources available and accessible within the setting to support staff with continuous professional development? |  |  |  |  |
| 5. Are all children assigned a key person? Does the key person have the support and knowledge to carry out this role? EYFS p.27 3.27 |  |  |  |  |
| 6. Does the setting have development plans which are evaluated regularly? |  |  |  |  |
| 7. Is the current development plan for the setting based on an audit of practice and needs? |  |  |  |  |
| 8. Does the current development plan set out the next actions to be undertaken? Does it identify timescales and evaluation procedures? |  |  |  |  |
| 9. Are all relevant people, including staff, parents and children, involved in creating and monitoring the development plan? |  |  |  |  |
| 10. Are resources and staff matched to the priorities identified in your development plan? |  |  |  |  |
| 11. Are managers and leaders confident in their knowledge of the quality of education on offer?  Do they know how to improve the quality of education taking into account the development and ages and stages of children in the setting? |  |  |  |  |
| 12. Is there an effective system for monitoring the quality and effectiveness of the curriculum on offer (intent) and is this implemented securely and consistently? Ofsted |  |  |  |  |
| 13. Are the activities and experiences on offer based firmly on the EYFS allowing children to make progress in the seven areas of learning? Ofsted |  |  |  |  |
| 14. How does provision and teaching match the needs of the children in the setting?  How do you ensure that content, sequencing and progression in the areas of learning is effective? Are you confident to discuss this with team members and external bodies such as Ofsted?  Ofsted |  |  |  |  |
| 15. How do you ensure planning for children’s learning is shared with adults who may not be involved in the initial process, so that they understand the aims and purpose of the activities and experiences on offer? |  |  |  |  |
| 16. How do you ensure adults are appropriately deployed to support learning?  How do you evaluate practice and secure continuous improvements to support children’s learning, for example by directing staff to appropriate training or helping them to develop skills to carry out their roles? |  |  |  |  |
| 17. Do all adults give children the best possible start to their early education by demonstrating high expectations and by enthusing, engaging and motivating children? |  |  |  |  |
| 17a. Do all adults ensure experiences and opportunities available to all children, especially the most disadvantaged are suitable? |  |  |  |  |
| 17b. Do all adults seek to extend children’s experiences of the wider world and things within it supporting children to experience awe and wonder (cultural capital)? Ofsted |  |  |  |  |
| 18. Are termly summative assessment systems in place which support:   * The Progress Check at two * Transition points * The EYFS Profile   How do you ensure that judgements are consistent and accurate? |  |  |  |  |
| 19. Are assessment processes in place to enable managers and leaders to understand how different groups/cohorts are progressing and inform supervision, team meetings and training? |  |  |  |  |
| 20. How do assessments of children’s learning inform quality improvement and resource deployment i.e. Is this identified in a setting development plan? |  |  |  |  |

## **1.7 Supporting progress, learning and attainment**

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| **Supporting progress, learning and attainment** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Are Learning Journeys in place for each child showing learning that has taken place at home and at the setting?  1a. Do Learning Journeys and other records identify each child’s starting points, needs, interests and progress? |  |  |  |  |
| 2. How are parents involved in ensuring that the setting has an accurate picture of each child’s starting point?  3. Do practitioners observe children as they take part in a range of planned and unplanned play experiences and activities, interacting with them to support their learning? |  |  |  |  |
| 4. Do observations reflect significant learning? Are observations gathered without involving prolonged breaks from interaction with children? |  |  |  |  |
| 5. How do practitioners use their observations and assessments and information from parents to shape their planning on a day to day basis? |  |  |  |  |
| 6. Are all adults confident in using observation to assess children’s progress and plan for future learning? |  |  |  |  |
| 7. How are children’s views reflected in your setting? Do you find ways to listen to children’s voices when you cannot immediately understand what they want to communicate? How do you achieve this? |  |  |  |  |
| 8. How are observations and assessment used to challenge and extend children’s current learning and development? |  |  |  |  |
| 9. Is assessment on entry to the setting accurate, and is each child’s progress monitored? Is information from parents and other settings used, to ensure children are making the best progress they can? |  |  |  |  |
| 10. Are all adults who interact with a child enabled to contribute to the assessment of that child’s progress? |  |  |  |  |
| 11. Do you refer to Development Matters in making assessments? Do you consider whether children are making expected progress in relation to their age, developmental stage and their prior experience?  Are all staff confident in making assessment judgements? |  |  |  |  |
| 12. If children are not making appropriate progress in the prime areas of learning what action is taken to ensure they receive the support they need? |  |  |  |  |
| 13. How do you ensure coverage of the:  3 prime areas and 4 specific areas of the EYFS? |  |  |  |  |
| 14. When the setting makes special educational provision is there a graduated approach with four stages of actions; assess, plan, do, review? |  |  |  |  |
| 14a. How does the setting work in partnership with parents to establish the support each child needs, particularly children who are disadvantaged and those with additional needs?  15. Are all staff clear about:  the purpose of assessment and any assessment systems in place in the setting? |  |  |  |  |
| 16. Is there consistency in the understanding of assessment criteria?  Are assessments consistent throughout the setting? How is this achieved? |  |  |  |  |
| 17. Is information shared with staff in order to ascertain the progress of children, especially those who are vulnerable and underachieving learners? |  |  |  |  |

## **1.8 Developing practitioner knowledge, skills and practice**

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| **Developing practitioner knowledge, skills and practice** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Do all adults have a clear view of their role and their responsibilities in supporting, enabling and extending children’s learning? |  |  |  |  |
| 2. Do adults provide meaningful learning experiences  across the EYFS? |  |  |  |  |
| 3. Do adults present information clearly to children? |  |  |  |  |
| 4. Do adults support children well to develop their vocabulary and understanding of language? Do they encourage children to develop an interest in books and a love of story, poetry and reading? |  |  |  |  |
| 5. Is there an audit of staff training and development needs? |  |  |  |  |
| 6. How are the training and development needs of all staff identified and met? |  |  |  |  |
| 7. Are opportunities for regular professional development planned to respond to the identified strengths and weaknesses of practitioners, teams and the setting? |  |  |  |  |
| 8. Are the professional development needs of individuals balanced with curriculum priorities? |  |  |  |  |
| 9. Is professional development provided in a variety of ways to meet the differing needs and learning styles of staff? |  |  |  |  |
| 10. How is feedback from training disseminated and how is the impact of training monitored? |  |  |  |  |
| 11. How is the effectiveness of professional development measured? Do you, for example, ensure a senior staff member gathers written feedback about training from training participants? |  |  |  |  |
| 12. How does professional development link to performance management for example, supervisions and appraisals? |  |  |  |  |

## **1.9 Providing high quality environments (indoors and out) to facilitate learning and development**

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| **Providing high quality environments (indoors and out) to facilitate learning and development** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Does your provision ensure every child is included?  How? |  |  |  |  |
| 2. Do you regularly review and evaluate the quality and breadth of the support available (or which can be accessed) for children with SEND? |  |  |  |  |
| 3. Are children able to access free flow between the indoor and outdoor environment?  If not, how do you provide for daily outdoor learning experiences? EYFS p 36 3.59 |  |  |  |  |
| 4. How do you enable children to access activities and experiences for all EYFS areas of learning both indoors and outdoors? |  |  |  |  |
| 5. Does your environment respond to the changing needs and interests of the children? (Characteristics of Effective Learning) |  |  |  |  |
| 6. How do staff ensure there are opportunities for children to: play and explore, investigate, experience things and ‘have a go’? |  |  |  |  |
| 7. Does your learning environment promote active learning?  Do children have time and opportunities to concentrate and keep on trying when they encounter difficulties? Do children enjoy their achievements? |  |  |  |  |
| 8. Does your learning environment enable children to create and think critically?  Do children have the opportunity to develop their own ideas, make links between ideas and develop different ways of doing things? |  |  |  |  |
| 9. How do you ensure that the development needs of children of different ages and stages are secured through the learning environment? |  |  |  |  |
| 10. Do well planned interactions with adults in the environment provide challenging and enjoyable experiences to support children’s learning, progress and attainment? |  |  |  |  |
| 11. Is there a balance of freely chosen or child-initiated activities, adult initiated activities and adult led activities? Is the balance carefully judged to meet each child’s emerging needs and interests? |  |  |  |  |

## **1.10 Facilitating partnerships to support children’s learning and attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Facilitating partnerships to support children’s learning and attainment** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Is the key person system understood and valued by all staff? |  |  |  |  |
| 2. Is the key person system based on a relationship of trust and understanding with children and their parents/carers, so that secure attachments are formed?  EYFS p27 3.27 |  |  |  |  |
| 3. How are parents included in ensuring care in the setting is tailored to: meet their child’s individual needs, help the child become familiar with the setting and offer a settled relationship for the child?  EYFS p27 3.27 |  |  |  |  |
| 4. How are parents informed of how the EYFS is being delivered in the setting and ways they can access more information e.g., [Early years foundation stage - GOV.UK (www.gov.uk)](https://www.gov.uk/early-years-foundation-stage) |  |  |  |  |
| 5. How are parents informed of the range and type of activities and experiences provided for children and about daily routines? |  |  |  |  |
| 6. How do you promote home learning and how do you gather information about children’s learning experiences away from the setting?  7. How, are parents informed how the setting supports children with Special Educational Needs and disabilities? |  |  |  |  |
| 8. How do you involve other agencies to support children (and their families) when you identify concerns about children’s progress? |  |  |  |  |
| 9. How are parents encouraged to contribute towards their child’s learning, development and achievements at home? |  |  |  |  |
| 10. How are parents and carers kept up to date with their child’s progress and development? |  |  |  |  |
| 11. Does the setting explain its approaches to supporting learning to parents/carers (e.g., how you support the development of oral language, vocabulary and phonological awareness)? |  |  |  |  |
| 12. How do you consult parents/carers to ensure that the information they receive about their child’s progress and attainment and the way that information is shared are accessible and helpful? |  |  |  |  |
| 13. Is information shared between all practitioners who work with a child, both within the setting and between settings so that provision is consistent? |  |  |  |  |
| 14. Do you identify and share good practice and Continual Professional Development (CPD) opportunities with other settings e.g., by attending learning networks? |  |  |  |  |
| 15. Is the impact of collaboration with other agencies evaluated? |  |  |  |  |

## **1.11 Supporting the learning and development of children with English as an Additional Language (EAL)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supporting the learning and development of children with English as an Additional Language (EAL)** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Does every member of staff ensure that families who do not speak English are made to feel welcome? |  |  |  |  |
| 2. How do you record and use information gathered on admission regarding: home language use, detailed language background, cultural and religious information, including customs, diet, festivals, worship? |  |  |  |  |
| 3. Do you actively seek to share information with all staff about the languages, culture and circumstances of the families you work with? |  |  |  |  |
| 4. Are parents reassured that use of home languages in the setting will support their child's development and learning, including their learning of English? |  |  |  |  |
| 5. Do your policies include provision for working with children and families learning English, where appropriate? |  |  |  |  |
| 6. How do you seek to ensure effective two-way communication of information with families whose first language is not English? |  |  |  |  |
| 7. Are practitioners confident in their knowledge and able to openly discuss emotive and difficult subjects such as racism or the effects of religious, cultural or economic intolerance in our community? |  |  |  |  |
| 8. Do you seek advice and support in order to improve your provision for children learning English, as necessary? |  |  |  |  |
| 9. Do you reflect on your provision for children and families for whom English is an additional language, challenging your own knowledge, skills and understanding? |  |  |  |  |
| 10. Are children able to use their home language in play and learning? |  |  |  |  |
| 11. Does the provision support opportunities for all children to learn and continue to make good progress with English language? Does this include a focus on practitioners’ skills in speaking, listening and reading of English? |  |  |  |  |
| 12. Do you create a learning environment where linguistic and cultural diversity are visibly celebrated and where cultural capital is shared? |  |  |  |  |
| 13. Do you consider what additional support EAL learners may need in order to access routines, activities and equipment? |  |  |  |  |
| 14. Do practitioners find ways to listen to children’s voices when they may not fully understand what the children are saying? |  |  |  |  |
| 15. Is there a common understanding about EAL development with partner agencies, particularly health, including speech and language therapists and health visitors? |  |  |  |  |
| 16. Do practitioners know how to signpost parents to Lifelong Learning to improve their English skills, in order to enable them to: engage more fully in their child’s learning; to access resources and participate more fully in the wider community? |  |  |  |  |

# **Appendices**

## **Appendix 1**

### **1.12 Guidance to support practitioners working with two year olds**

One of the key challenges of working with two year olds is to be able to understand how they see the world, their feelings towards people and events, how they approach new situations and how they learn.

#### **1.12.1 Practitioners need to:**

Understand and be sensitive to children’s individual needs.

The key person needs to provide time to listen, comfort the child when they need it and help them to handle difficult situations.

Be a caring and responsive key person from whom children can explore from a safe place to which they can return; children are given independence to explore their environment knowing that their key person is close by.

Acknowledge and allow children to express a range of feelings such as happiness, sadness, anger, joy, distress or excitement. Providing words for such feelings will support children in developing emotional literacy.

Role model appropriate behaviour. Practitioners need to show children how to behave and support them to understand acceptable behaviour. This needs to be consistent with all staff.

Scaffold the child’s learning. Practitioners identify where the child is at and without taking over offer support, encouragement and guidance to the child as appropriate.

Have realistic expectations. Practitioners are tuned in to the child’s stage of development and provide experiences that match the stage of development

The key person must ensure that every child’s learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child’s development at home. They should also help families engage with more specialist support if appropriate. EYFS Statutory Framework, 2021

#### **1.12.2 Things to consider from the view of a two year old:**

I am independently mobile, so let me use my skills, I concentrate perfectly well on the move and outdoors.

I like a chat, so please be patient while I get my thoughts in order.

While I’m a young two, you probably won’t understand everything I say.

If I look puzzled, it’s because your words don’t make sense to me – try again more simply or show me.

I like getting my hands on nice play materials and I like people to join in my play – that includes you.

Sometimes I really want to do it myself. But some of my self-care skills are a long-term, joint project.

I want to know that you like me, whatever I have done today, and that you truly keep me in mind when we are apart.

I like you to be my safety net, but I definitely need some adventures.

I need to know that a cuddle is on offer whenever I want one.

#### **1.12.3 Guiding Behaviour**

It requires special skills to be able to accept and stay in touch with very young children’s feelings and not to over-react when one toddler bashes or bites another. Very young children experience huge fluctuations in their behaviour; they struggle to deal with their very strong feelings and are frustrated by having limited language. Practitioners working with children from birth to three who have a good understanding of why they behave as they do are more able to empathise when things go wrong and they are less likely to find themselves locked into a battle of wills with a child (Manning-Morton and Thorp 2003).

Model the behaviours you expect of the children, they are watching and learning from how you relate to other children and adults.

Be on hand to support children’s play with each other and be ready to act as interpreter. The child’s limited language and social skills make it hard for them to understand each other’s words, intentions and actions sometimes.

Do not over-react when toddler’s emotions and inability to express themselves verbally lead them to use physical means as a logical way to express themselves.

Restate the boundaries and explain why certain behaviour is not acceptable.

### **A reminder of what it means to be two:**

If I like it it’s mine

If it’s in my hand, it’s mine.

If I can take it from you, it’s mine.

If it’s mine, it must never appear to be yours, in any way.

If I had it a little while ago, it’s mine.

If it looks just like mine, it’s mine.

If I think it’s mine, it’s mine.

### **1.13 Two year old support form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supporting 2 year olds** | **Comments** | **Yes** | **No** | **Partly** |
| 1. Do all practitioners have a good understanding of the stages of child development and have appropriate expectations of children? |  |  |  |  |
| 2. Do practitioners help children to recognise and understand feelings of their own and of others e.g., when they are feeling sad, happy or cross? |  |  |  |  |
| 3. Do practitioners model pretend play? Do they model how to pretend that an object is something else and help develop roles in play and stories? |  |  |  |  |
| 4. Do practitioners provide a running commentary by using talk to describe what children are doing? |  |  |  |  |
| 5. Do practitioners give children ‘thinking time’ to think about what they want to say without cutting in too soon? |  |  |  |  |
| 6. Do practitioners introduce new words (vocabulary) in the context of play and activities? |  |  |  |  |
| 7. Do practitioners help children to expand on what they say, introducing more complex sentences and extending what they say?  8. Do practitioners use appropriate tone and intonation when telling or singing stories, rhymes and songs? |  |  |  |  |
| 9. Do practitioners talk to children about choices they have made, and help them understand that making one choice might mean that they cannot do something else? |  |  |  |  |
| 10. Do practitioners model appropriate behaviour and support children to understand why behaviour rules are in place? |  |  |  |  |
| 11. Are children helped to begin to develop self-control, recognising the impact of their actions? |  |  |  |  |
| 12. Are strategies to support children’s positive behaviour and conduct used consistently by all adults and shared with parents? |  |  |  |  |
| 13. Do practitioners recognise when a child may need extra help and know where to get support and advice for managing behaviour if necessary? |  |  |  |  |
| 14. Do practitioners have opportunities to discuss observations and planning regularly in order to ensure the experiences and activities on offer match each child’s stage of development? |  |  |  |  |
| 15. Do planned experiences and activities engage and challenge young children? |  |  |  |  |
| 16. Do practitioners provide opportunities and time to allow children to develop their skills, e.g., pouring a drink, putting on their coat, manipulating objects in their play? |  |  |  |  |
| 17. Does the outdoor environment provide opportunities for doing things in different ways and on a different scale than when indoors? |  |  |  |  |
| 18. Do practitioners provide children with regular opportunities for physical play and help them to learn, using their whole bodies? |  |  |  |  |
| 19. Are children encouraged to engage in awe and wonder as they discover nature, find out about the world around them and create and make out of doors? |  |  |  |  |
| 20. Do staff understand the importance of the process of play for young children, recognising that any end product will be unique to each individual child? |  |  |  |  |

# **Appendix 2**

## **1.14 Policies and procedures**

The revised EYFS explains what policies and procedures are required along with guidance to the content.

Below is a quick check guide:

### **1.14.1 Statutory**

|  |  |
| --- | --- |
| Safeguarding policy and procedure | p22 3.6 |
| Procedure for responding to children who are ill or infectious | p32 3.45 |
| Policy and procedure for administering medicines and keeping information up to date | p33 3.46 |
| Emergency Evacuation Procedure | p35 3.56 |
| Procedure to be followed in the event of a parent/carer failing to collect a child at the appointed time | p39 3.74 |
| Procedure to be followed in the event of a child going missing - at or away from the setting | p39 3.74 |
| Procedure for complaints | p39 3.75-3.76 |
| Procedure for checking identity of visitors | p36 3.63 |

Health and Safety policy and procedure:

Education inspection framework - GOV.UK (www.gov.uk)

Equal Opportunities policy and procedure:

Education inspection framework - GOV.UK (www.gov.uk)

Code of Practice 2015:

[Link to SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **1.14.2 Additional records required:**

|  |  |
| --- | --- |
| DBS log | p24 3.12 |
| Written record of complaints | p39 3.75-3.76 |
| Written record of accidents | p34 3.51 |
| Record of staff qualifications/identity checks/vetting processes that have been completed | p24 3.12 |
| Written record of medicines administered | p33 3.47 |
| Record of child’s dietary needs | p33 3.48 |

### **1.14.3 Not statutory – but recommended**

|  |  |
| --- | --- |
| Records of evacuation practices |  |
| Behaviour Management Policy and Procedure |  |
| Policy and procedure for staff taking medication or other substances |  |
| Induction |  |
| No smoking policy |  |
| Written permission for outings |  |
| Policy and procedure for assessing risks to children's safety |  |
| System for appraisals and supervision |  |
| Key person |  |
| Food and drink |  |
| Outdoor |  |
| Procedure for getting medical assistance in an emergency |  |
| Confidentiality |  |

SEND Local Offer:

[Link to SEND Local Offer](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)

SENDCo Toolkit & SENDCo self-assessment:

[Link to SENDCo Toolkit](https://www.oldham.gov.uk/downloads/file/5362/sendco_toolkit)

# **Appendix 3**

## **1.15 Task Sheet**

|  |
| --- |
| **Task List (Safeguarding and Welfare Audit)** |
|  |
| **Next Steps** |
|  |
| **Priorities** |
|  |

# **Appendix 4**

## **1.16 Reflection Sheet**

|  |
| --- |
| **What we do well** |
|  |
| **Challenges** |
|  |
| **Evaluation** |
|  |

# **Appendix 5**

## **1.18 Development Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date:** |  | **Review Dates:** | **1:** |  | **2:** |  | **3:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What needs to improve?** | **ACTION POINTS: Steps to be taken for achieving improvement** | **Responsibilities and deadlines.** | **What will the changes achieve?**  **What have the changes achieved?** | **How will we recognise that we have made the improvement?** |
|  |  |  |  |  |

|  |
| --- |
| **Evaluation/ Progress made:** |

1. [Early years inspection handbook - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif)

   [↑](#footnote-ref-1)
2. [Statutory framework for the early years foundation stage (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) [↑](#footnote-ref-2)
3. <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

   [↑](#footnote-ref-3)