

## For Schools

### Inspecting the effectiveness of the early years provision: quality and standards

Monitoring and Evaluating EYFS:

School:

Key Ofsted Judgements	Outstanding	Good	What needs to be in place?	Evidence
<b>Effectiveness of leadership and management</b>	<p>The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.</p> <p>Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.</p>	<p>Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.</p> <p>Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.</p>	<p>Phase leaders and senior managers must:</p> <ul style="list-style-type: none"> <li>• Have a clear understanding of the Statutory EYFS framework, including assessment and the EYFS profile</li> <li>• Have monitoring processes in place that support a rigorous evaluation of the quality of teaching and learning in EYFS.</li> <li>• Ensure that performance management of teachers links directly to good EYFS practice and provision</li> <li>• Ensure that professional development is part of the performance management cycle</li> <li>• Have a governing body that is confident to challenge practice in EYFS to ensure that this is at least 'good'</li> </ul>	

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			<ul style="list-style-type: none"> <li>• Ensure that effective transition arrangements are in place in order to support children's transfer and induction into Reception and then onward to Year 1</li> <li>• Effective systems and processes are in place to evidence the good progress that <b>all</b> children make and narrow the gaps between the different groups of children and learner.</li> <li>• Have shared agreement as to what progress looks like and how this may be defined, is understood and communicated to all staff in EYFS and across the school. This will be in line with the CIF Inspection Framework</li> <li>• Have identified what are 'good' and 'outstanding' learning behaviours in EYFS.</li> <li>• Be aware of the focus on literacy and reading in relation to the Prime and Specific Areas of Learning within the EYFS framework.</li> <li>• Actively promote equality and diversity and consider how British values are fully embedded within a rich and varied curriculum appropriate to EYFS practice and provision</li> <li>• Ensure that parents are key contributors to children's learning and development</li> </ul>	

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			<ul style="list-style-type: none"> <li>The school meets the welfare and safeguarding statutory requirements for EYFS</li> </ul>	
<b>Quality of teaching, learning and assessment</b>	<p>A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.</p> <p>Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.</p> <p>Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</p>	<p>The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.</p> <p>The quality of teaching is good.</p> <p>All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.</p> <p>Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress.</p> <p>Parents are encouraged to support their children's learning and development at home.</p>	<p>Teaching is matched to individual observed needs – using the development matters guidance/ EY outcomes if used to support and match learning experiences and activities, to provide high expectations and realistic challenge for ALL children.</p> <p>Adults working in the EYFS are skilful at supporting and modelling being a learner.</p> <p>Planning reflects the interests and developmental needs of the children.</p> <p>Adults talk with children and support them in extending their speaking and listening skills.</p> <p>Priority focus is given to the Prime Areas and the Specific for Literacy and Mathematics.</p> <p>Observations are made predominately during child initiated play and learning</p> <p>Effective adults sensitively engage with children to partner their learning in focussed and active playful learning experiences and provision.</p>	

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			<p>The language of learning is promoted through engagement with other children and adults. Children are offered strategies to be able to demonstrate what they know, can do and understand and to be able to critically appraise their own and others' responses to learning.</p> <p>The Characteristics of Effective Learning are evident in provision as vehicles for learning and support learning and development.</p> <p>Children have daily access to a well-resourced indoor and outdoor environment.</p> <p>All areas of provision are well used by children and maintained and enhanced by those adults working in EYFS.</p> <p>Adults participate in child initiated experiences to support, scaffold and extend children's learning through play.</p> <p>Adults are deployed effectively with a clear understanding of their role.</p> <p>Through observation practitioners make visible children's learning through documentation and demonstration of learning – learning journals, photos, video, capturing significant moments using a camera, transcribing a child's comments, etc.</p>	

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			<p>Practitioners have time to share observations and discuss with colleagues and the children, responses to their learning experiences and activities and as a result of this:</p> <p>Teachers and their staff plan for all children – individual needs are identified through documentation and parental engagement, team ‘talk’ etc.. and this is reflected in planning through differentiated responses of staff, resources and open-ended continuous provision.</p>	
<p><b>Personal development, behaviour and welfare</b></p>	<p>Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.</p> <p>Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.</p> <p>Safeguarding is effective.</p>	<p>Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.</p> <p>Children’s behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other’s differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.</p>	<ul style="list-style-type: none"> <li>• Characteristics of learning</li> <li>• Principles – unique child , positive relationships</li> <li>• PSED – managing feelings and behaviours</li> </ul> <p>Children are confident and demonstrate high dispositions and positive attitudes to learning.</p> <p>Children demonstrate their enjoyment of learning, including their participation and willingness to make choices and decisions.</p> <p>Children are active and inquisitive learners who are creative and think critically.</p> <p>Children and adults are mutually respectful and value the contributions of</p>	

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	<p>There are no breaches of statutory welfare requirements.<sup>63</sup></p> <p>Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.</p> <p>Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.</p>	<p>Safeguarding is effective.</p> <p>There are no breaches of statutory welfare requirements.</p> <p>Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.</p>	<p>ALL</p> <p>Children's safety is of the highest importance and children are supported to manage their own awareness of this and contribute to the safety and well-being of the class/school as a whole – indoors and outdoors. Management of 'risk' is seen as a positive and enabling element of learning and development</p> <p>Behaviour strategies are consistent across the class/ school and are age/ developmental stage appropriate.</p> <p>Children are helped to understand the consequences of their behaviours, language and actions as part of the positive ethos of the school.</p> <p>Learning behaviours are modelled and practiced by adults to support children to develop these as part of their everyday repertoire of learning.</p>	
<b>Outcomes for children and learners</b>	<p>Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs,</p>	<p>Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of</p>	<p>Systems are in place to identify starting points and age, and the progress that all pupils are making. The developmental phases will provide an appropriate guidance tool.</p> <p>Systems are in place to identify and support accelerated progress of vulnerable groups.</p> <p>The proportions of children meeting and</p>	

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	<p>disadvantaged children and the most able, are making substantial and sustained progress.</p> <p>Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.</p>	<p>their education.</p> <p>Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.</p>	<p>exceeding expected progress from different starting points compares favourably with national figures. Where the proportion making expected progress overall is lower than that found nationally, it is improving over a sustained period.</p> <p>The school has made a statement to reflect an overview of on entry information in relation to national expectations.</p> <p>Systems for tracking children's progress are evident in the form of appropriate documentation. For example, Learning Journey's and/or EYFS TT indicate that children achieve well across all 7 areas of Learning And that any gaps across areas of learning are closing.</p> <p>Children make good progress in the three Prime Areas and Specific Areas for literacy and mathematics. This ensures that they are 'ready' for a smooth transition into Key Stage 1</p> <p><b>Inspectors will take into account the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development, (see below) particularly in terms of</b></p>	

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			<p><b>how well children are prepared for Key Stage 1</b></p> <p>The evidence for this judgement should be captured through discussion with the staff and children, analysis of assessment records and observations of:</p> <ul style="list-style-type: none"> <li>- children's dispositions to learning (characteristics of effective learning)</li> <li>- what children know, understand and can do.</li> </ul> <p>Where children progress steadily against what is a typical level of development for their age, they can be said to have made typical progress. Children who meet all the early learning goals but who started at a lower level of development than is typical for their age might be said to have made rapid progress and caught up quickly. However, a child starting school at a higher level of development, who meets all the early learning goals but exceeds none of them, is unlikely to have made enough progress.</p>	



<p><b>How will you evaluate and measure the impact of any actions taken?</b></p>	<p>Actions to be identified:</p>
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