**Interaction**

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| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| Do staff in EYFS respond to each child’s emerging needs and interests, guiding their development through warm, positive interactions? |  |  |  |
| How knowledgeable, confident and effective are all members of the team in interacting with children to support their learning? |  |  |  |
| Are staff in EYFS sensitive to the child’s thinking and learning when deciding when to interact and when to value the child’s independent activity? |  |  |  |
| Do all staff join in play and child-initiated activity following children’s agendas? |  |  |  |
| Do staff in EYFS scaffold children’s learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches? |  |  |  |
| Do staff in EYFS provide brief, well-planned focused learning opportunities in response to observed interests? |  |  |  |
| Do staff in EYFS vary experiences, using fresh, creative and playful approaches to learning in the indoor and outdoor environments? |  |  |  |
| Are first-hand experiences provided to support children explore and discover? |  |  |  |
| Are children encouraged and supported to persevere through difficulties, to take risks, to ask questions and problem-solve? |  |  |  |
| How skilful are staff in identifying and supporting next steps in learning? |  |  |  |
| How well do staff value children’s unique interests and characteristics, and support children’s independence and play? |  |  |  |
| How well do staff in EYFS observe, interpret and respond to children? |  |  |  |
| How well do staff in EYFS use what they have understood from their observations to plan for enhancements to child-initiated opportunities through new stimulus or materials? |  |  |  |
| How well do staff in EYFS use what they have understood from their observations to provide developmentally appropriate quality first teaching opportunities? |  |  |  |
| Do staff in EYFS interact sensitvely with children to challenge and encourage them to explore, and show their own interest in discovering new things? |  |  |  |
| Do staff in EYFS help children to do what they are trying to do, without taking over or directing? |  |  |  |
| Do staff act as role models across a rich curriculum, particularly in modelling the specific areas of literacy and maths in for example role play? |  |  |  |
| Are staff able to model being a thinker, showing that the adult doesn’t always know, is curious and sometimes puzzled, and can think and find out? |  |  |  |
| Do all staff working in EYFS encourage open-ended thinking by not settling on the first ideas and encouraging children to think about what else could be possible? |  |  |  |
| Do staff working in EYFS always respect children’s efforts and ideas, so they feel safe to take a risk with a new idea? |  |  |  |
| Are children given the time to talk and think, both in adult-led and child-initiated activities? |  |  |  |
| Do adults use and model language at the appropriate level, to extend children’s understanding, listening and speaking skills? |  |  |  |
| Do adults actively model and teach desired social skills/behaviour and self-care skills (rather than policing)? |  |  |  |
| Are all staff in EYFS acting as playful partners giving help and encouragement as required? |  |  |  |