**Leadership and Management**

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
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| Are all the statutory welfare requirements for EYFS met and systems to ensure these e.g. recording of accidents etc reviewed on a regular basis? |  |  |  |
| As a leader how do you set high expectations within your setting, so that all children can achieve? |  |  |  |
| As a leader how do you know that all the practitioners within your setting have a thorough understanding of the EYFS and how are you ensuring that the statutory requirements of the EYFS are met? |  |  |  |
| As a leader how do you monitor your setting to ensure that the educational programmes and care it provides are of the highest quality and are planned appropriately for the children within the setting? This includes:   * The design and breadth of the curriculum * Staff deployment/ interaction * Learning environment |  |  |  |
| How do you identify and address any concerns within your setting?  How do you evaluate the quality of your provision and identify areas for development? |  |  |  |
| As a leader how do you ensure effective transition into school and then into year 1? |  |  |  |
| How well do you work in partnership with others?   * Health visitors * Signposting to Essex Child and Family Wellbeing Service * Opportunities for sharing best practice through Learning Communities * Networking with other schools * Peer to peer support |  |  |  |
| Do you have good links with Early Years settings which effectively support transition? |  |  |  |
| How do you monitor progress to ensure that gaps are narrowing in outcomes between different groups of children ie children in receipt of pupil premium boys/ girls, funded 2 year olds (where relevant?) |  |  |  |
| Are you ensuring that children eligible for the Pupil Premium are receiving this?  How do you show the impact this funding is having on children’s outcomes? |  |  |  |
| Do you have robust systems in place to evaluate and monitor staff performance and  development?   * Performance management/ appraisals which are well structured and progressive? * Regular supervisions where all staff have the opportunity to discuss their strengths and areas to improve, and staff are supported to ensure children’s wellbeing? * Are there regular opportunities for staff development? |  |  |  |
| Have you a training plan in place that supports staff to develop their skills and qualifications? |  |  |  |
| How do you ensure your systems for continuous professional development of staff have a positive impact on teaching and children’s learning and development? How do you monitor and evaluate the impact of CPD on practice? What opportunities do you provide for staff to cascade training? |  |  |  |
| How do you ensure that the staff within your EYFS provision hold the appropriate qualifications?  If you have provision for two year olds, please see the relevant section. |  |  |  |
| How do you ensure that you have staff trained to meet the statutory requirements, ie Paediatric First Aid and Safeguarding and that these are regularly updated? |  |  |  |
| How do you ensure that the staff are deployed effectively within your setting to ensure that the children’s needs are met and children are safe?  For children aged under two, please see the relevant seection of the Quality Matters materials |  |  |  |
| Have you completed the Safeguarding check list/audit tool for all early years and childcare providers and identified and addressed any actions? |  |  |  |
| Are clear induction procedures in place for  all staff and students on work placements?  Does induction cover:   * Safeguarding? * Emergency Evacuation procedures? * Health and safety? * Roles and responsibilities? * Equality policy? |  |  |  |
| How do you monitor and support ECTs and Trainee teachers? |  |  |  |
| Have you defined clear roles and  responsibilities for staff? For example identifying an Early Years Lead that is part of the Leadership Team? |  |  |  |
| How do you ensure the leader is up-to-date on current initiatives? |  |  |  |
| Does the school have a Governor with responsibilty for Early Years? And are they suitably aware of Early Years best practice? |  |  |  |
| Are there opportunities for the Early Years governor to monitor and challenge the progress of groups of pupils? |  |  |  |
| How do you monitor your provision to ensure that all staff actively promote equality and diversity and reflect the Essex TPP values of compassion and kindness, hope, connection and belonging? |  |  |  |
| How are you ensuring that you actively promote Fundamental British Values? |  |  |  |
| Do you know about your responsibilities in relation to the PREVENT duty? |  |  |  |
| Do you regularly review the quality of your setting, including views from all practitioners, parents and others involved with your setting? |  |  |  |
| Do you have a robust development plan to address any actions identified from your self- evaluation and monitoring? |  |  |  |