

For schools

Personal Development, Behaviour and Welfare

Areas to consider about your setting	Supporting Evidence	Actions you have identified	Date actions need to be completed
Have you ensured that you have robust policies and procedures which reflect the EYFS statutory framework and are known by all practitioners and evident in practice?			
Does the planning reflect the importance of the prime areas of learning; particularly personal, social and emotional development, as well as reflecting a broad curriculum that covers all seven Areas of Learning?			
Are there records of accidents, incidents and children's attendance in place, which are used meaningfully to inform practice?			
Is there a safe and stimulating learning environment both indoors and outdoors which promotes physical, mental and emotional health and wellbeing and provides continuity of care?			

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<p>Are children demonstrating the characteristics of effective learning in the setting? Do children show high levels of curiosity, imagination and concentration?</p> <p>How do you know?</p>			
<p>Do you ensure that there is a mix of adult led and child initiated play which supports each area of learning and development?</p>			
<p>Are children involved in designing their play environments and are they exciting from a child's eye level?</p>			
<p>Do you provide opportunities for children to develop their independence?</p>			
<p>Are children supported to form positive relationships with both adults and children, to develop social skills and learn how to manage their feelings?</p>			
<p>Is children's behaviour managed effectively and in a manner appropriate for their stage of development and particular individual needs?</p>			

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Are children socially and emotionally prepared for their transition within the setting, into other early years settings, and into school?			
How well do you work with parents to promote children's good attendance, especially the attendance of children for whom you receive the pupil premium and other vulnerable groups?			
How do you ensure that children know how to behave in ways that are safe and understand how to keep themselves safe? How are children enabled to show they feel safe?			
How do you ensure that children acquire a tolerance and appreciation of and respect for their own and other cultures? How do you ensure that children know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions?			