# Leadership and management

This document should be used alongside the following:

* [Statutory Framework for EYFS 2021](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Essex Early Years and Childcare: Child Protection Resources](https://eycp.essex.gov.uk/safeguarding/early-years-child-protection-resources/)
* [Childminders and childcare providers: register with Ofsted - Guidance - GOV.UK](https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
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| Are robust [safer recruitment](https://eycp.essex.gov.uk/running-your-business/safer-recruitment/) procedures in place, including all staff having a sufficient understanding and use of English?**EYFS Statutory Framework 3.26**  |  |  |  |
| As a manager how do you enable all staff to co-construct the setting’s ethos and vision?  |  |  |  |
| Have you ensured that you have robust policies and procedures which are known by all practitioners and evident in practice?  |  |  |  |
| How are your policies and procedures shared with parents/carers? |  |  |  |
| As a manager how do you monitor that all children are making the best possible progress from their starting points? |  |  |  |
| As a manager how do you know that all the practitioners within your setting have a thorough understanding of the EYFS?  |  |  |  |
| How are you ensuring that the statutory requirements of the EYFS are met? For example, adhere to adult:child ratios, staff qualifications requirements, named deputy, safeguarding requirements etc.  |  |  |  |
| As a manager how do you monitor your setting to ensure that the care it provides is of the highest quality and the educational programmes are planned appropriately for the children within the setting? This includes:* staff deployment / interaction
* educational programmes/ curriculum
* learning environment

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| 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?How confident are you in conducting a learning walk? |  |  |  |
| How do you ensure that children within your setting are supported effectively for the next phase of their education?  |  |  |  |
| How well do you work in partnership with others?* Health visitors
* Signposting to family hubs
* Opportunities for sharing best practice through local early years networks
* Networking with other settings
* Peer to peer support
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| How do you ensure that you identify any barriers to learning especially for children who may be disadvantaged for example, children in receipt of FEEE2, EYPP, children with SEND and/or EAL? |  |  |  |
| Are you ensuring that children eligible for the Early Years Pupil Premium are receiving this?  |  |  |  |
| How do you ensure that FEEE2 and EYPP funding is used effectively and how do you monitor its impact?  |  |  |  |
|  Do you have robust systems in place to evaluate and monitor staff performance anddevelopment?* performance management / appraisals which are well structured and progressive and CPD needs identified
* are there regular opportunities for staff to undertake continuous professional development?
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| Are regular supervisions in place where all staff have the opportunity to discuss:* their strengths
* areas to improve
* safeguarding concerns
* children’s wellbeing
* staff wellbeing

**EYFS Statutory Framework 3.22 and 3.23** |  |  |  |
| Have you got a training plan in place that supports staff to develop their knowledge, 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 setting hold the appropriate ratio of qualifications?  |  |  |  |
| Have you ensured that there is a capable and qualified named deputy? **See footnote 36 under the Statutory EYFS 2021** |  |  |  |
| 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?***EYFS Statutory Framework: point 3.25… All newly qualified entrants to early years workforce who have completed a level 2 and/or level 3 qualification on or after 30th of June 2016 must also have either a full PFA or an emergency PFA certificate within 3 months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting.***  |  |  |  |
| 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, have you ensured that at least half of all staff have received training that specifically addresses the care of babies and where there is an under two-year-olds’ room, the member of staff in charge of that room has suitable experience of working with under twos?  |  |  |  |
| Have you completed the Safeguarding self audit tool for all early years and childcare providers and identified and addressed any actions?  |  |  |  |
| Are clear induction procedures in place forall staff and students on work placements?Does induction cover:* safeguarding and child protection?
* emergency evacuation procedures?
* health and safety?
* roles and responsibilities?
* equality policy?
* CPD?
 |  |  |  |
| How do you monitor and support new staff? |  |  |  |
| Is there a clear management structure foryour setting? |  |  |  |
| Do all staff have defined roles andresponsibilities?Do all staff have a clear understanding of what their roles and responsibilities are? |  |  |  |
| Are staff deployed effectively to supportlearning and the routines and transitions of the session? |  |  |  |
| How do you ensure that staff work well as part of a team with a clear vision for quality improvement? |  |  |  |
| How does the manager/committee remain up-to-date with revised legislation and documents? |  |  |  |
| For committee run settings have you informed Ofsted and completed the relevant forms for existing members and any changes to the committee? For registered charities have you informed the charities commission of any changes? |  |  |  |
| Have you notified Ofsted of all changes to your setting? **EYFS Statutory Framework 3.78 and 3.79** |  |  |  |
| How do you monitor your provision to ensure that all staff actively promote equality and diversity and tackle poor behaviour towards others, including bullying and discrimination? |  |  |  |
| How are you ensuring that you actively promote [Fundamental British values](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Ffoundationyears.org.uk%2Fwp-content%2Fuploads%2F2017%2F08%2FFundamental-British-Values-in-the-Early-Years-2017.pdf&data=04%7C01%7C%7C6d369b2b34b34e3bd92a08d987febc19%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637690350411593300%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=6EBwVcqXwBU4XstqjC8XKOXIu2HuvLVPlGaXFklCVWw%3D&reserved=0)?  |  |  |  |
| Do all staff know and understand about their responsibilities in relation to the [Prevent duty](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)? |  |  |  |
| How do you regularly review and evaluate the quality of your setting, including views from all practitioners, parents, children and others involved with your setting? |  |  |  |
| Do you have a robust development plan to address any actions identified from your self- evaluation and monitoring? |  |  |  |
| Do you have good links with schools / early years providers which effectively support [transition](https://eycp.essex.gov.uk/media/1489/ds17_6017school-readinessbookletpages.pdf)?  |  |  |  |
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