**Interaction**

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)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- |
| Do all practitioners 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 all practitioners sensitive to the child’s thinking and learning when deciding when to interact and when to value the child’s independent activity? |  |  |  |
| Do all practitioners join in play and child-initiated activity following children’s agendas? |  |  |  |
| How do all practitioners scaffold children’s learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches?  |  |  |  |
| How do all practitioners provide brief, well-planned focused learning opportunities in response to observed interests? |  |  |  |
| Do all practitioners build on and vary experiences for individual children, using fresh, creative and playful approaches? (Cultural Capital) |  |  |  |
| Are first-hand experiences provided to support children to explore and discover? |  |  |  |
| Are children encouraged and supported to persevere through difficulties, to take risks, to ask questions and problem-solve? |  |  |  |
| How skilful are all practitioners in identifying and supporting next steps in learning? |  |  |  |
| How well do all practitioners value children’s unique interests and characteristics, and support children’s independence and play? |  |  |  |
| How well do all practitioners observe, interpret and respond to children?  |  |  |  |
| How well do all practitioners use what they have understood from their observations to plan for enhancements to child-initiated and adult-led playful opportunities through new stimulus or materials? |  |  |  |
| Do all practitioners play with children and encourage them to explore, and show their own interest in discovering new things? |  |  |  |
| Do all practitioners help children to do what they are trying to do, without taking over or directing?  |  |  |  |
| Do all practitioners model pretending an object is something else, and help develop roles and stories?  |  |  |  |
| Are all practitioners 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 practitioners encourage open-ended thinking by not settling on the first ideas and encouraging children to think about what else could be possible? |  |  |  |
| Do all practitioners always respect children’s efforts and ideas, so they feel safe to take a risk with a new idea?  |  |  |  |
| Do adults allow children sufficient time to respond to questions for example following the 10 second rule?  |  |  |  |
| Do all adults us the “one question to four comments” approach when interacting with the children?  |  |  |  |
| Do all adults ask mostly open-ended questions?  |  |  |  |
| How skilful are adults in engaging children in conversation? |  |  |  |
| How confident are all adults in developing children’s speech, language and communication skills?  |  |  |  |
| Are all adults knowledgeable how speech, language and communication develops and how to support it appropriately?  |  |  |  |
| Do all adults use their interactions with children to support them in acquiring a broad and rich vocabulary?  |  |  |  |
| Do all adults use and model language at the appropriate level, to extend children’s understanding, listening and speaking skills?  |  |  |  |
| Do all adults actively model and teach desired social skills/behaviour and self-care skills (rather than policing)?  |  |  |  |
| Are all practitioners acting as playful partners giving help and encouragement as required? |  |  |  |
| Are group activities relevant to the age of the children involved?  |  |  |  |
| How is the quality of interactions monitored within your setting?  |  |  |  |