# Quality of Education

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** |
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| Do all staff have a good understanding of the Early Years Foundation Stage (EYFS) including the four guiding principles? |  |  |  |
| Do all staff have a good understanding of the learning and development requirements of the EYFS? |  |  |  |
| Do you have opportunity to regularly review the learning environment to ensure it continues to meet the needs of the children within your setting? |  |  |  |
| Is there a wide range of continuous  provision available which is engaging and  exciting? How do you know? |  |  |  |
| Are children able to choose their own resources for their play? |  |  |  |
| Is your outdoor area used as an integral  part of the provision and seen as of equal importance as indoors?  How do you know? |  |  |  |
| Is there a warm responsive relationship between adults / children? |  |  |  |
| Do you monitor the teaching within your setting to ensure that practitioners are considering the individual needs, interests, and stage of development of each child in their care, and have used this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development?  See **\* Definition of teaching from Early Years Inspection Handbook June 2021** |  |  |  |
| Do practitioners use questions skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning? |  |  |  |
| Do practitioners support children to acquire the communication and language skills and develop the physical, personal, social and emotional skills they need for the next steps in their learning? |  |  |  |
| How do practitioners support children to develop their knowledge and skills in the specific areas of learning? |  |  |  |
| Do practitioners give equal weight to all seven areas of learning for children who are confident in the prime areas? |  |  |  |
| Does your continuous provision give opportunities for children to develop their communication and language? |  |  |  |
| How do you ensure that children are [physically active](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report)? |  |  |  |
| How do you ensure that the Key Person system is fully embedded in practice? |  |  |  |
| Do parents know who their child’s Key Person is? |  |  |  |
| Do you have a buddy system? |  |  |  |
| Can each Key Person talk confidently about individual child’s development and learning? |  |  |  |
| How do your parents contribute to the initial assessment of children when they start at your setting (starting points)? |  |  |  |
| Does each Key Person have a good understanding of children’s prior experiences and are these built on within the setting? (Cultural Capital) |  |  |  |
| Do you ensure that information from any previous/additional providers is included in  assessment information? |  |  |  |
| Are robust observation, assessment and  planning systems in place? (Intent, Implementation and impact) |  |  |  |
| Are assessments based on observations and are these observations used to identify learning priorities and plan relevant and appropriate learning opportunities for each child? |  |  |  |
| Does the assessment information include information about when they started at the setting and how often they attend? |  |  |  |
| Are practitioners able to identify children who are at risk of delay in their learning and need extra support?  Is this information shared with parents? |  |  |  |
| Are children identified as at risk of delay supported appropriately to make progress? |  |  |  |
| Are practitioners able to identify those children who are developing well and may need more challenge to support and extend their learning? |  |  |  |
| Have you identified clear learning and development starting points for each child, using information from parents as well as observations of children from the start? |  |  |  |
| How do practitioners ensure that children are making the best possible progress from their starting points? |  |  |  |
| How do you regularly monitor each child’s progress to ensure that they are making progress from their starting points? |  |  |  |
| Is the progress of children of different  ages, developmental stages and interests  supported through planned, responsive  and ongoing interactions with adults, that  support sustained shared thinking? |  |  |  |
| How are you ensuring that all practitioners are making accurate best-fit judgements about how a child is developing against all the areas of learning?  Is this consistent across your setting? |  |  |  |
| Do you undertake periodic systematic  reviews to see how well children are  learning and developing across all areas  of the EYFS? |  |  |  |
| Are all adults in the setting able to identify barriers to learning for individual children or groups of children? |  |  |  |
| How do you use the information from your periodic systematic reviews to ensure that gaps in learning are addressed? |  |  |  |
| Are 2-year-old progress checks completed effectively and in partnership with parents? |  |  |  |
| Are Integrated reviews completed in partnership with the family hub and parents?  Are actions/ next steps that have been identified followed up? |  |  |  |
| How do you monitor the teaching to ensure that it supports children on their learning jounrney? |  |  |  |
| Does the planning reflect the importance of the prime areas of learning for all chidren? |  |  |  |
| Do practitioners working with the youngest children focus on the three prime areas of learning? |  |  |  |
| Does the balance shift towards a more equal focus on all areas of learning as children develop their confidence and ability within the three prime areas? |  |  |  |
| How are parents involved in their child’s learning? |  |  |  |
| Do you regularly share information about each child’s progress with their parents? |  |  |  |
| How are you supporting the child’s home learning environment? |  |  |  |
| Are parents able to share information about their child’s learning at home? |  |  |  |
| Is there evidence of good inclusive  practice, e.g. visual prompts, resources  that reflect and value the diversity of children’s experiences? |  |  |  |
| Do you have an Equality Named Co-ordinator (ENCO) in your setting?  How well does the ENCO lead on identifying all aspects of inequality and co-ordinate work towards a setting being fully inclusive? |  |  |  |
| Do practitioners actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience? |  |  |  |
| Does the setting have a trained SENCO? |  |  |  |
| Are children with SEND supported effectively within the setting? |  |  |  |
| How do you ensure that children with English as an additional language are making progress in their communication skills? |  |  |  |

**\* Definition of teaching from the Early Years Inspection Handbook June 2021**

*Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which* adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.