# Quality of Education-Interactions

This document should be used alongside the following:

* [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK (www.gov.uk)](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters - GOV.UK (www.gov.uk)](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)

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

* **Please note that the use of the word ‘staff’ may also apply to any assistants employed by a childminder.**