# Quality of Education - overall audit

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 all staff have a good understanding of the EYFS including the four guiding principles? |  |  |  | |
| Do you and all staff have a good understanding of the learning and development requirements of the EYFS? |  |  |  | |
| Do you have the 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 you and all staff are considering the individual needs, interests, and stage of development of each child in your care?  Is this information used to plan a challenging and enjoyable experience for the range of children who attend, particularly those with SEND, in all of the areas of learning and development?  See **\* Definition of teaching from Early Years Inspection Handbook June 2021.** |  |  |  | |
| Do you and all staff 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 you and all staff 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? |  |  |  | |
| 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 when working with assistants the Key Person system is fully embedded in practice?  Do parents know who their child’s Key Person is?  Can each Key Person talk confidently about individual child’s development and 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?  Have you considered 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 those observations used to identify learning priorities and to develop relevant learning opportunities to consolodate and deepen their knowledge across all areas of learning for each child? |  |  |  | |
| Are you and all staff able to identify barriers to learning for individual children or groups of children?  Are all gaps in learning addressed quickly and effectively? |  |  |  |
| Are you and all staff able to identify children who are falling behind in their learning and are they supported appropriately to make progress?  Is this information shared with parents? |  |  |  | |
| Does the assessment information include information about when they started at the setting and how often they attend? |  |  |  | |
| Are you able to identify whether a child is showing typical development for their age, maybe at risk of delay and need extra support. Is this information shared with parents? |  |  |  | |
| Are children identified as at risk of delay supported appropriately to make progress? |  |  |  | |
| 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 you and all staff are making accurate best-fit judgements  about how a child is developing against all the areas of learning? |  |  |  | |
| Are 2-year-old progress checks completed effectively and in partnership with parents?  Are integrated reviews completed in partnership with the family and Family Hub?  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 journey?  Do you and all staff 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, eg visual prompts, resources that reflect and value the diversity of children’s experiences? |  |  |  | |
| Has ENCO training been completed?  How well do you and your staff identify any inequalities and maintain a fully inclusive practice? |  |  |  | |
| Do you and your staff actively challenge gender, cultural and racial stereotyping and help children gain an understanding of people, families and communities beyond their immediate experience? |  |  |  | |
| Has SEND Code of Practice training been completed? |  |  |  | |
| 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? |  |  |  | |

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

**\* Definition of teaching from 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.