# The Best for Every Child - Leadership and management

All children deserve to have an equal chance of success.

High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.

Children who have lived through difficult experiences can begin to grow stronger when they experience high-quality early education and care.

High-quality early education and care is inclusive. Children’s special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

| **Areas to consider about your setting** | **Supporting evidence** | **Links to support and identify improvements** | **Actions you have identified**  | **Date actions need to be completed**  |
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| **Policies, Procedures, and Compliance** |  |  |  |  |
| Have you ensured that you have robust policies and procedures which are known by all practitioners and evident in practice? |  | Proffesional body – EYA / NDNA / PACEY |  |  |
| How are your policies and procedures shared with parents/carers? |  |  |  |  |
| How are you ensuring that the statutory requirements of the EYFS are met? For example, adhere to adult ratios, staff qualifications requirements, named deputy, safeguarding requirements, etc. |  | <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  |  |  |
| Have you completed the Safeguarding self-audit tool for all early years and childcare providers and identified and addressed any actions? |  | <https://eycp.essex.gov.uk/safeguarding/>  |  |  |
| Are there clear management structures in place for your setting? |  |  |  |  |
| For committee-run settings, have you informed Ofsted and completed the relevant forms for existing members and any changes to the committee? |  | <https://www.gov.uk/government/collections/providing-childcare-services-in-england>  |  |  |
| For registered charities, have you informed the charities commission of any changes? |  | <https://www.gov.uk/government/organisations/charity-commission>  |  |  |
| Have you notified Ofsted of all changes to your setting? |  | [Ofsted registration requirements](https://www.gov.uk/government/collections/early-years-and-childcare-registration)[Ofsted Inspection handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023) |  |  |
| **Equality, Diversity, and Safeguarding** |  |  |  |  |
| 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? |  | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/>  |  |  |
| How are you ensuring that you actively promote Fundamental British values? |  |  |  |  |
| Do all staff know and understand about their responsibilities in relation to the Prevent duty? |  | <https://www.support-people-susceptible-to-radicalisation.service.gov.uk/>  |  |  |
| Do all staff have defined roles and responsibilities? |  |  |  |  |
| Do all staff have a clear understanding of what their roles and responsibilities are? |  |  |  |  |
| Are staff deployed effectively to support learning 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? |  |  |  |  |
| Do you have an Equality Named Co-ordinator (ENCO) in your setting? |  |  |  |  |
| Have you auditted provision and practice for any care experienced / looked after / previously looked after children? |  | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/>  |  |  |
| Does your setting understand the impact of language on how care experienced children and young people feel. |  | <https://learning.nspcc.org.uk/news/why-language-matters/looked-after-children> |  |  |
| **Recruitment and Staff Management** |  |  |  |  |
| Are robust safer recruitment procedures in place, including all staff having a sufficient understanding and use of English? |  | <https://eycp.essex.gov.uk/running-your-business/safer-recruitment/>  |  |  |
| Do you have robust systems in place to evaluate and monitor staff performance and development? Including:* **Performance management/appraisals which are well-structured and progressive and CPD needs identified**
* **Are there regular opportunities for staff to undertake continuous professional development?**
 |  | <https://eycp.essex.gov.uk/running-your-business/managing-staff/>  |  |  |
| 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**
 |  | <https://eycp.essex.gov.uk/running-your-business/managing-staff/>  |  |  |
| Do you have 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? |  | <https://eycp.essex.gov.uk/training-and-qualifications/>  |  |  |
| 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 qualifications to apply on ratio? |  | <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> |  |  |
| Have you ensured that there is a capable and qualified named deputy? |  | See above |  |  |
| How do you ensure that you have staff trained to meet the statutory requirements, i.e., Paediatric First Aid and Safeguarding and that these are regularly updated? |  | See above |  |  |
| 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? |  | See above |  |  |
| **Are clear induction procedures in place for all 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? |  |  |  |  |
| **Quality of Provision and Practice** |  |  |  |  |
| 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 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**
 |  | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/>  |  |  |
| 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 identify and address any concerns within your setting? |  |  |  |  |
| How do you ensure that children within your setting are supported effectively for the next phase of their education? |  | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/>  |  |  |
| How well do you work in partnership with others? Including:* **Health visitors**
* **Signposting to family hubs**
* **Opportunities for sharing best practice through local early years networks**
* **Networking with other settings**
* **Peer-to-peer support**
 |  |  |  |  |
| 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? |  |  |  |  |
| How does the manager/committee remain up-to-date with revised legislation and documents? |  |  |  |  |
| How do you ensure that staff work well as part of a team with a clear vision for quality improvement? |  |  |  |  |
| 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/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/transition/>  |  |  |
| How well does the ENCO lead on identifying all aspects of inequality and co-ordinate work towards a setting being fully inclusive? |  | <https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/>  |  |  |
| Does the setting have a trained SENCO? |  | <https://eycp.essex.gov.uk/special-educational-needs-and-disabilities/>  |  |  |