# Outcomes for children

This document should be used alongside the following:

* [Statutory Framework for EYFS 2017](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 in the Early Years Foundation Stage](http://dnn.essex.gov.uk/Portals/49/Documents/EYFS/EYFS%20DevelopmentMatters.pdf)
* [Early Years Outcomes](http://dnn.essex.gov.uk/Portals/49/Documents/EYFS/EYFS%20Early%20Years%20Outcomes%20%28DfE%29.pdf)

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- |
| 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 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? |  |  |  |
| Are practitioners able to identify whether a child is showing typical development for their age, may be at risk of delay or is exceeding typical development for their age? |  |  |  |
| Are children identified as at risk of delay supported appropriately to make progress?  |  |  |  |
| Do you undertake periodic systematicreviews to see how well children arelearning and developing across all areasof the EYFS eg do you know how many ofyour children are within the 22-36 monthDevelopment Matters across all areas oflearning? |  |  |  |
| Do you use information from your tracking to identify gaps in your provision or individual needs? |  |  |  |
| Are you tracking the progress of different groups of children within your setting ie boys/girls, those in receipt of additional funding?How are you ensuring that gaps in attainment are closing? |  |  |  |
| How do you regularly monitor each child’s progress to ensure that they are achieving well?  |  |  |  |
| Does the assessment information include information about when they started at the setting and how often they attend?  |  |  |  |
| Are you able to identify those children in receipt of 2-year-old funding or the Early Years Pupil Premium? Do you monitor how well these children are doing in comparison to others? |  |  |  |
| How are you ensuring that any child in receipt of 2-year-old funding or the Early Years Pupil Premium are making enough progress so that gaps in their learning are closing and they catch up quickly? |  |  |  |
|  Are 2-year-old progress checks completed effectively and in partnership with parents? Do you undertake integrated reviews in partnership with family hubs and parents?Are actions / next steps that have been identified followed up?  |  |  |  |
| Have you got effective tracking systems in place to ensure that you know if there are any gaps in any area of learning? |  |  |  |
| Have you got effective tracking systems in place to ensure that children are making progress and are ready for the next stage in their learning?  |  |  |  |
| Do you ensure that children with special educational needs or disabilities are supported appropriately and are making progress? |  |  |  |
| How do you ensure that children with English as an additional language are making progress in their communication skills?  |  |  |  |
| Does your tracking system allow you to identify the children who have made typical progress or more from their starting points?  |  |  |  |
| Are you able to show that those children who started at a lower level of development than would be typical for their age are making good progress and catching up quickly? Are you able to show that those children who started at a higher level of development than would be typical have been provided with the appropriate opportunities to extend their learning?  |  |  |  |
| For a large setting, are you able to track the cohorts of children in different rooms and identify any differences?  |  |  |  |