# 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(DfE).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 systematic  reviews to see how well children are  learning and developing across all areas  of the EYFS eg do you know how many of  your children are within the 22-36 month  Development Matters across all areas of  learning? |  |  |  |
| 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? |  |  |  |