

## Early Years - Quality Assessment Form

<b>Name of Setting/Applicant:</b>	<b>Postcode of proposed project:</b>
<b>Contact details:</b>	
<b>Manager's self-evaluation</b> *for completion by applicant	<b>Quality Monitoring Visit</b> *for completion by quality assessor
How are you ensuring that the statutory requirements of the EYFS are met within the provision, so that the care it provides is of the highest quality and the educational programmes are planned appropriately for the individual children within the setting?	Discuss with Manager.  Observe provision & practice <ul style="list-style-type: none"> <li>• Learning environment indoors and outdoors</li> <li>• Staff deployment/ interaction</li> </ul> View : <ul style="list-style-type: none"> <li>• policies</li> <li>• relevant documentation</li> </ul>
<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYEP Comments</b>
How is children's progress and attainment monitored and used to inform planning?	Discuss: <ul style="list-style-type: none"> <li>• How is each child's starting point accurately identified?</li> <li>• Methods of tracking children's progress- electronic? Learning journeys?</li> <li>• How are parents involved in their child's learning</li> <li>• Are robust observation, assessment and planning systems in place?</li> <li>• Is the progress of children of different ages, developmental stages and interests supported through planned, responsive and ongoing interactions with adults</li> </ul>
<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYEP Comments</b>

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<p>How are the individual needs of the cohort met to ensure gaps in outcomes between vulnerable groups of children are closed?</p> <ul style="list-style-type: none"> <li>- Disadvantaged- FEEE2, EYPP</li> <li>- SEND</li> <li>- EAL</li> <li>- Gender</li> <li>- Focus on CLL</li> </ul>	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Who are the disadvantaged groups in the setting? FRAS/EYPP/EAL/Boys/Summer born/SEND /Looked after children.</li> <li>• How are appropriate learning experiences for vulnerable children identified?</li> <li>• How are children with SEND supported?</li> <li>• Engagement with parents &amp; professionals</li> <li>• Local offer</li> <li>• Documentation to evidence support for disadvantaged cohorts and/or individual children</li> <li>• Evidence of impact of FRAS/EYPP on outcomes</li> <li>• 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?</li> <li>• How is EYPP used/discussion with parents</li> <li>• Identification of CLL difficulties</li> </ul>
<p><b>Supporting commentary</b> <i>(this box will expand as you type)</i></p>	<p><b>EYEP Comments</b></p>
<p>How do you ensure that children within your setting are ready for school/ Reception and that the home learning environment is supported?</p>	<p>Discuss</p> <ul style="list-style-type: none"> <li>• Parental partnerships</li> <li>• Strategies to support the child's Home Learning Environment</li> </ul>

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	<ul style="list-style-type: none"> <li>• Plans for transition into school including links with local schools/pre-schools/childminders</li> <li>• ECC Early Years Charter</li> <li>• Links to ECC Child &amp; Family Well-being Service</li> <li>• Two Year Old Progress Check/IR2</li> </ul>
<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYEP Comments</b>
How do you evaluate the quality of provision and practice and identify areas for development?	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Monitoring the effectiveness of the provision and impact on children's learning</li> <li>• Robust systems in place to evaluate and monitor staff performance and development</li> <li>• Provision for each age group of children</li> <li>• Relevance of staff training and qualifications to the age group they are working with</li> <li>• SEF – completed and reviewed – who contributes</li> </ul>
<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYEP Comments</b>
How do you ensure children are safeguarded?	<p>Discuss/view</p> <ul style="list-style-type: none"> <li>• Current Safeguarding policy- reviewed and dated</li> <li>• Completion of ECC Safeguarding audit tool for all early years and childcare providers</li> <li>• Identified actions appropriately addressed.</li> <li>• Up to date staff awareness/ training</li> </ul>

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<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYEP Comments</b>
If you are a committee run provision, how do you ensure the committee are compliant with Ofsted requirements?	Confirm relevant documentation in place and shared with Ofsted: <ul style="list-style-type: none"> <li>• DBS</li> <li>• EY2</li> <li>• Monitoring of provision</li> </ul>
<b>Supporting commentary</b> <i>(this box will expand as you type)</i>	<b>EYFSA Comments</b>
<b>Name of Applicant or Representative present during the visit:</b>	<b>Name of EYEP/ECC representative undertaking the QA visit</b>  Date of visit: Score Moderation Panel date: