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| Logo, company name  Description automatically generated**Early Years Annual Review and Support Visit - Learning and Development** |
| **Setting Name:**  |
| This self-assessment audit contains the following sections for completion, prior to the review visit between the Early Years Provider and the Council Early Years Team Representative(s):* Strengthening leadership and management and developing practitioner learning
* High quality environments for learning
* Children’s progress and learning
* Positive Relationships and Interactions

Please complete the RAG rating for each statement and add any comments **if you wish**. Please note this must be returned to your EY link adviser before the review visit can take place. Green – Practice and provision is in place and of good qualityAmber – Practice and provision is generally good, but some development is neededRed – There are significant developments needed  |

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| **Strengthening leadership and management and developing practitioner learning** |
| **Statement** | **RAG** | **Prompts –** *these are examples to consider when evaluating your provision, you do not need to answer/comment on all of these* | **Impact/Comments/Next steps** |
| Leaders have a common shared vision about how the setting provides high quality, inclusive care, and education for all children |  | Is there a vision statement?* Are all (staff, committee members etc.) aware of and promote it?
* How is the vision shared with families?
* Is it evidenced in practice?
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| Leaders are skilled and knowledgeable in driving good quality provision and practice |  | How do you keep your early years knowledge, skills and understanding up to date /current? What about Deputies/room leaders? |  |
| Leaders have a robust approach to identifying and meeting staff training and development needs |  | How do you identify training and development needs and measure impact?How is the setting SENCO supported to fulfil their role? |  |
| Leaders build a strong and resilient staff team |  | How do you build a strong team? Consider, * emotional resilience
* workload
* wellbeing (team building activities etc)
* staff meetings
* supervisions
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| **High quality environments for learning** |
| **Statement** | **RAG** | **Prompts –** *these are examples to consider when evaluating your provision, you do not need to answer/comment on all of these* | **Impact / Comments / Next steps** |
| The environment looks engaging from the child’s level and is safe and stimulating. |  | Are resources and displays at the right height?Are all areas of your environment well used by the children and how do you know?Are there any areas you wish to improve? |  |
| The environment is reviewed and adapted regularly both indoors and outdoors, to respond to the needs and interests of the children |  | How do you enhance and adapt your provision?How do you know the interests of your children?How are children with SEND supported in your environment? |  |
| Environments and resources reflect all areas of learning and meet the needs of each unique child both indoors and outdoors |  | Do any of the areas of learning need developing? Do resources and displays reflect the families and cultures of the children attending and the wider world?Do environments promote Early Reading? |  |
| Characteristics of effective learning including self-care are promoted through open ended resources, choice, and independence both indoors and outdoors.  |  | How do routines and resources support C of L?Is there is a balance between adult and child led?Are resources accessible, stored and labelled to encourage independence? |  |
| Environments promote positive behaviour and are not overwhelming. |  | Is your environment homely?Are there quiet and calming areas available? What resources are available and used to support and develop children’s emotional resilience? |  |
| The outdoor environment is valued and used to offer children freedom to explore with their senses, be physically active and exuberant and supports learning across all areas |  | Are all practitioners and children appropriately dressed (do you provide the clothing?)  |  |

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| **Children’s progress and learning** |
| **Statement** | **RAG** | **Prompts –** *these are examples to consider when evaluating your provision, you do not need to answer/comment on all of these* | **Impact /Comments / Next steps** |
| We support all children to make progress and reach their potential |  | How do staff identify children who are not making expected progress and what actions would they take?Consider SEND, Disadvantaged, EYPP, EAL |  |
| Staff use their knowledge of each child to support, extend and teach |  | How do you know all staff are knowledgeable about child development and apply this knowledge in their teaching?How do you support those who are not? |  |
| Our curriculum is ambitious and progressive. It describes the sequence of skills and knowledge we expect children to learn |  | Are all staff confident to explain your curriculum and how you have developed it?Talk about how you reflect different cohorts of children in the curriculum and the setting |  |
| Our routines including transitions are flexible to support the needs of groups/individual children |  | How do you plan transition for all children including those with SEND |  |
| We value home learning and use a range of approaches to work with families |  | How do you share and promote learning with parents |  |

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| **Positive relationships and interactions** |
| **Statement** | **RAG** | **Prompts –** *these are examples to consider when evaluating your provision, you do not need to answer/comment on all of these* | **Impact /comments/ Next steps** |
| Warm, caring relationships are evident with understanding of attachment |  | How do your settling procedures support this? |  |
| All practitioners interact with enthusiasm and confidence to extend and scaffold children’s learning both indoors and outdoors |  | Are there any staff who may need further support to develop effective interactions?Do staff view the outdoors as learning environment? |  |
| All practitioners can talk confidently about their key children |  | Is the Key person approach embedded and effective?Are Key children discussed during supervisions? |  |
| All practitioners are skilled and confident to support children with speech, language and communication needs and have a good understanding of SLC development |  | What training has the setting accessed to support Speech, language, and communication? |  |
| There are regular opportunities for two way sharing with parents/carers  |  | When do you have opportunity to talk to parents and how do you communicate with them? |  |
| Positive behaviour expectations and approaches are evident, with mutual respect |  | What is your behaviour policy and approach for managing behaviour that challenges?What support is there for staff when managing difficult behaviour? |  |

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| **Area of development identified by the setting for discussions** |
| **Area** | **RAG** | **Comments** |
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| Date of visit: |  |
| Completed by: |  |
| Signed: |  |