|  |
| --- |
| 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 quality  Amber – Practice and provision is generally good, but some development is needed  Red – There are significant developments needed |

|  |  |  |  |
| --- | --- | --- | --- |
| **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? |  |
| 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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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? |  |

|  |  |  |
| --- | --- | --- |
| **Area of development identified by the setting for discussions** | | |
| **Area** | **RAG** | **Comments** |
|  |  |  |

|  |  |
| --- | --- |
| Date of visit: |  |
| Completed by: |  |
| Signed: |  |