**Audit to support practice and provision for 0-2 years olds**

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| **Setting name / address** |  | | | | |
| **Registration number** |  | **Current Ofsted outcome** |  | **Date of completion** |  |

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| **People involved in completing this audit** | |
| **Name** | **Role** |
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**Further reading, references and websites**

Westmorland and Furness,Support for Childminders, Early Years and Childcare Provision

<https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp>

Louis, S. Beswick, C. and Featherstone, S. (2013) Understanding Schemas in Young Children: Again! Again! 2nd Edition

Gerhardt, Sue. (2004) Why Love Matters: how affection shapes a baby’s brain. Routledge

Hope, S. (2007) A Nurturing Environment for Children up to Three. Islington

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| Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.  *Early Years Inspection Handbook for Ofsted-registered provision September 2023*  *School Inspection Handbook for September 2023* |

**Throughout the setting and when developing each area of provision, consider how you are supporting the characteristics of effective learning:**

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| **Playing and exploring – a child will be** | **Active learning – a child will be** | **Creating and thinking critically – a child will be** |
| Finding out and exploring  Playing with what they know  Being willing to ‘have a go’ | Being involved and concentrating  Keeping on trying  Enjoying achieving what they set out to do | Having their own ideas  Making links  Choosing ways to do thing |

| **Leadership and management** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Leaders and managers have an accurate view of the quality of the 0-2s provision through ongoing evaluation and know what to improve. |  |  |  |  |
| Highly effective partnership working is in place and improves outcomes for children aged 0-2. |  |  |  |  |
| Effective performance management/supervisions for baby room staff take place which leads to highly focused professional development. |  |  |  |  |
| Staff are suitably qualified and are pro-active in keeping up to date with current early years practice particularly around 0-2s. |  |  |  |  |
| Relationships between staff are exemplary and this impacts on behaviour within the setting. |  |  |  |  |
| A mentor system is in place for students/new staff.  *Regular meetings, supervision, internal training, support for observations.* |  |  |  |  |
| Equality, diversity and promotion of British Values is evident. |  |  |  |  |
| Monitoring systems ensure that individual children or groups of children with identified needs are given specific and effective interventions and support. |  |  |  |  |
| At least half of the staff have received training that specifically addresses the care of babies. |  |  |  |  |
| In an under two-year-olds’ room, the member of staff in charge of that room, in the judgement of the provider, have suitable experience of working with under twos. |  |  |  |  |
| Information is gathered from parents/carers on:   * *daily routines, nappy routines, comfort objects, likes/dislikes and people who are important to them*   and this information is used for settling in and ongoing support |  |  |  |  |
| Children are encouraged to bring their comfort objects from home and staff use these to support the child as and when needed. Each child has their own space to store their comfort objects |  |  |  |  |
| Effective Settling in policy in place:   * *Parents/carers can stay with their child to settle them in initially to support a gradual induction into setting*   The setting recognises that settling in is a process and that it might take a range of formats and timescales and individual children may need different plans |  |  |  |  |
| All children and families are warmly welcomed into the setting on a daily basis (arrivals and departures) |  |  |  |  |
| An effective key person system is in place and time is allocated for the key person to spend time getting to know the children, families and to provide emotional support for the children when needed |  |  |  |  |
| Children are supported to take appropriate risks to promote self-confidence and develop a ‘have a go’ attitude. |  |  |  |  |
| A homely environment is provided to support children’s emotional well-being. |  |  |  |  |
| A cosy, soft, comfortable area is accessible for children to rest, sleep or just to be calm. |  |  |  |  |
| Snack and mealtimes are sociable occasions which are calm, unhurried and reflect a homely experience. Space and time is available for a parent to breastfeed if they wish. |  |  |  |  |
| Children are supported to enjoy their food and appreciate healthier choices – weaning guidance is followed. |  |  |  |  |
| An easily accessible outdoor area that is suitable for 0-2s is used daily and all year round for sustained periods of time. |  |  |  |  |
| Care routines, nappy changing and using the potty are all carried out in a private and pleasant environment which is flexible to meet the child’s needs. |  |  |  |  |
| Children are supported to ensure that they:   * feel at ease * act spontaneously * are open to idea * show confidence and self-esteem * are encouraged to have a go and develop independence. |  |  |  |  |
| Sleep routines are flexible to meet the child’s needs and safer sleeping guidance is followed - babies sleep flat on their backs. |  |  |  |  |

| **Personal development** | | | | |
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| Children are encouraged to bring their comfort objects from home and staff use these to support the child as and when needed. Each child has their own space to store their comfort objects |  |  |  |  |
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| **Quality of education** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| There are informative displays for parents/carers that promote children’s learning, reflecting process rather than product |  |  |  |  |
| Practitioners seek to engage parents/carers in their child’s learning by sharing knowledge of child development and suggesting activities to support early home learning |  |  |  |  |
| Practitioners are responsive to children’s play and maximise their learning opportunities by responding to their interests |  |  |  |  |
| Staff demonstrate a good understanding of child development and use their knowledge to enable them to plan appropriate experiences for each child according to individual needs |  |  |  |  |
| Children are supported to develop the key skills needed for their next steps in their learning |  |  |  |  |
| Summative assessments are regularly completed and used to identify any gaps in children’s learning |  |  |  |  |
| All staff are confident to promote children’s speech, language and communication skills (consider accessing the ‘Audit to support practice and provision for effective communication’) |  |  |  |  |
| Resources are high quality, available on the floor, appropriate height, include a variety of natural materials and offer open ended learning opportunities e.g. Treasure baskets |  |  |  |  |
| Furniture is an appropriate size for 0-2 year olds, promotes independence and adults effectively support children to make choices |  |  |  |  |
| Suitable space is provided for different kinds of experiences:   * *active* * *imaginary* * *sensory* * *messy* * *fine/gross motor* |  |  |  |  |
| Art and craft activities reflect the individual expression through process rather than the end product. |  |  |  |  |
| Children’s voice and individuality is evident throughout the setting. |  |  |  |  |
| Daily routines are used as learning opportunities and are flexible to meet needs of individual children. |  |  |  |  |
| Background noise is kept to a minimum (TVs and radios turned off) |  |  |  |  |
| There are a range of good quality books suitable for children’s age and stage of development |  |  |  |  |
| Practitioners sing songs and rhymes throughout the day |  |  |  |  |
| Practitioners share words to songs and rhymes with parents/carers (Chat, play, share cards available on W&F website) |  |  |  |  |
| Practitioners offer opportunities for developing fine and gross motor skills indoors and outdoors |  |  |  |  |
| Space is uncluttered so that children can manoeuvre themselves and objects around the environment |  |  |  |  |

| **Behaviour and attitudes** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Positive behaviour strategies are embedded in everyday practice and staff are aware of developmentally appropriate expectations |  |  |  |  |
| Practitioners have a calm manner and use co-regulation to support children’s emotional development |  |  |  |  |
| Children are supported to develop the characteristics of effective learning |  |  |  |  |

| **Improvement priorities** | **Agreed support** | **Timescale (from – to)** | **Success criteria** | **Evaluation** |
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