**Audit to support practice and provision for 2-year-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**

[Support for Early Years Practitioners - Westmorland and Furness](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

Tassoni, P (2014) Getting it right for two-year-olds. Hodder Education.

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

Community Playthings with Jan White (2013) A good place to be two: Developing quality environments indoors and out.

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 2-year-old provision through ongoing evaluation and know what needs to improve. |  |  |  |  |
| Highly effective partnership working is in place and improves outcomes for children aged 2 |  |  |  |  |
| Effective performance management/supervisions are in place for the staff who work with the 2 year olds 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 the needs of 2 year olds |  |  |  |  |
| 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* |  |  |  |  |
| Equality, diversity and promotion of British Values is evident |  |  |  |  |
| The setting meet all safeguarding and welfare requirements as laid out in the Statutory framework |  |  |  |  |
| A 2 year Progress Check is completed for all children which considers their development in the prime areas and is shared with parents. A plan is put in place if there are any areas causing concern to enable the child to catch up. |  |  |  |  |

| **Personal development** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| The environment supports children in managing risk |  |  |  |  |
| There is a cosy area available for all children where they can rest or relax. |  |  |  |  |
| An easily accessible outdoor area is used on a daily basis and all year round for sustained periods of time. |  |  |  |  |
| Where possible free flow between indoors and outdoors is facilitated through the effective deployment of staff. |  |  |  |  |
| Staff promote the importance of physical exercise and provide opportunities for this within the setting. |  |  |  |  |
| Snack/Meal times are used to give clear messages on the importance of having a healthy diet. These routines are used to promote independence and speech and language. |  |  |  |  |
| Children are supported to develop empathy for each other. |  |  |  |  |
| Staff support children to begin to recognise and label their feelings and emotions |  |  |  |  |
| Family photos are displayed at child height to support children’s emotional well-being |  |  |  |  |
| Resources and activities reflect the diversity of children’s backgrounds & experiences. |  |  |  |  |
| Care routines, nappy changing and using the potty are all carried out in a private, pleasant environment which is flexible to meet the child’s needs. |  |  |  |  |
| Daily routines are used as learning opportunities and are flexible to meet needs of individual children and to promote their independence |  |  |  |  |
| Children’s comforters are acknowledged and are accessed flexibly to support children’s emotional well-being |  |  |  |  |
| Practitioners are aware that dummies can act as a barrier to speech, language and communication development and embed a consistent approach to the use of these |  |  |  |  |

| **Quality of education** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| There are informative displays for parents that promote children’s learning e.g. Photographs of children exploring, showing the process of learning and including the child’s voice |  |  |  |  |
| Practitioners seek to engage parents/carers in their child’s learning by sharing child development knowledge and suggesting activities to support home learning |  |  |  |  |
| Parents are encouraged and supported to input into children’s assessments on a regular basis. |  |  |  |  |
| Parents are given relevant and up to date information about their child’s progress in a variety of ways to meet their needs. |  |  |  |  |
| Staff demonstrate a good understanding of child development and use their knowledge to plan appropriate experiences for each child |  |  |  |  |
| Summative assessments are completed for each child and the information gained is used to inform next steps for learning. |  |  |  |  |
| Staff respond to individual needs and interests and planning is highly flexible and responsive. |  |  |  |  |
| Planned activities are rich, varied, imaginative and offer challenge. |  |  |  |  |
| The Characteristics of Effective Learning and children’s individual learning styles are taken into account when planning. |  |  |  |  |
| Spaces are uncluttered with easily accessible resources to promote the Characteristics of Effective Learning. |  |  |  |  |
| Children are encouraged to initiate their own learning and allowed time to become deeply involved. |  |  |  |  |
| Staff have a good knowledge and understanding of schemas and plan the provision to support children’s schematic play. |  |  |  |  |
| Staff choose resources that are high quality and open ended. They include natural and found objects that excite children’s imagination and curiosity, which in turn stimulates conversation. |  |  |  |  |
| Staff follow the child’s lead in conversation, they think aloud and value questions. Staff extend children’s thinking. |  |  |  |  |
| Staff give feedback and help children to evaluate their own learning by reflecting and commenting. |  |  |  |  |
| 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’) |  |  |  |  |

| **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 |  |  |  |  |
| Staff support children to begin to recognise their emotions. They support the children through co-regulation. |  |  |  |  |
| Practitioners are aware of what it means to be 2 and support children to play alongside others beginning to interact and develop appropriate social skills |  |  |  |  |
| Staff have a secure understanding of children’s emotional development and consider factors such as tiredness, hunger, overstimulation, emotional security, communication and language |  |  |  |  |
| Practitioners work towards finding the cause of unwanted behaviour/tantrums. |  |  |  |  |
| Practitioners ensure there are sufficient resources to reduce conflict as they recognise children are not developmentally able to share |  |  |  |  |

| **Learning Environment** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Furniture and storage are an appropriate size for 2 year olds. |  |  |  |  |
| The space has defined areas for different types of play and furniture is used to create spaces that encourage children to focus on their play while still having space to move |  |  |  |  |
| Creativity - Practitioners value children’s work and recognise that the process (the doing) is where the learning takes place |  |  |  |  |
| Children have the opportunity to paint on a vertical surface such as an easel or wall. |  |  |  |  |
| Resources are consistently replenished in the creative area |  |  |  |  |
| Practitioners provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space while considering some materials can be a choking hazard and taking precautions against this |  |  |  |  |
| Some Sensory/exploratory materials are always available.  *For example:*  Sand - wet/dry  Water  Gloop  Mud/compost  Shaving foam  Pasta/Rice/Lentils  Gravel/wood/bark |  |  |  |  |
| Natural Materials / open ended resources are included.  *For example:*  Cones  Shells  Sticks  Leaves  Pebbles  Heuristic play resources/objects |  |  |  |  |
| A range of Imaginative Play Resources are available.  *For example:*  Home corner - real resources, dolls  Dressing up items - hats/bags/material/occupations  Small world resources – animals, people, transport |  |  |  |  |
| Malleable Play is always available, and children are supported to develop their physical skills through dough gym’ type activities. |  |  |  |  |
| Block play/construction is available inside and on a larger scale outside utilising loose parts to support children’s creativity and thinking skills.  *For example:*  Wooden Blocks  Duplo  Tyres/logs/guttering/crates  Wheelbarrows  Crates  Tubes |  |  |  |  |
| The book /quiet area is inviting and encourages children to spend time there through:  Cosy seating for children and adults to share books together*:*  Small range of high quality books age appropriate books enhanced as required – stories, rhymes, alphabet, multi-cultural, counting, non- fiction, poetry, magazines, home-made books/family photobooks.  Also includes Puppets and story props.  Books are also available throughout the setting. |  |  |  |  |
| There isenough space and opportunities for young children to actively move indoors.  Activities are planned that require collaboration, such as parachute activities or ring games, there are regular opportunities for music & movement. |  |  |  |  |
| An easily accessible outdoor area is used on a daily basis and all year round for sustained periods of time:  A variety of different experiences are offered outside on a larger scale, e.g. climbing, balancing, building, sensory, gardening, space to run, pushing/pulling/steering, kicking, throwing/catching |  |  |  |  |

Practitioners recognise that two year olds have little concept of the need to share therefore it is important to have plentiful resources, e.g. 2 red spades, 2 pushchairs, 2 wheel barrows, 2 dolls, etc

**Toddler – Rules of possession**

1. **If I like it, it’s mine**
2. **If it’s in my hand, it’s mine**
3. **If I can take it from you, it’s mine**
4. **If I had it a little while ago, it’s mine**
5. **If it’s mine, it must NEVER appear to be yours in anyway**
6. **If I’m doing or building something, all pieces are mine**
7. **If it looks just like mine, it is mine**
8. **If I saw it first, it’s mine**
9. **If you are playing with something and you put it down, it automatically becomes mine**
10. **If it’s broken, it’s yours**

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