**Audit to support practice and provision for 3 – 5-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**

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

[Support for Early Years and Childcare Provision](https://legacy.westmorlandandfurness.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)

The Transition Toolkit

Supporting Children’s Behaviour

[Supporting Childrens Behaviour pdf](https://www.cumbria.gov.uk/elibrary/Content/Internet/537/1459/7037/38477/38481/45121121657.pdf)

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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 provision through ongoing evaluation and have an improvement plan in place |  |  |  |  |
| There is a curriculum in place with clear intentions of what the children will learn to ensure they are school ready. Leaders review the curriculum regularly to ensure it is effective in supporting the children’s development |  |  |  |  |
| Highly effective partnership working is in place and improves outcomes for children. |  |  |  |  |
| Effective performance management/supervisions are in 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. |  |  |  |  |
| 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 are evident across the setting |  |  |  |  |
| Monitoring systems ensure that individual children or groups of children with identified needs are given specific and effective interventions and support |  |  |  |  |
| The setting meets all safeguarding and welfare requirements as laid out in the Statutory framework. |  |  |  |  |
| For children in receipt of Early Years Pupil Premium funding this is used effectively and the impact monitored . |  |  |  |  |

| **Quality of education** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All staff are familiar with the setting’s curriculum and the steps of progress children should make. They use this to support their assessment and planning |  |  |  |  |
| Practitioners seek to engage parents/carers in their child’s learning by sharing child development knowledge and suggesting activities to support home learning |  |  |  |  |
| Parents/carers are encouraged and supported to input into children’s assessments on a regular basis. |  |  |  |  |
| Documentation of learning is easily accessible to parents/carers and staff spend time discussing this |  |  |  |  |
| Parents/carers are given relevant and up to date information about their child’s progress in a variety of ways to meet their needs. |  |  |  |  |
| Assessments are completed for each child and the information gained is used to inform next steps for learning. |  |  |  |  |
| Staff are confident to sensitively address barriers to children’s progress with parents/carers and to work in partnership to achieve the best outcomes for the child. |  |  |  |  |
| The quality of teaching is consistently strong, and staff have good knowledge of child development which they use to support all the children effectively. |  |  |  |  |
| Staff respond to individual needs and interests and planning is highly flexible and responsive. |  |  |  |  |
| Planned activities are rich, varied, imaginative and offer challenge. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| Opportunities are embedded for children to revisit and continue their on-going projects, e.g. construction, paintings, models, small world play |  |  |  |  |
| Staff create an environment that is homely, calm and nurturing and ensure there is plenty of natural light and reduced background noise |  |  |  |  |
| Areas of continuous provision are:   * Clearly zoned * Organised * Accessible * Uncluttered   They are updated and enhanced regularly to respond to children’s interests, encourage engagement and to support the progression of children’s learning. |  |  |  |  |
| A language rich environment is promoted by all  S*ee Effective Communication Audit on the Early Years Website* ***please see link above*** |  |  |  |  |
| Staff follow the child’s lead in conversation, they think aloud and value questions. Staff encourage children to consider possibilities. |  |  |  |  |
| Staff give feedback and help children to evaluate their own learning by reflecting and commenting. |  |  |  |  |
| Displays show evidence of the child’s voice. There are a range of different types of displays including interactive. Displays reflect the process of learning (the doing). There is space for children to display their own work. |  |  |  |  |
| Practitioners provide a wide range of materials, resources and sensory experiences to enable children to explore colour, texture and space. |  |  |  |  |
| There is a book area containing a small range of high-quality books enhanced as required, including stories, rhymes, alphabet, multi-cultural, counting, non- fiction, poetry, magazines, home-made books/family photobooks  Books are also available throughout the setting. |  |  |  |  |
| Resources and planned opportunities enable children to make progress in all areas of learning:  PSED  C&L  Physical  Literacy  Mathematics  Understanding the World  Expressive Art and Design |  |  |  |  |
| Appropriate activities to support early phonetical awareness are planned and delivered regularly.  **See Early Phonics Audit on the EY webpage** – link above |  |  |  |  |

| **Personal development** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| The environment supports children in managing risk. |  |  |  |  |
| 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. |  |  |  |  |
| A wide variety of experiences are offered outside making the most of the larger space. These could include climbing, balancing, building, running, sensory play, mark making, number, etc. |  |  |  |  |
| Staff promote the importance of physical exercise and provide opportunities for this within the setting. |  |  |  |  |
| Settling in procedures are tailored to meet the needs of individual children. |  |  |  |  |
| There is a cosy area available for all children where they can rest or relax. |  |  |  |  |
| The key person identifies the child’s starting points along with parents and is aware of the personal circumstances to support developing strong emotional attachments. |  |  |  |  |
| Key persons are given the time to ensure that they fully support children’s movement between settings and during staff handovers. They obtain the information required to ensure children feel safe and secure during these times. |  |  |  |  |
| Daily routines are used as learning opportunities and are flexible to meet needs of individual children. |  |  |  |  |
| Mealtimes 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. |  |  |  |  |
| Opportunities to promote good oral health are embedded |  |  |  |  |
| Resources and activities reflect the diversity of children’s backgrounds & experiences. |  |  |  |  |

| **Behaviour and attitudes** | | | | |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Practitioners have high expectations for children’s behaviour and conduct, which are commonly understood and applied consistently and fairly. |  |  |  |  |
| Adults support children to recognise, label and manage their own feelings and behaviour and to understand how these have an impact on others |  |  |  |  |
| Children are supported to develop empathy for each other. |  |  |  |  |
| Staff support children to demonstrate high levels of self- control and respect for others to ensure all children feel safe and secure |  |  |  |  |
| Staff support children to recognise and regulate their emotions and behaviour appropriately. |  |  |  |  |
| Staff support children to develop a sense of right and wrong |  |  |  |  |
| Staff consistently support children to be resilient when they face challenges and setbacks |  |  |  |  |
| Children develop the key skills needed for their next steps in their learning including school readiness. |  |  |  |  |
| All staff have a consistent understanding of school readiness.  For further support please refer to:   * The Transition Toolkit and * Supporting Children’s Behaviour documents on Early Years Website. **see link above** |  |  |  |  |

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