**Audit to support practice and provision for Characteristics Effective Learning**

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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)

Stewart, Nancy, (2011), How Children learn: The characteristics of effective learning. Early Education

Bryce-Clegg, Alistair (2012), From Vacant to Engaged. Featherstone Publications

Warden, Claire, (2006) Talking and thinking floorbooks: Using big book planners to consult children. Mindstretchers Publications

Charlesworth, Vicky, (2005), Critical skills in the early years. Network Educational Press

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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 exploringPlaying with what they knowBeing willing to ‘have a go’ | Being involved and concentratingKeeping on tryingEnjoying achieving what they set out to do | Having their own ideasMaking linksChoosing ways to do thing |

| **Playing and Exploring** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Adults play with children encouraging them to explore and show their own interest in discovering new things.  |  |  |  |  |
| Adults help children as needed to do what they are trying to do, without taking over or directing. |  |  |  |  |
| Adults join in play sensitively, fitting in with children’s ideas.  |  |  |  |  |
| Adults model how to pretend an object is something else and help develop roles and stories.  |  |  |  |  |
| Adults encourage children to try new activities and to judge risks for themselves, they support children’s confidence. |  |  |  |  |
| Adults talk more about the process rather than the final product. |  |  |  |  |
| Adults talk about how everyone gets better at things through effort and practice, and what we all can learn when things go wrong.  |  |  |  |  |
| Resources are stimulating accessible and open-ended so they can be used, moved and combined in a variety of ways.  |  |  |  |  |
| Resources are relevant to children’s needs and interests. |  |  |  |  |
| Indoor and outdoor spaces are flexible with resources that children can explore, build, move and role play. |  |  |  |  |
| Background music or music without a purpose is limited |  |  |  |  |
| Spaces are visually calm and orderly. |  |  |  |  |
| Planned first-hand experiences and challenges are appropriate to the development of the children.  |  |  |  |  |
| Children have uninterrupted time to play and explore, through flexible routines |  |  |  |  |

| **Active Learning** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Adults support children to choose their activities – what they want to do and how they will do it, they provide shared attention |  |  |  |  |
| Adults support over-stimulated children to self-regulate. |  |  |  |  |
| Adults help children to become aware of their own goals, make plans, and to review their own progress and successes.  |  |  |  |  |
| Adults describe what they see children trying to do and encourage them to talk about their own processes and successes.  |  |  |  |  |
| Adults use specific praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.  |  |  |  |  |
| Children are encouraged to learn together and from each other.  |  |  |  |  |
| Children are supported to develop their own motivations and talk about their learning.  |  |  |  |  |
| Practitioners support children through effective interactions as opposed to directing their play  |  |  |  |  |
| Children become deeply involved by providing something that is new and unusual for them to explore, especially something linked to their interests.  |  |  |  |  |
| Adults notice what arouses children’s curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.  |  |  |  |  |
| Adults help children to keep ideas in mind by talking over photographs and videos of their previous activities.  |  |  |  |  |
| Are significant activities left out instead of routinely tidying them away; enabling children to return to their projects  |  |  |  |  |

| **Creating and thinking critically** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Adults use and model the language of thinking and learning, e.g.: *think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.*  |  |  |  |  |
| Adults model being a thinker, showing that they are curious and sometimes puzzled, and can think and find out.  |  |  |  |  |
| Adults encourage open-ended thinking by not settling on the first ideas: What else is possible?  |  |  |  |  |
| Children’s efforts and ideas are respected, so they feel safe to take a risk with a new idea. |  |  |  |  |
| Adults model self-talk, describe their actions in play, they give children time to talk and think.  |  |  |  |  |
| Adults value questions, discuss possible responses, without rushing toward answers too quickly. |  |  |  |  |
| Adults model the creative process, showing their thinking about some of the many possible ways forward.  |  |  |  |  |
| Adults and children engage in Sustained shared thinking; helping children to explore ideas and make links in their learning.  |  |  |  |  |
| Children are encouraged to describe problems they encounter, and to suggest ways to solve the problem. |  |  |  |  |
| Adults talk about strategies – how to do things – including problem-solving, thinking and learning.  |  |  |  |  |
| Feedback helps children to review their own progress and learning. Adults talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.  |  |  |  |  |
| When planning activities, adults consider, Is this an opportunity for children to find their own ways to represent and develop their own ideas? Avoid children just reproducing someone else’s ideas.  |  |  |  |  |
| Opportunities for children to play with materials before using them in planned tasks are provided. |  |  |  |  |
| Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: *space, time, flexible resources, choice, control, warm and supportive relationships.*  |  |  |  |  |
| Practitioners plan experiences that follow children’s ideas and interests  |  |  |  |  |
| Mind-maps are used to represent thinking together |  |  |  |  |

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