**Audit to support practice and provision for (Science, Technology, Engineering and Mathematics)**

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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)

This audit is aimed at helping practitioners develop their understanding and practice of supporting children’s learning and development in STEM.

For environments to be rich and to impact on children’s STEM learning, they must be interactive, inclusive and inspirational. They need to be well organised and regularly updated in order to meet the children’s changing interests and learning needs. To achieve this, practitioners need to look at the STEM learning environment through ‘a child’s eyes’.

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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 2024**School Inspection Handbook for September 2024* |

**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 |

| **Quality of education** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| All staff have a good understanding of how children develop STEM learning  |  |  |  |  |
| Practitioners are role models for STEM and are themselves curious explorers, engaging in investigative play alongside the children  |  |  |  |  |
| Staff plan provision that is ‘irresistible’ and provokes ‘awe and wonder’ in the children  |  |  |  |  |
| Staff encourage children’s natural curiosity, their investigations, exploration, creativity, thinking and problem solving |  |  |  |  |
| Staff use observation to ‘tune in’ to children’s play and respond appropriately, maximising ‘teachable moments’ in children’s STEM learning  |  |  |  |  |
| Staff plan developmentally appropriate focused STEM experiences to deepen children’s interest and understanding |  |  |  |  |
| Staff use everyday routines and real-life opportunities to support children’s STEM learning and development  |  |  |  |  |
| Staff model and reinforce STEM vocabulary in children’s play and through incidental and planned activities  |  |  |  |  |
| Staff use open-ended questioning and sustained shared thinking to maximise STEM learning  |  |  |  |  |
| Staff promote a positive attitude towards STEM and encourage all children to enjoy an involvement in STEM activities |  |  |  |  |
| All staff promote gender diversity across the setting, and with parents, and are proactive in challenging gender inequality |  |  |  |  |
| Priority is given to the STEM approach when planning an early years’ curriculum |  |  |  |  |
| Staff reflect and represent their families and the local community when planning STEM opportunities and experiences  |  |  |  |  |
| Staff plan an environment where STEM experiences are in context e.g. preparing snack, using money in role play etc. |  |  |  |  |
| Staff actively promote parental understanding of ways to support children’s STEM learning and development at home |  |  |  |  |

| **Resources**  |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Investigation of STEM is encouraged through a diverse range of open-ended resources and experiences, both indoors and outdoors |  |  |  |  |
| There is a balance between authentic, natural and commercially produced resources to support STEM exploration |  |  |  |  |
| The outdoor environment complements and extends the STEM learning indoors |  |  |  |  |
| The STEM resources are well-organised and easily accessible for all children |  |  |  |  |
| Opportunities for reading and mark making linked to STEM activities are promoted  |  |  |  |  |
| Books which support a range of STEM concepts are provided throughout the learning environment, as well as within the book area |  |  |  |  |

| **Displays**  |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Interactive displays are used to promote children’s exploration and curiosity of STEM |  |  |  |  |
| Displays celebrate children’s achievements in STEM and support further learning  |  |  |  |  |
| Children have opportunities to display their own STEM learning  |  |  |  |  |

| **Personal development** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Staff are aware of their training needs for STEM and focused CPD opportunities are provided |  |  |  |  |

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