**Audit to support practice and provision for New Managers**

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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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| 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* |

**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 |

| **Leadership and management** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Do you have access to **“Early Years Inspection Handbook for Ofsted-registered provision.”**Inspectors will use all their evidence to evaluate what it is like to be a child in the provision. They will make their judgements about a provider’s overall effectiveness, considering the four judgements. Outstanding, Good, Requires Improvement, InadequateThis will also include: - • A judgement into the effectiveness of safeguarding arrangements for children• The extent to which leaders and providers plan, design and implement the EYFS curriculum. • The effectiveness of leadership and management in evaluating practice and securing continuous development that improves children’s education. |  |  |  |  |
| Have you completed a Welfare requirement checklist (LISEY3)?  |  |  |  |  |
| Vision* Do you have a clear and ambitious vision for your setting that is shared with all staff?
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| Managers network meetings* Do you attend the Manager network meetings?
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| Support for staff* Who completes supervision for the manager?
* Do you monitor staff wellbeing and their workload?
* Do the staff complete peer observations?
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| Improvement Planning * Do you have an accurate view of the quality of your provision?
* Do you use audits to support this including the audits on Westmorland and Furness Early Years website?
* Do you know what improvements need to be made?
* Is this documented?
* Is this shared with staff and governance?
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| **Personal development** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Key Person * Do settling in procedures for new children meet individual requirements?
* Do you have a well-established key person system?
* Do all parents know who their child’s key person is?
* Do staff make themselves available to talk to parents at handover times?
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| Healthy and Wellbeing * Does your setting promote a healthy diet?
* Do staff ensure that all snacks and meals provided are healthy?
* Do staff raise parents/carers awareness and understanding of healthy food choices?
* Do staff support parents/carers to provide healthy lunch boxes?
* Do staff sit with children during snack/mealtimes?
* Do staff model healthy eating with children?
* Does your setting promote physical activities?
* Do staff support children to take appropriate risks and challenges as they play indoors and outdoors?
* Do staff effectively promote children’s confidence, resilience and independence?
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| British values* Do all staff understand and promote British Values?
* Do staff encourage turn-taking, sharing and collaborating e.g. introduce turn taking activities into circle time?
* Do staff encourage children during story/group times to share their opinions and encourage children to respect these views?
* Do staff support children to understand right from wrong – helping children to understand consequences?
* Do staff support children to follow expectations - for example, by creating these together to promote ownership?
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| **Quality of education** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Curriculum* Do you create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum?
* Do all staff know why they are doing what they are doing when delivering the curriculum?
* Do all staff have a good knowledge of child development?
* Do staff effectively plan for children’s interests, needs and next steps in learning?
* Does your curriculum reflect the children’s cultural capital?
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| Children’s progress and summative assessments* How do staff identify children’s starting points?
* How do staff know that children are making progress?
* Do you have an overview of children’s development across the setting and use this to support the staff?
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| Story time* Do staff read to the children in a way that excites and engages them, introducing new concepts and vocabulary?
* How and where are stories read to your children (small groups, 1:1, large groups)?
* Do staff ensure that all children, especially those that they know will not be read to at home, have a story every day?
* Do you have a lending library?
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| Communication and Language * Do staff share rhymes and songs every day, these can be linked to the curriculum and what the children are learning?
* Do staff encourage listening skills?
* Do staff teach children about rhyme and rhythm?
* Do staff share “Chat, Play Share” with parents/carers?
* How do you ensure that your parents/carers know the words for the rhymes and songs that you share in your setting?
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| Home learning* Are the ‘Time Together at Home’ documents used in the setting and ideas shared with parents/carers?
* Do staff share “What can I do today” with parents/carers?
* Do staff share ideas with parents/carers to support individual next steps?
* How is this done and is it effective?
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| SEND/SENCO* Has the setting SENCo attended ‘All our children’? When?
* Has the setting SENCo achieved the ‘Level 3 - Early Years SENCo Award’?
* Does your SENCo attend SENCo clusters?
* Has your SENCo attended Early Help training?
* Does your SENCo require bespoke SEN support from an Area SENCo to become familiar with Westmorland and Furness SENCo processes and procedures?
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| 2-year-old progress checks * Do staff complete the 2yr old progress checks?
* Do staff involve parents in this process?
* Are integrated two-year old checks completed when there are concerns?
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| Transition plans; links with feeder school* Are you familiar with the ‘Transition toolkit’ on the Westmorland and Furness Early Years website?
* Are your transitions with other providers or schools effective?
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| **Behaviour and attitudes** |
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| **Criteria** | **Emerging** | **Developing** | **Established** | **Comments / identified actions** |
| Consistent message on behaviour by all staff* Do all staff have high expectations for children’s behaviour and conduct?
* Do staff consistently help children to identify and manage their feelings and support them to relate to others?
* Do all staff fully understand the characteristics of effective learning?
* Are staff familiar with the “Supporting children with behaviour” document on the Westmorland and Furness Early Years website?
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| All staff model a positive and respectful culture* Do all staff demonstrate a positive and respectful culture to children, parents/carers and staff?
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| Attendance* Do staff work in partnership with parents/carers to promote children’s attendance?
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| **Further reading, references and websites** |
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| 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)SLA online <https://professionaldevelopment.westmorlandandfurness.gov.uk/>Cumbria Safeguarding Children Partnership <https://cumbriasafeguardingchildren.co.uk/>Foundation years website <https://foundationyears.org.uk/>Ofsted <https://www.gov.uk/government/organisations/ofsted> Guidance- Check early years qualifications Check early years qualifications - GOV.UK (www.gov.uk) |
| **Key Documents** Ofsted Early Years inspection handbook <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif> Early Years Foundation Stage statutory framework (EYFS)  <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> Development Matters  <https://www.gov.uk/government/publications/development-matters--2>Birth to 5 Matter  <https://birthto5matters.org.uk/download-or-buy-a-copy/> Resources for childminders, nursery leaders and pre-school practitioners. <https://help-for-early-years-providers.education.gov.uk/>What to Expect When <https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf> |

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