**Audit to support practice and provision for 0 -2 year olds**

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting name/address** |  | **Registration number** |  |
| **Current Ofsted Outcome** |  | **Date of completion** |  |

**People involved in completing this audit:**

|  |  |
| --- | --- |
| **Name** | **Role** |
|  |  |
|  |  |
|  |  |
|  |  |

**Further reading, references and websites**

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

Gerhardt, Sue. (2004) Why Love Matters: how affection shapes a baby’s brain. Routledge

Hope, S. (2007) A Nurturing Environment for Children up to Three. Islington.

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is abroad 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*

**Throughout the setting and when developing each area of provision consider how you are supporting the Characteristics of Effective Learning:**

**Playing and Exploring – A child will be**

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

**Active Learning – A child will be**

Being involved and concentrating

Keeping on trying

Enjoying achieving what they set out to do

**Creating and Thinking Critically – A child will be**

Having their own ideas

Making links

Choosing ways to do thing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Effectiveness of leadership and management** | | | | |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| There is a drive and commitment from all staff and leaders to continually improve and maintain the highest levels of achievement for all children |  |  |  |  |
| Do leaders and managers have an accurate view of the quality of their provision and know what to improve? |  |  |  |  |
| 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, support for observations* |  |  |  |  |
| Tracking data is analysed and used to drive change and development within the setting |  |  |  |  |
| Ongoing evaluation of practice and provision is embedded |  |  |  |  |
| 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.  Gaps identified between groups of children are closing |  |  |  |  |
| At least half of the staff have received training that specifically addresses the care of babies |  |  |  |  |
| In an under two-year-olds’ room, the member of staff in charge of that room, in the judgement of the provider, have suitable experience of working with under twos |  |  |  |  |
| The setting meet all safeguarding and welfare requirements as laid out in the Statutory framework.(LISEY 3 for PVI/CM providers) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality of teaching and learning and assessment** | | | | |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| Information is gathered from parents/carers on:   * *daily routines* * *nappy routines* * *comfort objects* * *likes/dislikes* * *people who are important to them*   and this information is used for settling in and ongoing work with the child |  |  |  |  |
| Children are encouraged to bring their comfort objects from home and staff use these to support the child as and when needed. Each child has their own space to store their comfort objects e.g. dummy, blanket, etc |  |  |  |  |
| There are informative displays for parents that promote children’s learning for example:   * *Photographs of children exploring with paint and glue linked to Early Years Outcomes (previously Development matters statements)* |  |  |  |  |
| Practitioners seek to engage parents/carers in their child’s learning by sharing knowledge of child development and suggesting activities to support early home learning (strategies in place for best outcomes for children, non-contact time) |  |  |  |  |
| Parents are able to access children’s information at all times |  |  |  |  |
| Effective Settling in policy in place:   * *Information is gathered from parents prior to starting the setting about individual routines, likes, dislikes, etc* * *Parents can stay with their child to settlle them in initially that will support a gradual induction into setting* * *The setting recognises that settling in is a process and that it might take a range of formats and timescales and individual children may need these different plans* |  |  |  |  |
| All children and families are warmly welcomed into the setting on a daily basis (arrivals and departures) |  |  |  |  |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| First contact is made with parents/carers prior to the child starting at your setting |  |  |  |  |
| Expectations and aspirations are shared with parents and carers |  |  |  |  |
| An effective key person system is in place and time is allocated for the key person to spend time getting to know the children, families and to provide emotional support for the children when needed |  |  |  |  |
| Practitioners are responsive to children’s play and maximise their learning opportunities |  |  |  |  |
| Staff make systematic observations and assessments of each child’s achievements, interests and learning styles |  |  |  |  |
| Staff use their knowledge of child development to enable them to use their observations to plan appropriate experiences for each child according individual needs |  |  |  |  |
| Practitioners are aware of what it means to be a baby/toddler. They demonstrate a good understanding of child development |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Personal development, behaviour and welfare** | | | | |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| Resources are high quality, available on the floor, appropriate height, include a variety of natural materials and offer open ended learning opportunities |  |  |  |  |
| Furniture is an appropriate size for 0-2 year olds, promotes independence as children are ready and adults effectively support children to make choices |  |  |  |  |
| Suitable space is provided for different kinds of experiences:   * *active* * *imaginary* * *sensory* * *messy* * *exploratory* * *fine/gross motor* * *natural materials* * *open ended resources* |  |  |  |  |
| Do practitioners support heuristic play? Do they plan regular heuristic play sessions? |  |  |  |  |
| 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, e.g. climbing, balancing, building, sensory, gardening, space to run, etc* |  |  |  |  |
| Does the environment support the children in managing risk? Are staff confident to support safe risk taking and encourage children to have a go? |  |  |  |  |
| Individual expression is encouraged through process rather than the end product. Adult’s support this through encouraging individual creativity and expression. Children’s individuality is evident in the setting. |  |  |  |  |
| Daily routines are used as learning opportunities and are flexible to meet needs of individual children. |  |  |  |  |
| Does the environment reflect the practitioner’s values and the importance of well being? |  |  |  |  |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| Background noise is kept to a minimum (TVs and radios turned off) |  |  |  |  |
| Is a home like atmosphere provided to allow children to make connections between home and the setting? |  |  |  |  |
| Do you have a cosy, soft, comfortable area for children to rest, sleep or just to be calm? |  |  |  |  |
| Do you have a range of good quality books suitable for their age and stage of development? |  |  |  |  |
| Do you sing songs and rhymes throughout the day? |  |  |  |  |
| Do you offer opportunities for developing fine motor skills in and outdoors? |  |  |  |  |
| Do you offer opportunities for developing gross motor skills in and outdoors? |  |  |  |  |
| Is the space uncluttered so that children can manoeuvre themselves and objects around the environment? |  |  |  |  |
| Care routines, nappy changing and using the potty are all carried out in a private and pleasant environment which is flexible to meet the child’s needs |  |  |  |  |
| Do you support children to ensure that they:   * *feel at ease* * *act spontaneously* * *are open to ideas* * *feel relaxed* * *show confidence and self-esteem* * *are in touch with own feelings and emotions* * *are encouraged to have a go and develop independence* |  |  |  |  |
| Positive behaviour strategies are embedded in everyday practice and staff are aware of developmentally appropriate expectations |  |  |  |  |
| How or what do you do to support the children to develop empathy for each other? |  |  |  |  |
| Do you provide calm, unhurried and sociable snack and meal times? Is this a homely experience where children are supported to enjoy their food and appreciate healthier choices? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcomes for children** | | | | |
|  | Emerging | Developing | Established | **Comments/ Identified actions** |
| Children are supported to develop the key skills needed for the next steps in their learning |  |  |  |  |
| Are children highly motivated and eager to join in? Do they consistently demonstrate the characteristics of effective learning? |  |  |  |  |
| Summative assessments are regularly completed |  |  |  |  |
| Children’s progress is evaluated to identify progress and to consider any gaps in their learning |  |  |  |  |