

# Improving quality for children

Quality improvement tool for Early Years Foundation Stage providers  
London Borough of Richmond upon Thames Early Years Foundation Stage best practice

## Part 2: Quality Improvement Audit Tool

Before using this audit tool please refer to Improving Quality for Children Part 1 - Guidance Notes and the Early Years Foundation Stage Pack, May 2008 which sets the requirements for learning, development and care for children from birth to five

<b>Name of setting:</b>	<b>Introduction to IQC:</b>
<b>Name of EYC:</b>	<b>Observation Visit:</b>
<b>Unique Reference No:</b>	<b>Joint Evaluation Meeting:</b>
	<b>Review:</b>
	<b>Last Ofsted Inspection Outcome:</b>

(P = policy and or procedure is required)

**Joint Rating:**

Section	1	2	3	4	5	6	7	8
RAG								

**Overall Rating:**



<b>1. Learning and development</b>		<b>Links to EYFS 1.1, 2.3, 3.3, 4.1, 4.2, 4.3, 4.4</b>				
<b>Securing high quality environments for play and learning</b>	<ul style="list-style-type: none"> <li>• Meeting and supporting each unique child</li> <li>• Supporting all areas of learning and development</li> </ul>	<b>Links to Ofsted SEF Section 3 &amp; 4</b>				
<p>Providers organise resources and activities imaginatively. The environment, both indoors and out, is organised flexibly and creatively so children can choose to access areas and resources offering different activities to extend their play and develop their independence. <b>Firm foundations</b></p> <p>The role of the practitioner or play worker is to support all children and young people in the creation of a space in which they can play. <b>Play work principles</b></p> <p>Even when it is pouring with rain the children go outside. They love the space and freedom. <b>Celebrating young children</b></p> <p>Whereas play may sometimes be enriched by the practitioner or play worker's participation, adults should always be sensitive to children's needs and never try to control a child's play as long as it remains within safe and acceptable boundaries. <b>Assumptions and values of play work</b></p> <p>Providers acknowledge the different ways in which babies and children learn, and be aware that learning is a process that cannot be rushed. <b>EYFS A Unique Child</b></p> <p>Providers provide flexible resources that can be used in many different ways to facilitate children's play and exploration. These might include lengths of plastic guttering, tubing and watering cans near the sand and water areas, lengths of fabric and clothes pegs in a box; large paintbrushes and buckets near the outside tap; boxes, clothes horses, old blankets and tablecloths to make dens and shelters. <b>EYFS learning and development</b></p>						
<b>Key statements: <i>How do you know? What is your evidence?</i></b>				<b>S</b>	<b>C</b>	<b>J</b>
1.1. The progress of children of different ages, developmental stages and interests is supported through the play and learning environment. (EYFS 1.1, 3.3)						
1.2. All the EYFS areas of learning and development are appropriately supported through the play and learning environment. (EYFS 3.2, 4.4)						
1.3. There are spaces for quiet reflection, where children can be alone when they wish.						
1.4. All areas of learning and development are supported by activities and provision both indoors and outdoors. (EYFS 4.4)						
1.5. Experiences are promoted to actively involve and extend children and are focused on the individual interests of the child.						
1.6. There is a balance of adult-led and freely chosen or child-initiated activities and it is appropriate. (EYFS 2.3, 4.1)						
1.7. Materials and resources are combined to challenge and inspire and children are allowed to combine materials in new ways.						
1.8. The provision ensures that every child is included. (EYFS 1.2, 3.2)						
1.9. All areas of provision are well used by children. (EYFS 3.3) All areas of provision are well resourced, labelled and are easily accessible so they can be used independently by the children.						
1.10. A self-registration system is in place to support children's sense of belonging.						
1.11. The provision has been changed in the last year to respond to the needs and interests of the children. (EYFS 3.1, 3.2) Children are encouraged to contribute to creating the environment.						
1.12. Areas of the provision are regularly maintained ensuring that they are well organised, well resourced and inviting.						
1.13. There are responsive and ongoing interactions with adults that support sustained shared thinking. (EYFS 2.3, 3.1)						
1.14. Children are able to extend their own learning in an enabling environment that offers free flow play indoors and outdoors.						

	S	C	J
1.15. All adults support and extend children's critical thinking and creativity by helping them to make connections in learning. (EYFS 4.3)			
1.16. Children are offered challenging experiences to practise and extend their skills and ideas; to reach their full potential and feel good about themselves.			
1.17. Children are able to use their home language in play and learning. The provision supports opportunities for all children to develop English. (EYFS 1.2)			
1.18. A display approach or policy is in place. Children and adults engage with displays. (EYFS 3.3) <sup>P</sup>			
1.19. The Behaviour Management Policy is effective and it is monitored and evaluated (EYFS 1.3, 2.1) <sup>P</sup>			
1.20. High quality materials and resources, including real, natural and recycled resources are used and presented in unique and creative ways.			
1.21. Children are able to work on a large scale with open-ended materials.			
1.22. Children learn to develop curiosity to explore their environment and the natural world.			
1.23. Children are able to respond to, explore and communicate ideas, feelings and preferences through art, music, dance, role play and imaginative play.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>	<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
Limited understanding and implementation of EYFS		Setting needs to improve staff understanding and implementation of EYFS		Good understanding and implementation EYFS	
Gaps in provision in the play and learning environment indoors or outside		Setting needs to provide more opportunities in the play and learning environments indoors and outside		Broad, rich and stimulating learning and play environment indoors and outside	
Over reliance on a narrow range of resources and learning experiences		Setting needs to develop and extend the range of resources and learning experiences		High quality resources and learning experiences, which are well maintained	
Limited opportunities for child-initiated play and learning; inappropriate balance with adult-led activities		Setting needs to develop more opportunities for child-initiated play and learning and address the imbalance between child-initiated and adult-directed activities		Child-initiated play and adult led learning are appropriate to the children's needs	
Ineffective interaction with children which support and develop thinking skills		Setting needs to develop staff skills in their interaction with children to support and develop communication and thinking skills		Good levels of interaction with children which develop sustained shared thinking	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

<b>2. Learning and development</b>		<b>Links to EYFS 1.1, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4</b>		
<b>Supporting progress, learning and transition</b>	<ul style="list-style-type: none"> <li>• <b>Planning</b></li> <li>• <b>The quality of the adult support for children’s play and learning experiences</b></li> <li>• <b>Assessment</b></li> </ul>	<b>Links to Ofsted SEF section 3 &amp; 4</b>		
<p>The pre-school team has developed a wide range of effective procedures, which enable staff, volunteers, parents and carers to know how the setting operates on a day-to-day basis. This includes how they offer appropriate support and help the children to bridge the gap between home and pre-school. <b>Firm foundations</b></p> <p>Practitioners plan the activities based on their detailed knowledge of the children’s individual capabilities and learning needs. They base the opportunities on what the children want to do, linking them to the EYFS development matters and helping them to build on earlier learning and transfer their skills. <b>Seeing steps in children’s learning</b></p> <p>Practitioners ‘observe children’s play and help children to join in if they find it hard to be included, but they watch and listen carefully before intervening’. <b>EYFS learning and development</b></p> <p>Play should empower children, affirm and support their right to make choices, discover their own solutions, to play and develop at their own pace and in their own way, <b>Assumptions and values of play work</b></p> <p>When providers are planning remember that children learn from everything, even things they haven’t planned for – such as snow. <b>EYFS enabling environments</b></p> <p>Providers who care for children over relatively short periods of time are responsible for delivering the EYFS in an appropriate way that meets the needs of the children. They should make sure that what they provide complements the education and care the child receives in other settings. <b>EYFS practice guidance</b></p> <p>Settings should communicate information which will secure continuity of experience for the child between settings. <b>EYFS practice guidance</b></p>				
<b>Key statements: <i>How do you know? What is your evidence?</i></b>		<b>S</b>	<b>C</b>	<b>J</b>
2.1	Staff plan for the EYFS six areas of learning and development, both indoors and outdoors. (EYFS 3.1, 4.4)			
2.2	All practitioners carry out regular spontaneous and planned observations which inform their planning. (EYFS 3.1, 4.1)			
2.3	Observations should include information on how children play in different areas of the provision at different times within the session: Child-initiated and adult-led activities; when children play on their own or in groups. (EYFS 3.1, 3.2, 4.1,)			
2.4	Practitioners use their observation to inform their planning on a day-to-day basis. The management monitor how this happens. (EYFS 3.1, 4.1)			
2.5	There is clear evidence that planned activities are based on individual needs. The effectiveness of planning is monitored. (EYFS 3.1)			
2.6	Children are allowed plenty of time to understand how things work through first hand experiences. Schedules and routines should flow with the child’s needs. (EYFS 1.1, 3.1, 4.2)			
2.7	Systems are in place for children to organise their own play and learning as they progress through the EYFS. (EYFS 3.1, 3.2, 3.3, 4.1)			
2.8	Children not making appropriate progress are identified. Appropriate support is implemented for these children. The management monitors how this is put in place. (EYFS 1.1, 1.2, 2.3, 3.4)			
2.9	During play adults listen to and talk with children supporting them in extending their communication, vocabulary, comprehension and learning. (EYFS 2.3, 4.3)			
2.10	Adults are confident in using observations to support assessment and planning, and the planning effectively supports each unique child’s progress and development. (EYFS 1.1, 2.3, 3.1)			
2.11	All staff members know what the age-related expectations in development matters are for the children in the setting. (EYFS 1.1)			
		<b>S</b>	<b>C</b>	<b>J</b>

2.12	Parents are involved in the on-going observation and assessment process. (EYFS 2.4, 3.1, 2.2)			
2.13	All adults have a clear view of their role and responsibilities in supporting children's play and learning. (EYFS 2.3, 3.1, 4.2)			
2.14	All staff are clear as to what data is collected about individual children and its purpose. (EYFS 3.1)			
2.15	All adults who interact with a child are enabled to contribute to the assessment of that child's progress. (EYFS 3.1)			
2.16	There is consistency in the understanding of assessment criteria. Assessments between adults are consistent. (EYFS 3.1)			
2.17	Contact has been established with other settings attended by the child across the EYFS. (EYFS 3.4)			
2.18	Contact is made with all settings; those children come from and those they go to when they leave your provision. (EYFS 3.4)			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
Ineffective observation and planning systems in place		Setting needs to put in place a more effective system for observation assessment and planning		Robust observation, planning and assessment systems are in place	
Limited information shared with other professionals caring for children across a day		Setting needs to share more information with other professionals caring for children across the day		Information shared with other professionals as required	
Insufficient information sharing with parents around transition		Setting should share more information with parents around transition		Key persons complete their key children's EYFS transfer summary, at all points of transition (where applicable) and information shared with parents	
Insufficient information sharing when children move from room to room		Setting needs to be more effective in sharing information when children move from room to room			
Ineffective procedures to support children at times of transition		Setting would benefit from more effective procedures to support children at times of transition			
Insufficient information is included on the EYFS transfer summary at end of academic year (where applicable)		More relevant information needs to be included on the EYFS transfer summary at the end of academic year (where applicable)		Good procedures are in place to support children at points of transition The EYFS transfer summary is well written, accurate and based on observations (where applicable)	
Limited contributions from children and parents to child's portfolios		Setting needs to include more contributions from children and parents in child's portfolio		Children and parents contribute to child's portfolios	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

<p><b>3. Welfare</b> All settings have a legal obligation to comply with these requirements. Non-compliance could result in an inadequate outcome at inspection.</p>	<p>Links to EYFS 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3</p>				
<p>How well do you and any assistants or staff ensure that these statutory requirements are met? Safeguarding and promoting children’s welfare (Ref: Statutory framework for EYFS pages 22 to 28)</p>					
<p><b>A. Safeguarding, child protection and promoting children’s welfare</b></p>					
<p>The provider must take necessary steps to safeguard and promote the welfare of children in the setting.</p>					
<p>All practitioners should have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedures appropriately. Policies should be in line with LSCB local guidance and procedures. <b>EYFS statutory framework</b></p>					
<p>Practitioners quickly learn the names that are unfamiliar to them and pronounce them the way the parents or carers do, and have learnt some words in the children’s home languages. <b>Celebrating cultural diversity</b></p>					
<p>Children enjoy food from many different countries. They are actively involved in aspects of the preparation, for example as they cut up vegetables which are made into a stir-fry for their tea. The cook can sit with them at meal times, and explain to them what the unfamiliar ingredients are. The children then enjoy a wide range of unusual dishes, and they are encouraged to learn about healthy diet. <b>Firm foundations</b></p>					
<p><b>Safeguarding: (Ref: Statutory framework for EYFS page 22)</b></p>			<b>S</b>	<b>C</b>	<b>J</b>
<p>3A.1 Written child protection or safeguarding policy and procedures (including allegations against members of staff or family) that relate to the London Safeguarding Board’s guidance are up-to-date, reviewed regularly and familiar to all staff members. <sup>P</sup></p>					
<p>3A.2 Setting has contact details and procedures for contacting the local authority’s Initial Response Team. <sup>P</sup></p>					
<p>3A.3 Setting has a designated lead safeguarding person, who has attended and updates relevant training, cascades information to staff team and monitors effectiveness of policy and procedure.</p>					
<p>3A.4 Everyone has access to a copy of the booklet ‘What to do if you are worried a child is being abused’ and understands the required procedures. <sup>P</sup></p>					
<p>3A.5 Manager has copies of up-to-date safeguarding training and certificates, and training is updated as gaps in knowledge are identified.</p>					
<p>3A.6 CAF training attended, understood and cascaded.</p>					
<p><b>Information and complaints: (Ref: Statutory framework for EYFS page 23 and 24)</b></p>					
<p>3A.7 Procedures for sharing information with parents are in place (to extend partnership to support children’s learning at home)</p>					
<p>3A.8 Admissions policy (settings) is up-to-date and inclusive. <sup>P</sup></p>					
<p>3A.9 Complaints procedure that includes Ofsted details are up-to-date. <sup>P</sup></p>					
<p>3A.10 Complaints record is in place.</p>					
<p>3A.11 Written ‘uncollected child’ policy and procedures are up-to-date, reviewed regularly and are familiar to all staff members. <sup>P</sup></p>					
<p>3A.12 Written missing child policy and procedures are up-to-date. <sup>P</sup></p>					
<p>3A.13 Parents and carers emergency contact details are kept up-to-date.</p>					
<p>3A.14 Children’s details or records are accurately completed and up-to-date.</p>					
<p>3A.15 Children’s special health requirements are known to all staff and effective procedures are in place.</p>					
<p>3A.16 Children’s dietary requirements, preferences and food allergies are known to all staff and effective procedures are in place. <sup>P</sup></p>					

3A.17	Written consent from parents for children to receive emergency medical treatment has been given.			
3A.18	A written risk assessment has been completed (inside, outside and outings) that clearly states when it was carried out, by whom, date of the review and any action taken following a review or incident.			
3A.19	Attendance register (accurate and consistent daily hours of children's attendance – arrival and collection times) is completed on the child's arrival and departure by a member of staff.			
3A.20	Written agreement contracts regarding child collection are signed.			
3A.21	Prior written parental permission for outings is gained.			
3A.22	Written risk assessments for each type of visit or specific activity (such as swimming) are carried out.			
3A.23	Vehicle details and insurance are complete.			
3A.24	Public liability insurance is held and kept up-to-date. Public liability insurer is informed of any accidents or incidents.			
<b>Equality of opportunity: page 25</b>				
3A.25	A written equal opportunities policy is complete. <sup>P</sup>			
3A.26	A written special needs policy (including named SENCo) is complete. <sup>P</sup>			
<b>The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.</b>				
<b>Medicines: (Ref: Statutory framework for EYFS page 26)</b>				
3A.27	Medication policy and procedure (including non-prescribed medication) is in place and appropriately completed. <sup>P</sup>			
3A.28	Medications records book is available and appropriately completed.			
3A.29	Information on any child with medical conditions is provided and updated regularly with parents and/or carers.			
3A.30	Specific training for any child with medical condition(s) is undertaken and a care plan is implemented.			
3A.31	Prior written parental consent for administering medication (prescribed and non-prescribed) has been given.			
<b>Illness and injuries: (Ref: Statutory framework for EYFS page 26)</b>				
3A.32	There must be at least one member of staff on the premises or on outings with a current paediatric first aid training and certificate.			
3A.33	Accident record and procedure is available. <sup>P</sup>			
3A.34	First aid box (with appropriate contents) is provided and replenished regularly.			
3A.35	A written sick and infectious child policy and procedure (exclusion) is completed. <sup>P</sup>			
3A.36	Pet care policy (if required) is completed. <sup>P</sup>			
3A.37	A list of notifiable disease information (Health Protection Agency, HPA) is available.			
<b>Food and drink: (Ref: Statutory framework for EYFS page 27)</b>		<b>S</b>	<b>C</b>	<b>J</b>
3A.38	Food hygiene course and certificate (main food handler) is completed.			
3A.39	Setting is registered with Richmond Council's Environmental Health, phone: 020 8891 7994.			
3A.40	Records of any dietary needs of children are kept available and are known to all staff members.			
<b>Smoking: (Ref: Statutory framework for EYFS page 27)</b>				
3A.41	No smoking policy is in place and appropriate signage visible. <sup>P</sup>			

<b>Safeguarding and promoting children's welfare (Ref: Statutory framework for EYFS pages 22 to 28)</b>			
<b>Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.</b>			
<b>Behaviour management: (Ref: Statutory framework for EYFS page 28)</b>			
3A.42	Effective behaviour management policy (to include anti-bullying and empowering children to keep themselves safe.) is complete. <sup>P</sup>		
3A.43	Physical intervention policy is available. <sup>P</sup>		
3A.44	Named person for behaviour management (settings) has been assigned, has attended relevant training and has cascaded information to staff team.		
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>	

<b>B Suitable people (Ref: Statutory framework for EYFS pages 29 to 32)</b>		<b>S</b>	<b>C</b>	<b>J</b>
Providers other than childminders must have effective systems in place to ensure that practitioners and other people aged 16 or over likely to have regular contact with children (including those living or working on the premises) are suitable to do so. (In the case of childminders, Ofsted is responsible for checking the suitability of all those aged 16 or over living or working on the premises.)				
<b>EYFS statutory framework</b>				
<b>Adults looking after children, or having unsupervised access to them, must be suitable to do so.</b>				
3B.1	Current legal requirements for staff checks, Independent Safeguarding Authority (ISA) registration and robust recruiting systems are in place. Employees involved in the recruitment of staff to work with children have received training as part of the 'safer recruitment training' programme.			
3B.2	A record of checks and suitability decision undertaken on all staff-assistants is kept.			
3B.3	Changes to household members and assistants are notified to Ofsted.			
3B.4	People who have not been checked do not have unsupervised contact with children.			
3B.5	Notice is given to Ofsted of any changes (in advance where possible) (Ref: Statutory framework for EYFS see page 30 for list).			
<b>Adults looking after children must have appropriate qualifications, training, skills and knowledge: (Ref: Statutory framework for EYFS page 31)</b>				
3B.6	For childminders, records of paediatric first aid and introduction to childminding practice courses are kept.			
3B.7	All staff and managers have a relevant qualification that meets current legal requirements.			
3B.8	Additional continued professional development is promoted for all staff.			
3B.9	There is an induction programme for all staff (settings) and assistants (CMs).			
3B.10	There are regular appraisals for all staff (settings). There is an induction process for all practitioners and visitors which include familiarisation with child protection policies and procedures.			
<b>Staffing arrangements must be organised to ensure safety and to meet the needs of the children: (Ref: Statutory framework for EYFS page 32)</b>				
3B.11	Providers meet the requirements for adult: child ratios as set out in Appendix 2 of EYFS Statutory Requirements (page 49)			

3B.12	Children are supervised at all times and staff are appropriately deployed to meet the individual needs of all children.			
3B.13	There is a named deputy (settings).			
3B.14	Emergency care arrangements are in place in the event of a child not being collected.			
3B.15	Arrangements for staff absences and emergencies are in place.			
3B.16	Staff, volunteers or students under 17 are not counted in ratios.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>C. Suitable premises, environment and equipment (Ref: Statutory framework for EYFS pages 33 to 36)</b>		<b>S</b>	<b>C</b>	<b>J</b>
<p>It is essential that children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. Providers need to ensure that, as well as conducting a formal risk assessment, they constantly reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times. <b>EYFS statutory framework</b></p> <p>Settings provide opportunities for children to explore, play and learn in a safe and secure environment, remembering that children's mobility and movement are important for their development. <b>EYFS A Unique Child</b></p> <p>Provision should be made (space or partitioned area) for children who wish to relax, play quietly or sleep, equipped with appropriate furniture. This may be converted from normal play space providing children can rest and/or sleep safely without disturbance. Each child should have their own bed linen, flannel, and hairbrush if they are used (these may be provided by parents or providers). Sleeping children should be frequently checked. <b>EYFS statutory framework</b></p>				
<b>Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose: (Ref: Statutory framework for EYFS page 33)</b>				
3C.1	Risk assessment records inside and outdoor and for every type of specific activity (such as swimming, tumble tots) are regularly reviewed.			
3C.2	A health and hygiene policy is in place and procedures followed. <sup>P</sup>			
<b>Premises: (Ref: Statutory framework for EYFS pages 34 to 36)</b>				
3C.3	Ofsted are notified of any changes to the premises. (Ref: Statutory framework for EYFS p34)			
3C.4	An emergency evacuation procedure (written record) is in place. <sup>Procedure</sup>			
3C.5	Records of practised fire drill or evacuation are kept.			
3C.6	Smoke alarms, fire alarms, fire blankets and carbon monoxide detectors are in place.			
3C.7	Sole use of premises during hours of operations (settings) is confirmed.			
3C.8	Current public liability insurance is in place.			
3C.9	Children have access to an outdoor play area each day.			
3C.10	Appropriate sleep provision is available that meets the needs of individual children. (EYFS Statuary Framework page. 35)			
3C.11	There is a separate baby area for children under 2 (after the age of 18 months these children may be transferred to older group).			
3C.12	An adequately equipped food area is available to provide healthy snacks, meals and drinks (Ref page 20 3A.40).			
3C.13	Meal and snack times promote children independence and social interaction. (e.g. rolling snack)			

3C.14	There are suitable facilities for preparation of baby feeds.			
3C.15	There is one toilet and one hand basin for every 10 children.			
3C.16	Suitable hygienic nappy changing facilities are available and schedules support individual needs of the children(Ref page 20 3A.40).			
3C.17	There is an area where confidential information and records are kept.			
3C.18	There is a staff room or area for breaks away from children (settings).			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>D. Organisation</b> (Ref: Statutory framework for EYFS page 37)				<b>S</b>	<b>C</b>	<b>J</b>	
Listen carefully to what children tell you and act on non-verbal signals from them, especially from children who are unable to voice their anxieties. Always take action to follow up any concerns, even if these prove to be groundless. <b>EYFS A Unique Child</b>							
<b>Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs: (Ref: Statutory framework for EYFS page 37)</b>							
3D.1	There is an assigned key person for individual children (settings and childminders working together) and the key person approach is followed.						
3D.2	Assistants are used (Ofsted have been informed and checks have been carried out - childminders).						
3D.3	Equality and inclusion is practised.						
3D.4	Observation, assessment and planning records (starting points for children and next steps of learning and development) are kept.						
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>					

<b>E. Documentation</b> (Ref: Statutory framework for EYFS page 38)				<b>S</b>	<b>C</b>	<b>J</b>	
<b>Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children (Ref: Statutory framework for EYFS page 38)</b>							
3E.1	Children's records; full name, date of birth, name and address of each parent and emergency contact details are kept.						
3E.2	Census information for the local authority (where children are receiving free entitlement to early years - NEG ) is kept.						
<b>Providers records (Ref: Statutory framework for EYFS page 40)</b>							
3E.3	Certificate of registration is displayed.						
3E.4	Attendance registers for children (hours, days and names of key people) are maintained.						
3E.5	Risk assessments records are kept.						
3E.6	Name, address and telephone number of all people working or living on the premises are kept.						
3E.7	Records must be easily accessible and available for inspection by Ofsted (on the premises for inspections).						

3E.8	Settings are registered with the ICO and records ensure that they comply with the Data Protection Act <a href="http://www.ico.gov.uk">www.ico.gov.uk</a>	Phone: 01625 545740		
3E.9	Records are kept for a reasonable time after a child has left setting (Three years).			
3E.10	There is a confidentiality policy in place and this includes staff agreements.			
3E.11	Privacy notice are issued to parents.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

Safeguarding and promoting children's welfare, suitable people, suitable premises, environment and equipment, organisation, documentation				
Red Urgent- Actions for Development		Amber Some Actions for Development		Green Development towards Outstanding
Not being met		Welfare requirements met with inconsistencies		Welfare requirements met
Negative impact on children's care, learning and development				
There are significant weaknesses in practice that will potentially have a negative impact on children's welfare.				
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>	

**Childcare Register** Are you registered on the compulsory and/or voluntary parts of the Childcare Register?

	Registered? Yes or No	Number of children registered for
Compulsory part of the Childcare Register		
Voluntary part of the Childcare Register		

Current occupancy	
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**This section does not replace the statutory Framework for the Early Foundation Stage which sets out your legal requirements relating to welfare.**

4. Leadership and management		Links to EYFS 2.4		
Strengthening leadership for learning	<ul style="list-style-type: none"> <li>• Legal framework</li> <li>• Planning for improvement</li> <li>• Leading learning</li> </ul>	Links to Ofsted SEF Section 5		
<p>The nursery has a clear management structure and all senior members of staff have defined roles and responsibilities. New staff, including those working towards a childcare qualification, receive support meetings to discuss strengths and areas to improve. Induction procedures are well established and daily discussions ensure these staff are fully informed, included and valued. Systems are well developed to evaluate and monitor staff performance and development, and the effect the nursery programme has on children's progress. This ensures the nursery fulfils its vision to provide high quality standards of care for children and provides maximum learning opportunities. <b>Firm foundations</b></p> <p>It is vitally important that early years provision is of consistently high standard and that providers continually look for ways to improve the quality of the learning, development and care they offer. <b>EYFS Practice Guidance</b></p> <p>In a continuously improving setting, the leader will employ a whole setting approach, support collaborative working and the collective identification and clear expression of pedagogical objectives related to the EYFS framework that promote achievement for all children. <b>EYFS Practice Guidance</b></p>				
<b>Key statements: <i>How do you know? What is your evidence?</i></b>		<b>S</b>	<b>C</b>	<b>J</b>
4.1. The ratio of qualified staff matches the legal requirements for the age and number of children in the setting. (ref: Statutory Framework for EYFS p31-32)				
4.2. The setting has a staff member who holds with qualified teacher status (QTS) or early years professional status (EYPS). This role supports quality in the setting.				
4.3. The setting is using the CWDC audit tool to ensure that current legal requirements for staff qualifications are being met. (ref: Statutory Framework for EYFS p31-32)				
4.4. All staff are appropriately trained for and confident with the EYFS. (ref: Statutory Framework for EYFS p31)				
4.5. All children are assigned a key person. The key person has the support and knowledge to carry out this role. (EYFS 2.4)				
4.6. Home visits provide an opportunity to gather information that will enable the setting to plan relevant, meaningful and respectful learning experiences for each child. (EYFS 1.1; 2.1.)				
4.7. The current development plan for the setting is based on an audit of current practice and needs. It sets out a clear vision. (ref: Practice Guidance for EYFS p9)				
4.8. The development plan sets out clearly and effectively through goals and objectives, next steps and identifies timescales and evaluation procedures. There is a designated person who has responsibility for taking this forward. (ref: Practice Guidance for EYFS p9)				
4.9. All relevant people are involved in creating and monitoring the development plan. (ref: Practice Guidance for EYFS p9)				
4.10. Leadership and management support current government legislation and new initiatives. (ref: Practice Guidance for EYFS p8 1.26)				
4.11. The allocation of resources and staff matches the priorities as identified in the development plan. (ref: Practice Guidance for EYFS p9)				
4.12. The managers and leaders of the setting know what the quality of planning, learning and teaching is. (ref: Statutory Framework for EYFS p31, 37)				
4.13. There is an effective system for monitoring the quality and effectiveness of planning, learning and teaching. (ref: Practice Guidance for EYFS p8 1.26)				
4.14. Planning is consistent with the EYFS. It matches the needs of the children in the setting. (EYFS 1.1,1.2, 2.3,3.1,3.2,3.3)				
4.15. Regular staff meetings are held where practitioners share information, their observations, plan for children's individual needs.				
4.16. The time and venue of staff meetings is rotated to ensure all practitioners can attend on a regular basis.				
4.17. Meetings have an agenda and minutes are taken and are available to all staff. Standing agenda items to include: Child protection, SEN and complaints.				

4.18. Handover time is planned for part-time staff and job share practitioners. (ref: Statutory Framework for EYFS p32)			
4.19. Planning is shared with any adults not involved in the initial planning, so that they understand the aims and purpose of the activities. (EYFS 2.2)			
4.20. Planning matches the needs of the children in the setting. All children are appropriately supported, stretched and challenged. (EYFS 3.1,3.2,3.3,4.1,4.2,4.3)			
4.21. Adults are appropriately deployed to support learning. They have the appropriate training and skills to carry out their roles. The work of all adults is monitored. (ref: Practice Guidance for EYFS p9) (ref: Statutory Framework for EYFS p32)			
4.22. When giving tours of the setting information is shared with parents or carers about how children learn in the EYFS. (EYFS 2.2)			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>	<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
Ineffective management structure for strengthening leadership for learning		Management structure needs to develop its effectiveness for strengthening leadership for learning		Effective management structure in place for strengthening leadership for learning	
Induction process is limited and staff appraisals lack structure		Management team would benefit from developing and improving induction process and providing a more structured system of staff appraisal		Detailed induction process in place and staff appraisals are well structured and progressive	
Probationary period in place		Management team should review and improve requirements relating to probationary period		Probationary period in place and regular reviews carried out	
Minimal evidence of reflective practice		Management team needs to support staff in reflecting on their practice		Reflective practice evident	
Infrequent and effective staff meetings		Management team needs to ensure that staff meetings are effective and scheduled on a regular basis		Regular staff meetings with agenda and minutes	
Inconsistencies in staff deployment and team working		Manager needs to monitor staff deployment and promote team working.		Good staff deployment and team working	
Some regular staff but setting is frequently supported by agency staff		Management team needs to review staffing to address the issues relating to staff retention		Regular and well established staff team in place	
Key person approach not in place.		Management team need to ensure that key person approach is implemented effectively by the who staff team		An effective key person approach is in place Professional and positive ethos Manager mentors and supports staff to fulfil their roles and responsibilities	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

5. Leadership and management		Links to the EYFS		
Developing practitioner learning	<ul style="list-style-type: none"> <li>• Staff confidence and ability</li> <li>• Training and continuing professional development (CPD)</li> </ul>	Links to Ofsted SEF Section 5		
<p>Effective practice in early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. Practitioners develop, demonstrate and continuously improve their relationships with both children and adults. <b>KEEP</b></p> <p>Through initial and on-going training and development, practitioners need to develop, demonstrate and continuously improve their practice in meeting all children's needs, learning styles and interests. <b>KEEP</b></p> <p>A continuously improving setting will have well-qualified and experienced staff who are committed to the development of sustained shared thinking. They will be offering encouragement, clarify ideas and ask open questions to support and extend children's thinking and help them make connections in learning – while ensuring a balance of adult-led and child-initiated activities. <b>EYFS practice guidance</b></p> <p>The prime focus and essence of play work is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.</p> <p><b>Play work principles</b></p>				
<b>Key statements: <i>How do you know? What is your evidence?</i></b>		<b>S</b>	<b>C</b>	<b>J</b>
5.1. Key people understand child development so that they can identify key progress and next steps. (EYFS 1.1, 1.2, 1.3, 1.4)				
5.2. All adults have a clear view of their role and responsibilities in supporting children's play and learning. Job descriptions are in place. (EYFS 3.2, 3.4, 4.1, 4.2, 4.3, 4.4) (ref: Statutory Framework for EYFS p31)				
5.3. All adults are confident in supporting children's development and challenging their play and learning. (EYFS 1.1, 1.2, 2.3, 4.1, 4.2)				
5.4. All staff share their enthusiasm and individual skills with children and colleagues, for example, with gardening. (EYFS 2.1)				
5.5. There is a regular audit of staff training and development needs. (EYFS 2.1) (ref: Statutory Framework for EYFS p31)				
5.6. The training and development needs of all staff are identified and met through appraisals and regular reviewing of performance. (EYFS 2.1) (ref: Statutory Framework for EYFS p31)				
5.7. All staff regularly attend training through the local authority early years training programme, and other forums such as network meetings, cluster groups. (ref: Statutory Framework for EYFS p31) (ref: Practice Guidance for EYFS p31)				
5.8. Continuing professional development (CPD) is planned to respond to the identified strengths and weaknesses of the setting. (ref: Statutory Framework for EYFS p31)				
5.9. The CPD needs of the individual practitioner are balanced with curriculum development priorities. (ref: Statutory Framework for EYFS p31)				
5.10. CPD is provided in a variety of ways to meet the differing needs and learning styles of staff. (ref: Statutory Framework for EYFS p31)				
5.11. Attendance at training is cascaded and its impact on practice is monitored. (ref: Practice Guidance for EYFS p9)				
5.12. CPD links to performance management. (ref: Statutory Framework for EYFS p31) (ref: Practice Guidance for EYFS p8 & 9)				
5.13. The setting demonstrates that sufficient staff are on a qualification route that will meet future statutory requirements and allow for succession planning. (ref: Practice Guidance for EYFS p49-51)				
5.14. There is an internal training programme to make sure staff and volunteers are able to recognise signs and symptoms of abuse and neglect.				
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
Staff attend limited training in response to EYC's recommendations		Management team should provide more opportunities for staff to attend training in response to EYC's recommendations		Regular INSET days in place for staff development	
Insufficient evidence of effectiveness in designated areas of responsibility		Management team needs to provide staff with appropriate support to fulfil their designated responsibilities		Staff have designated areas of responsibility and regularly update their training	
Ineffective use of materials and resources to develop practice		Management team should support staff in the effective use of materials and resources to develop practice		Staff make good use of materials and resources to develop practice	
Insufficient evidence of impact of training		Management team needs to implement systems to measure the impact of training on practice		Evidence of impact of training	
Limited take-up for gaining additional qualifications and CPD		Management team should ensure staff are offered a range of routes to gain additional qualifications and CPD		Good take-up for CPD	
Manager offers limited support for staff CPD		Manager needs to better support CPD for staff		Manager and staff identify CPD	
Barriers to staff accessing ICT		Management team needs to identify and address barriers to accessing ICT		Staff accessing ICT	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

<b>6. Leadership and management</b>		Links to EYFS 1.2, 2.2, 3.4				
Facilitating partnerships for learning	<ul style="list-style-type: none"> <li>• Developing a learning culture</li> <li>• Collaborating beyond the setting</li> </ul>	Links to Ofsted SEF Section 5				
Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners. <b>EYFS positive relationships</b>						
Parents and practitioners have a lot to learn from each other. This can help them to support and extend children's learning and development. <b>EYFS positive relationships</b>						
Parents and professionals work together to identify what is necessary for each child at any particular time. <b>EYFS enabling environments</b>						
Settings combine the knowledge, skills and expertise of parents, staff members and of the multi-disciplinary team to support children's learning and progress. <b>EYFS enabling environments</b>						
<b>Key statements: <i>How do you know? What is your evidence?</i></b>				<b>S</b>	<b>C</b>	<b>J</b>
6.1. Parents and/or carers have frequent and confidential times together with their child's key person to talk about the child's progress.						
6.2. A variety of methods are used to gain the views of parents on the quality of information they receive about their child's progress and the process by which that information is shared.						
6.3. Parents and/or carers contribute information on specific concerns about a child's learning. Parents or carers have a variety of ways to become involved on a regular basis.						
6.4. Children, parents and/or carers and staff work together to repeat and extend children's understanding.						
6.5. The setting explains its approaches to supporting the play and learning of young children with parents and/or carers (for example, how the development of oral language and phonological awareness is supported). Information for parents or carers about the EYFS care and learning is available at all times.						
6.6. Parents are provided with family information service (FIS) contact details, so they can freely access information relating to early years care and education.						
6.7. Documents used for planning the EYFS are shared with parents and/or carers at curriculum information meetings.						
6.8. Displays inform parents and/or carers about the diverse ways in which children engage in play across the curriculum. (EYFS 2.2, 4.3)						
6.9. Displays and information about the EYFS learning and development are updated regularly with current children's photographs and are used to inform parents and/or carers about current developments.						
6.10. Parents and/or carers are invited to share artefacts and talk about their cultural festival and ethnic background. (EYFS 2.2, 3.2, 4.1, 4.3)						
6.11. Parents and/or carers understand that learning is about exploration and discovery not a finished product. (EYFS 3.4, 4.2, 4.3)						
6.12. Parents and/or carers plan with the child's key person arrangements for settling their child into the setting. This will be planned to meet the individual needs of the child. (EYFS 2.4, 3.4)						
6.13. When new resources are introduced into the setting as a result of training the information or identified need, resource and ideas are shared with parents and/or carers.						
6.14. Practitioners act as advocates for play when engaging with adult-led agendas. (EYFS 4.1)						
<b>Other settings</b> (EYFS 3.4)				<b>S</b>	<b>C</b>	<b>J</b>
6.15. Information is shared between all practitioners who work with a child, both within the setting and between settings. (EYFS 1.4, 2.4, 3.4)						
6.16. Learning is consistent and complementary for a child accessing provision in more than one setting across a week. (EYFS 3.4)						
6.17. Children are appropriately prepared for points of transition (for example home to setting, setting to school). (EYFS 3.4)						

6.18. Good practice and CPD opportunities are investigated and shared with other settings. (EYFS 3.4)			
<b>Other agencies</b> (EYFS 3.4)	<b>S</b>	<b>C</b>	<b>J</b>
6.19. Other agencies are involved to support children (and their families) when concerns about children's progress are identified. (EYFS 3.2, 3.4)			
6.20. The impact of this collaboration with other agencies is monitored. (EYFS 3.4)			
6.21. Parents and/or carers have an understanding of the responsibility of the setting, its staff, service providers and volunteers for safeguarding by setting out its obligations in the Child Protection policy.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>	<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
Insufficient information sharing with parents		Management team should improve and extend ways of sharing information with parents		Good information sharing with parents and wide range of other professionals	
Insufficient evidence of partnership with parents		Management team needs to provide more evidence of partnership with parents		A range of evidence to show effective partnership with parents	
Ineffective engagement with other professionals		Management team should develop their engagement with other professionals		Regular engagement with other professionals	
Setting has not been proactive in accessing advice and support to keep up to date with current practice		Management team should be more proactive in seeking advice and support to keep up to date with current practice		Proactive and responsive to advice and support. Seeks out professional dialogue and shares information to keep up to date with current practice	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

<b>7. Leadership and management</b>			
<b>Sustainability and continuous improvement</b>		<b>Links to Ofsted SEF section 5 &amp; 6</b>	
<p>Leaders have a clear sense of purpose, an ambition for excellence, and a clear vision for the future of the setting. This is supported by clear plans for its development and improvement for children. Early Years Leading to Excellence</p> <p>Regular planning is essential to ensure that the setting can continue to operate and can develop its activities if desired, and also to help anticipate opportunities and potential problems. Finance in Early Years Settings PLA</p> <p>All businesses will aim to have sufficient money in the bank to cover expenses as they become due. This money is known as the reserves. A reasonable amount should be held to cover unexpected expenditure, periods of lower than average income or specific projects. Finance in Early Years Settings PLA</p>			
<b>Key Statements: <i>How do you know? What is your evidence?</i></b>			<b>S</b>
7.1. Forward planning is carried out and includes reviewing and updating the business plan.			<b>C</b>
7.2. There are sufficient reserves available to cope with the unexpected, for example, temporary closure due to damage to premises.			<b>J</b>
7.3. The setting has sufficient buildings and contents insurance. For example, if cover is not 'new for old' the insurance will probably not cover the cost of replacing equipment in the event of damage (for example, a fire).			
7.4. A bespoke IT package is in use and training has been undertaken to make full use of electronic systems.			
7.5. Cash flow forecasts are drawn up and used. The petty cash is regularly reconciled.			
7.6. Marketing materials are up-to-date and regularly reviewed.			
7.7. Business-related meetings, forums and conferences are attended on a regular basis.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>		<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>	

<b>Red</b> <b>Urgent- Actions for Development</b>	<b>Amber</b> <b>Some Actions for Development</b>	<b>Green</b> <b>Development towards Outstanding</b>
<p>Setting has no financial plans, for example, it does not have an estimated budget or cash flow forecast and probably spends money when it is available</p> <p>Setting can merely state that they are 'quite full' or that 'numbers are low' without knowing how many places they need to fill to break even. Setting does little to market its services, and does not think about what else it could do to generate income</p> <p>Setting often uses cash received to pay for goods or services instead of banking it. Setting has poor or incomplete financial papers and/or has difficulty locating what is required because of poor filing system</p> <p>Setting is usually slow to prepare annual accounts and submit financial reports</p>	<p>Setting endeavours to keep spending lower than income</p> <p>Setting is aware when it needs to increase numbers to improve income (and therefore have more to spend)</p> <p>Setting uses a paper based record system or does not use an electronic system to its full advantage</p> <p>If setting has a business plan it may be out of date and in need or review</p> <p>Setting has a petty cash system but it is not always reconciled regularly, meaning that sometimes there is no cash available when required</p> <p>Sometimes cash received is spent rather than banked.</p> <p>Setting may have some reserves but these may be insufficient in the event of a 'one off' payment for</p>	<p>Setting prepares an estimated budget and cash flow forecast and monitors actual income and expenditure against planned income and expenditure. Setting is aware of how many places need to be filled to break even</p> <p>Setting files financial papers and electronic records methodically and can retrieve them easily and quickly when they are required</p> <p>Setting has a business plan, including a marketing plan.</p> <p>Setting ensures that all cash is banked on receipt, and that petty cash is withdrawn from the bank, and managed, correctly</p> <p>Setting prepares accurate financial reports and end of year accounts in a timely manner</p> <p>Setting makes plans for big 'one off' purchases as part of its financial planning</p>

<p>Setting does little or nothing to keep abreast of potential funding streams. Setting does little or no forward planning          Setting may have little or no reserves          Setting may have no policy around deposits or notice from parents when a child leaves</p>	<p>example, to cover maternity leave, to pay redundancy pay          Financial records are adequate, but could be improved</p>	<p>Setting keeps abreast of potential funding streams and planned changes (for example, changes caused by legislation) through meetings, conferences, reading          Setting keeps accurate, up-to-date accounts and records for accounting and audit purposes</p>	
<p><b>RAG Rating</b></p>	<p><b>Setting:</b></p>	<p><b>EYC:</b></p>	<p><b>Agreed Rating:</b></p>

8. SEN provision and inclusive practice	Links to EYFS 1.2, 3.2, 3.4		
	Links to Ofsted SEF Section 6		
<p>Practice will be inclusive, where provision is personalised – offering support tailored according to individual needs, taking into account children having English as an additional language, special educational needs or disability and the gifted and talented. <b>EYFS practice guidance</b></p> <p>It is important to identify the need for additional support as early as possible. Without it, children will not get the help they need at the right time, in the way that is right for them. <b>EYFS A Unique Child</b></p> <p>For children with the most severe and complex additional support needs plan jointly with everyone who is in contact with the child. This will co-ordinate support and promote learning as effectively as possible. <b>EYFS A Unique Child</b></p> <p>The special educational needs of children will normally be met in mainstream settings. Children with special needs should be offered access to a broad, balanced and relevant education. <b>SEN Code of Practice</b></p> <p>Provision for children with special needs is a matter for everyone in the setting. <b>SEN Code of Practice</b></p> <p>Every child has the right to a play environment which stimulates and provides opportunities for risk, challenge and the growth of confidence and self-esteem. <b>Assumptions and values of play work</b></p>			
<b>Key Statements: <i>How do you know? What is your evidence?</i></b>	<b>S</b>	<b>C</b>	<b>J</b>
8.1. The name of the setting's SENCO is known to all staff and clearly displayed for parents.			
8.2. The SENCO has up-to-date certificates for Richmond SENCO training or other SENCO training as agreed with EYC.			
8.3. The SENCO and manager have clear communication which ensures that inclusion and SEN issues are considered in decision-making.			
8.4. Staff meeting or room meeting minutes show regular discussion of the needs of individual children, highlighting strengths and weaknesses. These can then be used to identify children who need additional support and plan for future actions.			
8.5. The SENCO has adequate time away from children to fulfil role and complete paperwork.			
8.6. The SENCO has time to monitor SEN support across the setting and knows about the progress of all children where there are special needs or disability issues.			
8.7. The setting is following the code of practice by: <ul style="list-style-type: none"> <li>• Ensuring that additional and different strategies are used and monitored at Early Years Action stage and where necessary Individual Education Plans (IEPs) are produced as evidence of this practice.</li> <li>• producing IEPs appropriately for children at Early Years Action Plus incorporating advice and support from outside agencies where this is available; and</li> <li>• knowing when to make referrals to outside agencies where necessary.</li> </ul>			
8.8. The setting demonstrates inclusive practice (eg through the use of appropriate additional and different strategies)			
8.9. The setting has positive open relationships with parents where concerns are identified. It ensures that information about progress is shared on a regular basis between parents and setting staff on a two way basis.			
8.10. The SENCO trains and advises staff through INSET or staff meetings on additional and different strategies necessary to support inclusive practice in the setting.			
8.11. The setting's SEN policy and/or inclusion statement meets all current legal requirements regarding inclusion and support for children with additional needs, and is reviewed on a regular basis. (Particularly with reference to disability legislation.) <sup>P</sup>			
8.12. Setting is complying with the Disability Discrimination Act 1995.			
8.13. Setting implements Positive Behaviour Management Policy and ensures that children with additional and different needs are appropriately supported through inclusive practice.			
<b>Setting's Areas for development:</b> <small>(Use this box to enter key statement reference numbers relating to areas for development)</small>	<b>Notes and Suggestions:</b> <small>(Use this box to enter information relating to constraints or aspects of your practice that differ from the requirements of the EYFS)</small>		

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<b>Red</b> <b>Urgent- Actions for Development</b>		<b>Amber</b> <b>Some Actions for Development</b>		<b>Green</b> <b>Development towards Outstanding</b>	
SENCo not sufficiently effective in role		SENCo needs to develop skills and knowledge to undertake their role effectively		SENCo effective in role	
SENCo has not attended mandatory SENCo training and needs to ensure that learning is implemented		SENCo has attended mandatory SENCo training and is working towards implementing learning		SENCo has attended all required SENCo training is seeking to attend additional training and is able to effectively implement learning	
Limited parts of the SEN code of practice implemented (for example, Not all children with SEN are being identified, insufficient monitoring takes place, limited support is given and setting needs to ensure they seek necessary advice from outside agencies when appropriate. IEPs partially implemented)		SENCo is working towards ensuring that all aspects of the SEN code of practice implemented (for example, All children with SEN are being identified, sufficient monitoring takes place, adequate support is given and advice is obtained from outside agencies when appropriate. IEPs fully implemented)		SEN Code of practice fully implemented (Therefore, All children with additional needs are identified, support is offered and advice from outside agencies is sought. IEPs fully implemented and appropriately reviewed)	
Limited aware of and attempting to address issues relating to inclusive practice and DDA compliance		Setting aware of and attempting to address issues relating to inclusive practice and DDA compliance		Inclusive practice embedded in setting practice	
Ineffective relationship with parents relating to children with additional and different needs		Setting is working towards providing more effective relationships with parents relating to children with additional and different needs		Effective relationships with parents where their views are valued and they are involved as partners in supporting a child's development	
No evidence of additional and different strategies being used in the setting		Minimal evidence or record of additional and different strategies being used in the setting		Established evidence of additional and different strategies being used in the setting	
<b>RAG Rating</b>	<b>Setting:</b>	<b>EYC:</b>	<b>Agreed Rating:</b>		

<b>For OOS:</b> No permanent or designated member of staff responsible for SEN and inclusion issues	One permanent or designated member of staff attending a minimum of one inclusion-related training a year	Setting fully supporting children in an inclusive way and attending appropriate training as needed
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## 9: Early Years Outcome Duty

The Early Years Outcome Duty (EYOD) provides legislative underpinning for the continued provision of early years services. The Outcomes Duty is about demonstrating that government investment is making a difference, that outcomes for young children are improving and crucially that the gap between the lowest achieving and the rest is closing. The goal by 2020 is that every child is ready for success in school with at least 90% developing well across all areas of the Early Years Foundation Stage Profile (EYFSP) by the age of 5.

The local authority's Children and Young People's Plan (CYPP) – Tackling inequality, creating opportunity – is the primary document which sets out how the vision for children and young people in the Borough will be delivered. Below are the commitments relating to early years.

The local authority's commitment is to work to ...	The benefits to children, young people and their families will be that .....	We will monitor our progress on outcomes by measuring the ....
Ensure all children and young people enjoy high quality and personalised learning at all stages to fulfil their potential	All parents and carers are supported to help their children develop and learn through the early years	<p>NI 72 [LAA] Achievement of at least 78 points across the Early Years Foundation Stage with at least six in each of the scales in personal, social and emotional development and communication, language and literacy.</p> <p>NI 92 [LAA] Gap between the lowest achieving 20% in the Early Years Foundation Stage profile and the rest.</p>
<p>In order to achieve the Early Years Outcome Duty the local authority needs to develop a broad strategy which addresses improved access to and take-up of early childhood services (particularly early learning and care). They need to ensure that those services are of high quality, and provide support to parents to develop a strong home learning environment</p>		
<p>As partners in securing and maintaining high quality early years provision in the Borough, consider how you are supporting:</p> <ul style="list-style-type: none"> <li>• The children in your setting to ensure that they enjoy high quality personalised learning so that they can fulfil their potential.</li> <li>• The parents to develop a strong home learning environment</li> </ul>		
<p><b>Areas for development:</b></p>	<p>Notes:</p>	

## Improving quality for children summary sheet

RAG Rating: .....

Setting: ..... Review date: .....

<p><b>1. Learning and development</b> Securing high quality environments for play and learning</p>	<p><b>2. Learning and development</b> Supporting progress, learning and transition</p>	<p><b>3. Welfare</b> Compliance with legal requirements</p>
<p><b>4. Leadership and management</b> Strengthening leadership for learning</p>	<p><b>5. Leadership and management</b> Developing practitioner learning</p>	<p><b>6. Leadership and management</b> Facilitating partnerships for learning</p>
<p><b>7. Leadership and management</b> Sustainability and continuous improvement</p>	<p><b>8. SEN provision and inclusive practice</b></p>	<p><b>9. Early Years Outcome Duty</b></p>



The Council recognises the need for an appropriate balance between openness and confidentiality in the management and use of information. It places importance on the confidentiality of and the secure arrangements to safeguard both personal information and commercially sensitive information. Under the Freedom of Information Act 2000 (FOIA), the London Borough of Richmond upon Thames has obligations and responsibilities to provide, on request, access to recorded information that it holds. This obligation is subject to exemptions which are set out in the FOIA. For example:

- Information of a confidential nature; or
- Information that would prejudice the commercial interest of any person.

Where a request for information is made, we will consult you for your views regarding the release of information. We will not release information without your consent unless the law permits it.

This quality improvement tool has been devised by the London Borough of Richmond Upon Thames Early Years and Childcare Team modelled on:

The **National Strategies**  
Early Years

Early Years Quality Improvement Support Programme (EYQISP)

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