

1. Securing high quality environments for learning

- Meeting the needs of each unique child
- Supporting all areas of learning and development

[Links to Ofsted SEF Section 3](#)



Key Questions

- How is the progress of children of different ages, developmental stages and interests supported through the learning environment? (EYFS 1.1, 3.3)
- How are all the EYFS areas of learning and development appropriately supported through the learning environment? (EYFS 3.2, 4.4)
- How are all areas of learning supported by activities and provision both indoors and outdoors? (EYFS 4.4)
- What is the balance of adult-led and freely chosen or child-initiated activities? Is it appropriate? (EYFS 2.3, 4.1)
- How does provision ensure every child is included? (EYFS 1.2, 3.2)
- Are all areas of provision well used by children – how do you know? (EYFS 3.3)
- How have you changed provision over the last year to respond to the needs and interests of the children? (EYFS 3.1, 3.2)
- How is the progress of children of different ages, developmental stages and interests supported through planned and ongoing (informal?) interaction with adults? (EYFS 2.3, 3.1)

Judgements and evidence- what is the impact of this on the learning and development of the children?

- Are children able to use their home language in play and learning? How does the provision support opportunities for all children to develop English? (EYFS 1.2)
- Do you have an approach/policy for display? How do children and adults engage with displays? (EYFS 3.3)
- How effective is the Behaviour Management Policy? How is it monitored and evaluated? (EYFS 1.3, 2.1)

Areas for further development/Next Steps

2. Supporting progress and learning

- Planning
- The quality of the adult support for children’s learning experiences
- Assessment

[Links to Ofsted SEF Sections 3 & 4](#)



Key Questions

Judgements and evidence- what is the impact of this on the learning and development of the children?

- How do staff plan for the EYFS six areas of learning and development? (EYFS 3.1, 4.4)
- How do practitioners use assessments to inform their planning on a day-to-day basis?
- How does the management know this is happening?(EYFS 3.1)
- How is the effectiveness of planning monitored? (EYFS 3.1)
- How are children not making appropriate progress identified? What is done to support these children? How does the management know this is happening? (EYFS 1.1, 2.3)
- How do adults talk with children and support them in extending their communication, vocabulary, comprehension and learning? (EYFS 2.3, 4.3)
- How confident are adults in using assessments to support planning, and in planning effectively to support each unique child’s progress and development? (EYFS 1.1, 2.3)
- Do all staff members know what the age-related expectations in Development Matters are for the children in the setting? (EYFS 1.1)
- Do all adults have a clear view of their responsibilities and role in supporting children’s learning? (EYFS 2.3, 3.1, 4.2)

- How clear are all staff as to data collected about individual children and its purpose? (EYFS 3.1)
- How are assessments made to ensure children's progress towards the Early Learning Goals? (EYFS 3.1)
- How are all adults who interact with a child enabled to contribute to the assessment of that child's progress? (EYFS 3.1)
- How is consistency in the understanding of assessment criteria assured? How do managers monitor and support this? (EYFS 3.1)
- How confident are all adults in using observation to assess children's progress? (EYFS 3.1)

Areas for further development/Next Steps

3. Strengthening leadership for learning

- Legal framework
- Planning for improvement
- Leading learning

[Links to Ofsted SEF Sections 5 & 6](#)



Key Questions

Judgements and evidence- what is the impact of this on the learning and development of the children?

- Does the ratio of qualified staff match the legal requirements for the age and number of children in the setting?
- Does your setting have a QTS/EYPS? How does this role support quality in the setting?
- How well are all staff trained for and confident with EYFS?
- Are all children assigned a key person? Does the key person have the support and knowledge to carry out this role? (EYFS 2.4)
- How does the current improvement plan for the setting arise from an audit of current practice and needs?
- How effectively does the improvement plan set out the next steps and identify timescales and evaluation procedures?
- Who is involved in creating and monitoring the improvement plan?
- How closely does the allocation of resources and staff match the priorities as identified in the improvement plan?

- How do the managers and leaders of the setting rate the quality of planning, learning and teaching?
- Who monitors planning, learning and teaching?
- Is planning consistent with EYFS? How does it match the needs of the children in the setting?
- How is planning done? Who does the planning? What resources are available to support planning?
- How is planning shared with any adults not involved in the initial planning?
- How do you ensure that all children are supported, stretched and challenged?
- How are adults deployed to support learning? Do they have the appropriate training and skills to carry out their roles? How is the work of all adults monitored?

Areas for further development/Next Steps

4. Developing practitioner learning

- Staff confidence and ability
- Training and continuing professional development (PD)

[Links to Ofsted SEF Section 5](#)



Key Questions

Judgements and evidence- what is the impact of this on the learning and development of the children?

Staff confidence and ability:

- Do all adults understand child development so that they can identify key progress and next steps?
- Do all adults have a clear view of their role and responsibilities in supporting children's learning?
- How confident are all adults in supporting children's development and challenging their learning?

Staff development:

- How are the training needs of staff identified and met?
- Is there an audit of staff training needs? Who is responsible for this?
- What are the strengths and weaknesses of the setting and how is CPD planned to respond?
- How are the CPD needs of individuals balanced with curriculum development priorities?

- How is CPD provided in a variety of ways to meet the differing needs and learning styles of staff?
- How is attendance at training disseminated/monitored?
- How is the effectiveness of CPD measured?
- How does CPD link to performance management?

Areas for further development/Next Steps

5. Facilitating partnerships for learning



- Developing a learning culture
- Collaborating beyond the setting

[Links to Ofsted SEF Section 5](#)

Key Questions

Judgements and evidence- what is the impact of this on the learning and development of the children?

Home (EYFS 2.2):

- How is information about the progress of individual children shared with parents/carers? Are parents/carers satisfied with this process? How do you know?
- How do parents/carers contribute information and concerns about their children's learning?
- How does the setting explain its approaches to supporting the learning of young children with parents/carers? (e.g. *how to support the development of oral language and phonological awareness*)?

Other settings (EYFS 3.4):

- How is information shared between all practitioners who work with a child, both within the setting and between settings?
- How do you ensure that learning is consistent for a child accessing provision in more than one setting across a week?
- How do you prepare children for points of transition? (e.g. *home/setting, setting/school*)?

- Do you investigate and share good practice and CPD opportunities with other settings?

Other agencies (EYFS 3.4):

- How do you involve other agencies to support children (and their families) when you identify concerns about children's progress?

- How is the impact of this collaboration monitored?

Areas for further development/Next Steps

