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**Improving quality**

**for children**

A quality improvement tool   
for early years provision

**Section 2**

**Teaching, learning and development:**

Supporting progress, learning and transition

|  |  |
| --- | --- |
| **Name of setting** |  |
| **Date:** |  |

Listening to the voice of the child: all children have the right to be listened to and valued in the setting. **(The UN Convention on the Rights of the Child/ Know How Guide 2012)**

Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. **(EYFS 2017-1.6)**

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.   
**(EYFS 2017-1.6)**

Children benefit from meaningful learning across the EYFS curriculum **(EIF Sept 19)**

Cultural capital is the essential knowledge that children need to be educated citizens.  
 **(EIF 2019)**

**When considering these key statements consider to what extent they are embedded in your settings practice**

**Is it practised by ALL staff, for ALL children across ALL areas?**

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| --- | --- | --- | --- |
| **Teaching, learning and development:**  **Supporting progress, learning and transition**   * + **planning**   + **the quality of the adult support for children’s play and learning experiences**   + **assessment** | | | |
| **Key statements:** | | **How do you know?  What is your evidence?** | **Met Y/P/N** |
| 1 | Staff plan for the relevant areas of learning and development, indoors and outdoors, considering children’s individual needs, interests and stages of development and has a high expectation of what each child can do. |  |  |
| 2 | All staff identify children’s starting points and ensure that children make progression in their learning through effective planning, observation, tracking and assessment. |  |  |
| 3 | All practitioners carry out a variety of regular spontaneous and planned observations which inform their planning and track individual children’s learning and development. |  |  |
| 4 | Observations include information on how children play and learn in different areas and times: child-initiated and adult-led activities, when children play on their own or in groups. |  |  |
| 5 | Practitioners use their observation to inform their planning on a day-to-day basis. |  |  |
| 6 | Cohort and key person overview is monitored with actions being followed through by management. |  |  |
| 8 | Practitioners are aware of and use characteristics of effective learning when planning for the needs of individual children. |  |  |
| 9 | Schedules and routines follow the child’s needs, giving them time to understand how things work, through being active and having first hand experiences. |  |  |
| 10 | Systems are planned and in place for children to self-select resources and organise their own play and learning. |  |  |
| 11 | Actions are taken to ensure that children identified as above or below their expected age and stage of development make progress. |  |  |
| 12 | During play adults implement strategies for listening to and talking with children, supporting them in extending their communication, vocabulary, comprehension and learning. |  |  |
| 14 | All staff members know what the age-related expectations in child development are for the children in their key group. |  |  |
| 15 | Parents and carers are involved in the on-going observation and assessment process such as information about what the child does at home. |  |  |
| 16 | All adults have a clear view of their role and responsibilities in supporting children’s play and learning. |  |  |
| 17 | All staff are clear as to what data is collected about individual children and its purpose. |  |  |
| 18 | All adults who interact with a child are enabled to contribute to the assessment of that child’s progress. |  |  |
| 19 | Practitioners are aware of the importance of the ‘voice of the child’ and children are involved in their assessments. |  |  |
| 20 | There is consistency in the understanding and assessment of individual children’s learning and development between adults in relation to their key children. |  |  |
| 21 | A progress check at age 2 is completed. Parents and practitioners reflect together on child’s progress. Parental consent is obtained to share with other professionals including health where appropriate. |  |  |
| 22 | Children’s portfolios are kept up-to-date and well-presented including observations, photographs of the child engaged in play and samples of the child’s own work. These should be dated and annotated by the key person. |  |  |
| 23 | Children’s portfolios’ include information gained from the voice the child and parents and/or carers |  |  |
| 24 | Contact has been established with other settings attended (at the same time) by the child and information is shared. |  |  |
| 25 | Contact is made and information is shared with settings that children come from and go to when they start or leave the setting. |  |  |
| 26 | Setting, who have children attending through to the end of the reception year should follow the statutory requirements relating to assessment. |  |  |
| 27 | Home visits are undertaken to gather information to plan for each child’s transition to the setting. |  |  |
| 28 | Do practitioners plan experiences for children that enable them to cumulatively build up sufficient knowledge and skills for their future learning? |  |  |
| 29 | Do practitioners provide sufficient opportunity for children to practice new skills or assimilate new learning. |  |  |
| 30 | Do leaders use assessment efficiently and ensure that it does not create unnecessary burdens for staff or learners? |  |  |

**Criteria for assessment**

Use the criteria below to assess the quality of your provision.

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| **Inadequate**  **Urgent actions for development** | | **Requires Improvement**  **Some actions for development** | | **Good**  **Few actions for development** | | **Outstanding**  **Continued development** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| No areas of learning planned for indoors and outdoors | | Most areas of learning planned for indoors and outdoors | | All areas of learning are planned for and covered indoors and outdoors based on children’s interests | | All areas of learning are planned for indoors and outdoors, activities and resources are changed frequently to maintain interest and to meet individual children’s interests, age or stage |
| Ineffective observation and planning systems in place | | The setting needs to put in place a more effective system for observation assessment and planning | | A good system is in place which contains regular and varied observations which are assessed and used to plan for individual needs | | Comprehensive up-to-date observation, assessment and planning systems are in place, linked to individual children and group’s needs, interests and stages of development and are adjusted to meet the needs of all children |
| Poor understanding of child development  Inconsistencies of support for all children to ensure they are making good progress | | Some evidence that the Practitioner understands child development and activities are adequate, children make some progress | | Providers has a strong knowledge of child development and clearly demonstrate how children learn. Children are making good progress | | The Practitioner has an excellent knowledge of child development. All children are acquiring excellent skills, attitudes and dispositions that they require in order to be ready for school |
| Children not making appropriate progress are not identified | | Children not making appropriate progress are identified but support is limited | | Children not making appropriate progress have an individual plan, discussed with parents and other professionals advice sought as necessary | | Children have an individual plan, including advice from other professionals and parents, specific activities are carried out and tracking includes showing steps in development |
| Practitioners do not carry out the progress check at age 2 or transition forms | | Practitioners share information with parents for progress check at 2 and transitions but doesn’t support/encourage to extend children’s learning at home | | Practitioners share information with parents around the progress check at 2 and transition and offers opportunities to seek their views to support children’s learning at home | | Parents have excellent opportunities to contribute to their child’s learning and on their progress and next steps. Parents contribute to the progress check at 2. Transition forms, with parents’ or child’s voice are sent to the next setting |
| Inconsistent procedures to support and prepare children at times of transition | | The settings procedures and practices to support children at times of transition are not well established and robust | | Good procedures and activities are in place to support children at points of transition | | Excellent links are established with a range of partners (local schools, settings, childminders and children centres) to support the child’s care and continuity of learning through transitions |
| No portfolios or learning journeys are kept | | Limited contributions to the children’s portfolios or learning journeys from both the ‘voice of the child’ and parents and/or carers | | Children’s portfolios need to include more information gained from both ‘the voice the child’ and parents and/or carers | | Children’s portfolios include information gained from both ‘the voice the child’ and parents and/or carers and capture children’s individual interests and significant moments |
| **Areas for development:** | | | | | | |