# Quality provision and practice for funded two-year olds (audit)

### Audit for Early Years Team carrying out assessment, also a self-evaluation audit for early years and childcare settings

Evidence methods: Document (Docs.) Discussion (Disc.) Observation (Obs.)

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| **Setting’s Name:** |
| **Auditing Officer:** |
| **Date:** |
| **Date:** |
| **Date:** |

Information about this document:

* Can be used to contribute to your self-evaluation of the two-year old provision in your setting
* Will help to ensure that gaps are identified, and plans put in place for quality provision and practice for funded two-year olds
* Can be used as evidence for your Self-Evaluation Form (SEF) or current EY action plan
* Is divided into 5 parts which reflect 5 areas of judgement under the ‘Early years inspection handbook’ from September 2021
* Fields can be expanded as needed for inputting information

COVID: be aware that if there are a high number of cases at any point in the year then actions around visiting the setting may change.

[Managing coronavirus (COVID-19) in education and childcare settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings?utm_medium=email&utm_campaign=govuk-notifications&utm_source=f75efe81-efb1-40ab-bae6-f57a074b6f05&utm_content=immediately)

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| **Part 1: Leadership and management** | | **Yes** | **No** | **Actions** |
| **1.1** | All practitioners who work with two-year olds are qualified, trained and inducted |  |  |  |
| **1.2** | Staff have a sound knowledge of the EYFS areas of learning and understand how two-year olds learn |  |  |  |
| **1.3** | Staff are supported in undertaking specific training to support vulnerable two-year olds |  |  |  |
| **1.4** | All staff are secure in their knowledge of Child Protection procedures |  |  |  |
| **1.5** | All staff demonstrate sound knowledge of the EYFS requirements for safeguarding and welfare |  |  |  |
| **1.6** | Staff understand the referral processes for early support |  |  |  |
| **1.7** | Effective monitoring is in place to observe, assess and support practice and provision within a setting |  |  |  |
| **1.8** | Assessments of children’s development and learning take place and children’s progress monitored through the year |  |  |  |
| **1.9** | There are named staff for: Safeguarding, SEN, Equality, Diversity & Inclusion, Parental Partnership, Behaviour Management, Communication and Language |  |  |  |
| **1.10** | A settling in policy outlines support for children and their families during transition to the setting |  |  |  |
| **1.11** | All children and their parents/carers are warmly welcomed into the setting daily |  |  |  |
| **1.12** | A key person (and co-key person) is designated for each child and the child’s family prior to starting in the setting |  |  |  |
| **1.13** | All staff have a good understanding of the Key Person role and responsibilities |  |  |  |
| **1.14** | The key person approach enables consistency and continuity for the child and the parent/carer |  |  |  |
| **1.15** | The key person approach takes account of possible routine changes and transitions between rooms or settings |  |  |  |
| **1.16** | There is a parental partnership policy in place which reflects the EYFS statutory requirements |  |  |  |
| **1.17** | Professional development opportunities support staff in their work with parents |  |  |  |
| **1.18** | Parents are consulted about the provision, care and learning of their children |  |  |  |
| **1.19** | Staff work in partnership with other agencies and know where and how to signpost parents for relevant support |  |  |  |
| **Part 2: Quality of Education** | | **Yes** | **No** | **Actions** |
| **2.1** | Staff demonstrate high and realistic expectations of two-year olds |  |  |  |
| **2.2** | Staff show ability to tune into children in attentive ways which support children’s developing sense of security, well-being, belonging and readiness to learn |  |  |  |
| **2.3** | Staff respond with understanding and sensitivity to children’s emotional states and support their developing self-regulation |  |  |  |
| **2.4** | Key person identifies the child’s starting points and is aware of the family circumstances that may affect the parent-child relationship |  |  |  |
| **2.5** | Key persons are observant of children’s preoccupations, their patterns of behaviour and current abilities; they use that knowledge to plan developmentally appropriate experiences that arouse children’s interest and curiosity and promote their learning further |  |  |  |
| **2.6** | Staff carefully observe children at play and interact skilfully using strategies and vocabulary that extend children’s play and learning |  |  |  |
| **2.7** | Interactions in the learning environment support development of children’s physical skills, their communication and language, thinking and problem-solving abilities |  |  |  |
| **2.8** | Developmentally appropriate, open ended resources for all senses enable exploration and experimentation, indoors and out |  |  |  |
| **2.9** | Resources and activities reflect and value diversity of children’s backgrounds and experiences |  |  |  |
| **2.10** | Rhythm, songs, rhymes, musical beat and sound activities occur daily |  |  |  |
| **2.11** | There are daily opportunities for one-to-one and small group story times |  |  |  |
| **2.12** | Movement-play activities are part of a daily programme of experiences for children |  |  |  |
| **2.13** | Understanding the world is supported by regular ‘out and about’ opportunities in the community |  |  |  |
| **2.14** | Routines are focused on children as individuals and seen as valuable learning and development opportunities |  |  |  |
| **2.15** | Assessment of children’s learning and development is based on what the child can and is able to do through systematic observations of the child’s play in various contexts and their interactions with others |  |  |  |
| **2.16** | Children’s learning journeys are well maintained and are up to date (although not onerous in time or excessive content); they reflect each child’s characteristics of learning and progress over time, and include parental comments |  |  |  |
| **2.17** | Children’s records of progress and summative assessment at age two are discussed with the child’s parents and shared with those who need to know |  |  |  |
| **2.18** | Staff support and actively engage all parents in their child’s early learning at home and in the setting |  |  |  |
| **Part 3: Behaviour and attitudes** | | **Yes** | **No** | **Actions** |
| **3.1** | There is a child-centred rhythm in the organisation of the day |  |  |  |
| **3.2** | Children have time and space to enjoy the environment safely and be absorbed in their flow of learning |  |  |  |
| **3.3** | Resources are plentiful to minimise conflicting situations |  |  |  |
| **3.4** | Resources are placed at a child’s level allowing them to help themselves. Adults ensure safety of activities and environment |  |  |  |
| **3.5** | Children have a genuine choice about how to use materials in provided activities |  |  |  |
| **3.6** | Children have opportunities to return to ‘work in progress’ and continue to learn through repetition and extension of experiences |  |  |  |
| **3.7** | There are visual images and aids to promote a sense of belonging, aid choice making, support communication and understanding of daily patterns |  |  |  |
| **3.8** | Access to outdoor space enables free flow between indoors and outdoors, offering plenty of opportunities for physical movement and extended periods of play and learning outside |  |  |  |
| **3.9** | There is comfortable seating for adults and children for one-to-one story times |  |  |  |
| **3.10** | Cosy spaces are created as ‘my space’ for quiet individual times or being with others |  |  |  |
| **3.11** | There are opportunities for peer learning in a mixed age group |  |  |  |
| **3.12** | Children are supported in naming feelings and manging behaviour through co-regulation leading to self-regulation |  |  |  |
| **3.13** | Children and adults enjoy fun activities together with adults scaffolding and modelling good behaviour, attitudes, and learning. |  |  |  |
| **3.14** | Activities provided are interesting and engaging and support appropriate challenge |  |  |  |
| **Part 4**: **Personal Development** | | **Yes** | **No** | **Actions** |
| **4.1** | Children are actively supported in developing social skills and friendships |  |  |  |
| **4.2** | Support and attention are given during personal care routines by the child’s key person e.g., toileting, washing, changing, brushing teeth, dressing |  |  |  |
| **4.3** | Children are encouraged as “helpers” in daily activities |  |  |  |
| **4.4** | Children are given time and encouragement to support their growing independence in managing tasks. |  |  |  |
| **4.5** | All staff demonstrate high standards in care and hygiene practices |  |  |  |
| **4.6** | Adults support a “can do” attitude |  |  |  |
| **Part 5: Overall effectiveness** | | **Yes** | **No** | **Actions** |
| **5.1** | Children are at ease in exploring their environment; they seek out their key person for reassurance and comfort |  |  |  |
| **5.2** | Children relate well to others in the setting so that there is clearly a sense of well-being for all |  |  |  |
| **5.3** | Children are eager to join in activities; they are engaged in self-chosen activities for periods of time so that learning is effective |  |  |  |
| **5.4** | All children are helped to make good progress from their starting points |  |  |  |
| **5.5** | Children’s progress is consistent across all areas of learning |  |  |  |
| **5.6** | Evidence of children’s progress shows that gaps are narrowing for groups of children or individual children, including those with additional needs, vulnerable children and funded two-year olds |  |  |  |