**Governor monitoring of Early Years Foundation Stage**

 **Autumn term:**

1. What were the early years data outcomes for the previous year and what are the resulting actions?
2. Does EYFS provision in school cover the seven areas learning and the 17 associated strands?
3. What is the approach to measuring progress and formal assessment? (All children should be assessed on entry as soon as practically possible using Development Matters monthly bands. Assessments thereafter should be regularly inputted throughout the year in all strands and used to plan appropriate next steps for all children). Accurate assessment depends on observing behaviour that a child demonstrates consistently and independently, in a range of situations.
4. How are all staff made aware of the early learning goals children are working towards and the level they are working at?
5. Staff profile - Are all staff suitably qualified? What are the arrangements for the induction and training of new staff? What are the strengths of the EYFS team and how are you planning for continuing professional development (CPD)?
6. In nursery has each child been assigned a key person to help ensure their learning and care is tailored to meet their individual needs (also a safeguarding and welfare requirement) and is there evidence that parents and/or carers have been informed of the name of the key person and their role, when starting the setting?
7. Safeguarding - What procedures and policy are in place to safeguard children? Does school comply with DBS requirements and statutory guidance in relation to ‘Disqualification by Association’; and is a single central register of vetting checks in place and up to date?
8. What were the data findings at the end of autumn 1 and has planning and provision been altered in response to this?

**Spring term:**

1. Are there any concerns about progress, or children with an identified special educational need or disability? Are there targeted plans in place to support their future learning and development? What involvement is there with parents and/or carers and other professionals (for example, the provider’s Special Educational Needs Co-ordinator or health professional)?
2. How are pupils eligible for pupil premium supported and are parents supported to access this funding?
3. What are the arrangements for reporting to parents/carers and involving them in the child’s development and learning?
4. Are planned interventions impacting on progress for targeted children? (How is the impact being measured?)
5. Do staffing arrangements meet the needs of all children and ensure their safety by complying with staff: child ratios?

**Summer term:**

1. Hold discussions with key staff to understand:

Key themes from end of year data and how these will be addressed, are early years outcomes improving?

How data compares to national results

 What is the attendance of pupils, and are there plans to improve this

1. What dialogue is there between reception and year 1 teachers in relation to the EYFS profile assessments (EYFSP)? How are children being prepared for transition and learning in year 1 and are they ready for this? Have staff planned effectively for this transition to provide support for children so that there is no halt in learning.
2. Have children who may be eligible for Early Years Funding for Inclusion (EYFFI) been identified and have applications been submitted?
3. Are there any specific health and safety requirements for EYFS provision and, if so, how does school ensure compliance with these? (for example; risk assessments for outdoor provision)
4. How do you promote health lifestyles in the setting? Is there a policy, and procedures, for administering medicines to children?
5. Does school benefit from partnerships/learning opportunities with other (local) early years settings, networks, academies and schools?