

Self-Evaluation Form for EYFS Registered Settings

September 2019

To be completed electronically



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PREFACE

Changes to the September 2019 version

The questions in the SEF have been amended to reflect Ofsted's new *Education Inspection Framework*.

Note to heads

Schools do not have to complete the *ISI self-evaluation form for EYFS registered settings* but where this is not done, inspectors must be directed to alternative documentation which demonstrates the setting's processes of self-evaluation. If you choose to use the ISI form, you do not need to revise it continually but, by having it ready completed, it can be updated quickly if necessary, for transmission to the Reporting Inspector (RI) and Early Years co-ordinating inspector (EYCI) when the school's inspection is notified to you by telephone.

The information you provide is for use by the Independent Schools Inspectorate (ISI) only. It will be used only in connection with the inspection of the setting and will be treated in the strictest confidence. However, please note that individuals identifiable in the document may be entitled to obtain any such information under the Data Protection Act 1998.

This form will expand as necessary. To ease your work in completing the form, you should keep comments brief and avoid repeating information. If you judge different sections to need the same response, make a brief cross-reference. Where possible, give evidence to support your judgement.

This form should only be used for registered settings inspected by the Independent Schools Inspectorate.

Please note: a registered setting applies to children under the age of 2 years. For non-registered settings, information is included in the main school self-evaluation documentation if the school chooses to prepare this.

The evaluation scale

The report grades the setting's provision and the pupils' performance according to the following scales, which equate with those used by Ofsted.

Registered Early Years Foundation Stage Settings (These epithets must be used for all headline judgements)
Outstanding
Good
Requires improvement
Inadequate

Notes on self-evaluation

These parts of the form are designed to help focus the inspection process upon the most relevant and important issues. The setting may have a variety of methods for performance review and management:

- (i) through its own formal self-evaluation or monitoring programme;
- (ii) as part of the appraisal arrangements;
- (iii) built into the cycle of development planning,
- (iv) using the ISI form.

The setting or head may operate informally, by senior managers being 'in touch' with what is going on and with its quality. ISI has no requirements about the methods the setting uses. Inspectors will look for the ways in which the setting has a critical and active grasp at all levels of the main strengths and areas for development.

Settings may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas you have identified as needing improvement or development, you will not be disadvantaged. What matters is that the setting is taking effective steps to improve.

The main sources of evidence for this self-evaluation are:

- (i) **observation** (of lessons and activities);
- (ii) **scrutiny** (of assessment processes, planning, pastoral records, sanctions and reports);
- (iii) **analysis of indicators** (EYFS assessments processes);
- (iv) **discussion and taking surveys** (of pupils, parents, staff and others);
- (v) **review** (of relevant documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the *Grade Descriptors for EYFS Registered Settings* document to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

SELF-EVALUATION FORM

Quality of education

To what extent are the setting's curriculum (educational programmes) intentions met and how challenging are they for the children in the setting?

I believe that the quality of the teaching, learning and assessment of our setting is exceptional. The ethos of our setting is that all children can achieve and will meet their potential. Evidence of daily teaching and learning is powerfully evidenced in our 'Big Book Planners'. These are also useful tools for assessment. In addition, evidence may be obtained from Formative assessment forms, Tapestry, Learning Journals, children's work, parents, the children themselves and from our incredibly experienced and knowledgeable practitioners.

- Our expectation is that all our EYFS children whatever their age and stage of development will meet their ELG for the Prime areas at the very least and as our evidence demonstrates, we generally enable our children to achieve far beyond. Many of our children (Please see the table enclosed in Outcomes for Children).
- Every member of staff is well trained and has a sound understanding of Child Development. They know where each child is, their next steps, how they learn and what motivates and excites them. We achieve this knowledge of the children through adult led activities, observations and by meeting as a team every week to discuss the children using formal and incidental observations and assessments carried out during play and adult led activities.
- Children's interests and stage of development are paramount in our planning to help them develop as learners.
- Each week the children are observed, their strengths, interests and areas for development are noted in the teacher's Big Book Planner and then the planning for the following week is based upon the observations made alongside the Pupil Profile.
- All the adults have an ever increasing understanding of child development and so can support the children's learning through play as well as focused activities.
- The staff are very aware of those children that need support in certain areas and those that need extending.
- Throughout the year the staff provide opportunities to revisit and reinforce learning experiences
- Children are confident to draw on past experiences and skills and apply them to new learning
- We plan in detail, taking into account the organisation of the learning environment and the interests and responses of the children.
- Plans are regularly and imaginatively and creatively reviewed by all staff.
- The learning environment is designed with the needs of the children at the forefront. The indoor and outdoor classroom environment is made up of a range of learning areas covering each area of the curriculum. Each area contains resources that remain constant so the children know where they are and can independently access them. The children can also return the resources, giving them responsibility for their environment. This continuity in resources and space enables the children to follow their own paths of learning. It also provides them with the opportunity to practise and consolidate new skills they have learnt. These areas are also enhanced to reflect the children's current needs and interests as well as the current topic to keep the learning environment challenging, stimulating and exciting.
- A balance of child initiated, adult enhanced and adult led activities are carefully planned and assessed within the environment to help the children progress.
- All children are enthusiastic, happy and fully involved in accessing the rich and stimulating learning environment. They appreciate the skills they need for effective and enjoyable learning to take place.
- We ensure that open ended resources are available so the children can use them in a range of ways.

- Children's needs and interests can be clearly seen by the extensive range of activities provided that relate to all areas of learning and development
- In line with whole school learning policy thinking skills emphasising metacognition are encouraged and developed within the environment. These are represented by 'Learning friends' such as Independent Kitty and Communication Bongo to encourage awareness of the skills that the children need to develop. These are linked to the EYFS Characteristics of Learning and go throughout the school to form a common vocabulary amongst the children
- Children are confident to access equipment independently in the environment as it remains consistent
- Areas are resourced with a representation of diversity within the daily learning environment
- Children are encouraged to explore with their senses a stimulating environment
- Children work with adults to organise and access the environment knowing where everything goes

The environment beyond the indoor and outdoor classroom is also effectively used to enhance the children's experiences and learning – forest afternoons, visits and trips etc

- Staff have a strong understanding of children's development as well as what may be a cause of concern and this combined with their knowledge of the individual child through assessments and observations identifies those who may have additional learning and/or developmental needs
- These will be planned for within the classroom as activities are thoughtfully adapted to meet the needs of all children

How effectively does the educational provision provide for children with SEND and/or EAL and what strategies, including any additional funding, are put in place to support children's emerging needs? What impact do these measures have on children's outcomes?

- The teachers work with our EYFS SENCO, Mrs Vanessa Beech, who will also observe and offer further support and advice and can also source external agency support if required. Our SENCO is the experienced and highly qualified head of our Learning Centre and her knowledge is exceptional, thus Support from the in-school Learning Centre is readily available. The EYFS SENCO will also support the teachers when discussing these needs with the parents.
- We have close links with professionals who may be able to offer support for those parents who want to immediately investigate difficulties e.g. Speech and Language Therapists
- There is only one child in the EYFS who does not have English as her first language. However, she is an almost fluent English speaker. She has a better grasp of English than some of her peers. We communicate regularly with her mother and would be able to readily implement any necessary support but this has not been required.
- We have one child in the Nursery class who has regular visits from Portage. We work closely with them in teaching this child, implementing advice, and communicating with her parents whenever she attends and medical professionals as required.
- All staff are strongly committed to inclusion and are enthusiastic about undertaking training and implementing their knowledge to support all children. For example, to assist children who are currently in our setting staff have attended courses in supporting development in speech and language provided by the Hampshire LEA.
- Children who are making good progress are very well supported. We teach children in small groups to differentiate for individuals and so enable all children to work at a level which is appropriate to them, regardless of what class they are including extending those who need to or providing additional consolidation.

To what extent do practitioners ensure that the content, sequencing and progression in the areas of learning are secured and do they demand enough of children?

The overarching 'scheme of work' for children in the EYFS at FSM is the Pupil Profile. Continuity and progression is well defined in this document, across the seven areas of learning and gives opportunity for those children working at above the exceeding level to be recognised as well as those who are not attaining GSL to be supported. The Profile for each child is carefully monitored through Tapestry, which is shared with parents, as well as on the profile itself which broadly defines the next steps for each child. Within these guidelines there is great scope for every child to work at their own rate and level of learning and development and our high teacher/pupil ratios and small classes ensure that this happens. We aim to give breadth as well as depth to a child's learning. We widen their horizon's where ever possible, challenge their thinking and enable them to ask questions which we will provide them with the resources to answer.

To what extent do children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning?

How effectively do children understand how to develop in their learning?

Our objective led continuous provision and our careful cycle of observation, assessment, planning and teaching enables us to target each child's needs very precisely and these are communicated with each child as the child is working. Therefore, it is normal practise in the classroom to hear a teacher asking a child to recall their target for a specific piece of work. Tasks are then assessed alongside the child and feedback is given at this point. Next Steps given in this way are always SMART - very explicit and achievable and the correct process will always be demonstrated and success praised. Children will know what they are working on within a specific area. It may be holding a pair of scissors the right way up; forming a letter or number correctly or with the required orientation; learning that 'a' says 'o' when following a 'w', or learning to communicate frustration in a specific way, rather than lashing out. Such targets may be noted upon an assessment form or directly on the child's work, if this is appropriate. If it is a reading target, it may be noted in the child's Home-School book. Achievements are noted on Tapestry and in the Pupil Profile and in this way the next objective is clear.

Overarching all our learning, and consistently emphasised are our learning behaviours and the characteristics of effective learning as explained above. Achievement in these areas are also rewarded and targeted as appropriate. However, these are difficult concepts and initially are very much a part of a child's development. A child may demonstrate them naturally but be unaware of what they are doing. It is then important to make their behaviour explicit. Therefore, we will point out when they are demonstrating good concentration or determination initially and then it becomes appropriate to request it on subsequent occasions. Some traits are specifically taught such as team-work or communication. Once the children understand what is required of them they can begin to assess themselves. They can tell us that they have worked independently or behaved in a certain way and we can celebrate this with them.

How well does the curriculum prepare children for their next stage?

Transition through and beyond the EYFS is well provided for. Many of our Nursery children attend our Tree Tots Forest School Toddler group where both they and their children get to know our Nursery Teachers very well. When they join our Nursery class they are generally very confident with both the teachers and the setting. The children spend one or two years in our Nursery, which is separated by a dividing door from the Reception class. During this time, they will meet the Reception class staff every day and will often be alongside them as they use the continuous provision and outdoor classroom, growing in independence and confidence as they do so. Therefore, moving into the Reception class is a very gentle and natural experience. However, we do recognise that this is an important step for our children. We support them and our parents with parents meetings and activities which encourage them to be able to share information about themselves and get to know their new teachers better. Similarly, when children move into Year One, they will have met the teaching staff on many occasions through the many 'across Lower school activity days', such as Earth Week, Productions, lunch tables,

play times etc. The children will have a 'move-up' afternoon, when they physically experience being in the Year One classroom with their new teachers but they often report back that it is little different from the Reception class. This is because we recognise that the transition for the Reception children is very important. Some may still be working towards their ELGs and they will need to do this within an appropriate setting and environment. Similarly, they are very used to a creative and imaginative approach to their learning so this continues to be reflected in Year One. Year One staff are fully appraised through meetings and shared documentation of the needs of all the children in their class and it is true to say that the class simply carries on from where the Reception class left off, thus providing a very easy transition for even our most tentative child.

The next big transition stage for the children (and parents) was when they moved from the then Pre-Prep into Year 3 and the Prep school. This was approached well in advance with parents being invited to meet the Headmaster for a talk and a tour of the school in the Spring term of the children's second term in Year 2. This is followed by meetings for the parents with the Head of the middle school and class teachers.

However, despite careful transition processes some of the children did find this change very difficult. The fast paced day of the Middle school was often stressful with frequent changes of classroom and teacher. We made the decision when restructuring FSM to include Years 3 and 4 within the Pre-Prep and thus create a Lower School. This facilitates a more gradual progression from the support of our Nursery class to the robust independence of Year 4 where the children are still included in the Lower School but have their class room outside the Lower school building and begin to meet the expectations of the Senior school. By the time they move into Year 5 it is expected that they will be more than ready to cope with the requirements for increased independence and responsibility.

All children will continue to experience a similar 'move up' day to that described above for the younger children. They will also practice some of the more difficult aspects of the new school day such as using the changing rooms and the different dining routines in Year 3. They will have already met many of the teachers through their normal lessons in the Lower School as specialist teachers are shared. It is hoped that this extended transition will make progression through the ages and stages of the school better for all.

To what extent does the curriculum enhance the experience and opportunities available to children, particularly the most disadvantaged?

Children bring themselves to the setting complete with their experiences, interests and characteristics of effective learning. All children have these and we see it as our role to use these at the foundation of their learning. As far as possible, we make everything as real as possible and provide enriched provision and active learning opportunities both inside and outside the classroom and school. The environment is 'print rich'. Resources are clearly labelled and easily accessible by all the children, whatever their age and stage of development. We work closely with parents in informal meetings after and before school, as well as formal ones to share information and Tapestry is a vital tool in this exchange. Where children attend more than one provision we will also share information as required. This is also applicable where other agencies are involved with a particular child for any reason.

The Nursery concentrates primarily upon the Prime areas of learning. As necessary, these are enhanced. In the Reception Class all children follow all aspects of the curriculum through both adult led and child initiated activities. These are carefully tailored to the needs of the children and our high ratios enable one to one support and teaching as required. We are exceptionally well resourced and staff are incredibly creative as well as having a strong knowledge and understanding of each and every child and what makes them 'tick'. All areas are assessed dynamically throughout each learning day and are enhanced as required. A careful cycle of observation, assessment and planning enables each child's needs to be met and their potential challenged.

How effectively does the setting help children experience the awe and wonder of the world in which they live through the seven areas of learning?

Awe and wonder of the world are central to the ethos of our EYFS and much of this overlaps with a question in the following section on 'Active Learning'.

We follow the seasons (celebrations and festivals) and the children's interests in planning our curriculum alongside the children. Forest school is a strong aspect of our provision and a key part of our method of teaching. Children are naturally curious and capable of seeing amazing potential in a puddle, where they can float leaves, dandelion flowers and daisies and then wonder aloud why a stone won't float too? The magic of being outdoors is seeing your wellies disappear into the mud or building a fairy house out of twigs or making plates out of dock leaves and serving tea. There is provision, time and space for all this in forest school as well as more adult led learning.

The indoor classroom is also a rich and ever changing environment for wonder-filled learning about the natural world. Throughout the year the class will see caterpillars metamorphose into butterflies and tadpoles into frogs. One of our parents supplies us with eggs and an incubator so that the children can watch them hatch and then she brings the chicks back to us so we can observe their development. The same is the case with lambs which we will be having as visitors in our classroom this year.

As mentioned above, we go on many trips to enhance children's learning through real experiences and being in a different environment seeing a penguin swimming like a fish also provides an opportunity for awe.

We also don't forget simple everyday examples when a child does something, makes something or achieves something which they are proud and amazed at themselves for doing. Everyday, wonderful stuff fully evidenced in our Big Book Planners.

If you wish, select a grade for the *quality of education*, using the document *EYFS grade descriptors for registered settings* to assist you.

Outstanding	Good	Requires improvement	Inadequate
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Behaviour and attitudes

To what extent do children demonstrate their attitudes and behaviour through playing and exploring?

Continuous provision is planned through objective led planning. This planning is responsive, both to the children's learning needs and also to their interests. It focusses upon individual children and provides open ended resources for children to extend their learning further. Continuous provision covers all areas of the curriculum and is designed to support and encourage the Characteristics of Effective Learning. We very much believe in the WILL, THRILL and SKILL approach. Such planning ensures that there is continuity of provision which often supports children emotionally. Many children will feel more comfortable within the setting if they know that they can always access the train set or engage in colouring or Lego. These may be front and foremost in the OLP. Children may be tasked to use the Lego to build a bridge for the Billy Goats Gruff in the small world area for example. Equally, such on-going equipment will take a back seat, for children to get if they want to, whilst other learning opportunities will be available to invite playing and exploring. For example, a recipe book in the mud kitchen, a stage and microphone with musical instruments in the role play corner, puppets and props in the book corner or an invitation to use playdough to make snakes for a class vivarium using fine motor skills.

To what extent do children demonstrate their attitudes and behaviour through active learning?

Active Learning is at the heart of the way in which we teach. I firmly believe that children learn best when they are invested in their learning and when they can experience it fully. In order to support active learning we make full use of the school mini busses. These enable the children to go on trips and visits to see for themselves how flour is ground to make bread (Alderholt Mill). How cows are milked to provide dairy products (Nunton Farm) and how pumpkins are grown for Halloween. We follow festivals because we believe that it is important for the children to be aware of the rhythms of the year. Trips may focus on this such as a visit to the Cathedral to find out about Christmas. We also broaden children's horizons by making them aware of people who help them. Again, this is done, wherever possible through active learning. For example, a dentist came in to talk to the children about their teeth and the children have recently visited Fordingbridge Fire Station. Other trips come about to support child initiated lines of enquiry. For example a trip to see the wolves and a visit to Bournemouth Oceanarium.

Our 'Big Book Planners', provide the perfect evidence for this question. These are large, A3 portfolios in which we photographically evidence almost everything which happens each week in every class. This ranges across the curriculum and includes continuous provision. As it is shown week by week it is easy to track how the children's own ideas have progressed and developed and where and how teachers have supported this learning as appropriate.

For example, it is possible to see how the children became interested in London. The children initiated painting the Houses of Parliament in their role play area and built roads and houses using unit blocks. Road signs were printed off for them to cut out and make into traffic signs for their city scape. As other areas of interest developed alongside this they were similarly supported. So, during that week, the children learned about the Great fire of London (1666). They built junk model houses, which they chose to do in teams, and learned about materials and fire safety when we set light to the houses in Forest school. They enacted weddings and learned about the royal family. They invited the Queen to Tea with written invitations and they made sandwiches and cakes and set the tables and they were delighted when she – in the form of Mrs Whitely our Art Teacher - arrived wearing her tiara. They then asked her lots of questions about her role and her life which she answered brilliantly and encouraged the children in all their questions. This is an example of the learning which happens every week in the EYFS. As you can see through this brief description, every area is covered and can be supported with formally taught adult led activities where appropriate. At every step all the children are involved and encouraged to be everything that you list above and more!

In addition to Big book Planners, each child has their own assessment folder which documents their learning and development across all the areas of learning from their entry base line to the Pupil Profile assessment. This is further evidenced by their individual Learning Journey's and Tapestry.

High level engagement = high level achievement

To what extent do children demonstrate their attitudes and behaviour through creating and thinking critically?

How effectively do children understand how to develop in their learning?

Our children are not spoon fed. They are excited and eager to learn because their interests and questions are key to our planning and their learning and this is fully evidenced throughout our big book planners. Each area of learning is full of planned, purposeful play and a mix of adult led and child initiated learning. For example, a child may have seen some dinosaur bones on a trip with their parents and come to school full of this excitement. This will lead to an archaeological dig in the outside classroom, dinosaur bone making for a class room museum which will need measuring and sorting and labels making too. Books on the subject will be provided and dinosaur eggs will be discovered in the forest school which will hatch out into a variety of dinosaurs. What are they? This will need to be researched and the dinosaurs sorted into herbivores and carnivores so that they don't eat each other and fight and maybe habitats will have to be designed for them too? All this is an example of how one child's interest can lead to high level involvement and creative, critical thinking across the curriculum. Our staff are exceptionally skilled at covering children's learning and developmental needs and in this way children are excited and enthusiastic learners, fully invested in all that they do.

How well does the school work with parents to promote children's attendance so that the children form good habits for future learning?

The attendance of the children in the EYFS is excellent. We register the children twice daily and follow up on those children whose parents have not rung in to explain a child's absence. Attendance records are carefully monitored and recorded half termly. If necessary, these are followed up. We have no unauthorised or unexplained absences.

To what extent does the school support children's behaviour and attitudes, including helping children to manage their own feelings and behaviour, and how to relate to others?

- We have a very friendly and caring environment in which children develop friendships, learn respect and how to tolerate differences
- The children respond positively to the way in which the adults and older children relate to one another
- There is mutual respect between children
- Children are kind, considerate and thoughtful to each other
- Children and adults respect each other
- We talk to the children and promote discussion about this during our weekly circle times
- Throughout the school year we celebrate faiths and festivals from our own culture and others.
- The provision is inclusive, enabling children of all abilities to participate fully at an appropriate level
- Discrimination and bias are challenged as and when situations arise
- Male and female role models are represented within the school and our teaching – for example during 'Careers Week'.
- Practitioners encourage children to talk frequently and with confidence about their home cultures and their similarities and differences, likes and dislikes and different experiences.
- Curriculum planning includes learning about and experiencing a range of religious and cultural festivals that reflect the backgrounds of the children
- Children are given the opportunity to try food, listen to music and stories from different cultures
- Wherever possible we invite in parents to share their knowledge with our children. For example, a Japanese mother came in to show us her kimonos and the children

dressed up and learned about the similarities and differences between cultures. For international mother tongue day, we invited parents in to speak to the children in their 'mother tongue' and for International careers week we looked at the different jobs which both men and women support society with and invited in parents to discuss their roles.

- Our Behaviour Policy guides staff as to how to manage children's behaviour in line with their age and stage of development.

If you wish, select a grade for behaviour and attitudes, using the document *EYFS grade descriptors for registered settings* to assist you.

Outstanding	<i>Good</i>	<i>Requires improvement</i>	<i>Inadequate</i>
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Personal development

To what extent does the provision successfully promote children's personal development through the curriculum and care practices (include detail of any key person system in place)?

- The Personal, Social and Emotional aspect of the curriculum is paramount in enabling children to develop into happy, confident, caring and sociable little beings who are able to learn effectively. The Characteristics of Learning are key to this and to our teaching and assessment of the children. Based upon the research of Jane Simister, this is supported by our 'learning friends' which are introduced into every class. They personal qualities which are essential in learning in school and also in being successful in their future lives. These qualities are Independence, Resilience, Communication, Team-work, Responsibility, Determination and Concentration. The children have assessment sheets with the learning friends and their characteristic on them. These are used to recognize when children demonstrate the skills. The sheets enable children, teachers and parents to observe how the children are doing in their acquisition and which ones need more opportunities for expression. These skills, together with British Values and our over-arching school rule – 'Be kind, be kind, be kind', are included in many aspects of our curriculum, assemblies and circle-time.
- This is further supported by the implementation of PSB which runs throughout FSM
- Each child in the EYFS is assigned a Key Worker. However, our small numbers and excellent staff pupil ratio enables all staff to get know all the children as individuals and then involve them in the planning of the environment and curriculum according to their questions, interests and needs. Our environment is planned to challenge and excite the children. Through our adult led activities, children learn new skills and then have the opportunity to practise and develop these in their own time. The children also have the time and consistency of resources to discover and learn for themselves. We recognise that children learn in different ways and respond differently in different environments, so we ensure that education is not confined to the classroom. The development of our outdoor classroom continues with the aim of reflecting all the areas of learning. We use the grounds regularly as well as during the timetabled forest school afternoons. Our access to the school mini buses enable us to extend our learning into the community and the world beyond to enhance the children's experiences.
- The staff's sensitive relationship with the children creates a safe place in which children can challenge themselves and learn through making mistakes. We encourage them to become independent and develop the skills they need to become pro-active learners, instilling within them a life-long love of learning.

Happy children succeed.

If you wish, select a grade for personal development, using the document *EYFS grade descriptors for registered settings* to assist you.

Outstanding	Good	Requires improvement	Inadequate
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Leadership and management

How do leaders and managers check and review the quality of the provision and children's progress and use the information to set high expectations and drive improvement?

- I constantly keep abreast of pedagogical research and current evidence of good practice to ensure that the children in the EYFS and the Lower School have the very best opportunities for learning.
- The GL base-line test is taken by our Reception class as soon as they have settled into the Reception year.
- In planning for the children's learning we follow several strands concurrently. Firstly, through a cycle of observation and assessment we follow objective led planning. This enables us to track each child's learning across the Pupil Profile and Characteristics for Learning and to plan for their next steps. Secondly, through observation and discussion with the children and their parents we follow the children's initiation in order to meet these Next steps. In addition to directly following the children's interests we closely follow the calendar to include festivals, celebrations and events that occur throughout the year. This enables us not only to teach the curriculum as above but also to introduce and teach British Values by sharing with the children other cultures as well as widening and enhancing their experience of their own. We will also attempt to broaden children's horizons by introducing new themes, which we think that children may respond to based upon their previous interests.
- By enabling children to be exposed to new ideas and experiences which they may not have yet considered, as well as following current interests we have found that the children become highly involved in their learning and much of their play and activity in continuous provision tends to extend the learning introduced through these various methods. The children's interests and weekly planning are evidenced in our 'Big Book Planners', which in addition to the Tapestry Learning Journeys allow the children and their parents to view a pictorial record of their learning throughout the school year. We observe and plan for children's personal interests as they arise. These may be linked with the topic, or they may be entirely separate. Planning in this way enables us to positively enhance the learning opportunities for all the children. Matt Perrit, EYFS moderator for Hampshire, was interested in this method of following, enriching and extending children's interests to the extent that he has sent members of his own team from Eastleigh to see us. In addition, we have received visits from Nursery's in Essex and locally.
- Planning, assessments and observations are shared at regular EYFS meetings where children are discussed and their needs and next steps planned for through adult-led activities and continuous provision. During these meetings the Pupil Profiles are constantly referred to, to guide next steps and ensure that learning is on track. These are completed each term though they are referred to at every meeting. To ensure that we are all doing this to the same guidelines we take it in turns to attend moderation training, we use the exemplifications and we have had two successful HEA moderations.
- To support the children's acquisition of literacy Ruth Miskin's literacy scheme – Read Write Inc (RWI) to the EYFS and Key Stage One has significantly improved children's outcomes. Reading and writing skills are regularly assessed and this provides information with which to complete the pupil profile alongside class room assessment.
- Big Write/Big Talk was introduced to the EYFS to support developing communication, language and literacy skills. There is a strong emphasis upon the development of children's vocabulary and confidence in speaking within a familiar group and to known adults. Talk partners have been introduced as a part of this. This practice enables every child to have a voice at every opportunity, not just those who can think the quickest and put their hand up first. Our small classes enable each pairs discussion to be heard by the teacher and/or classroom assistant which contributes to the assessment of the children's understanding and learning. This is used, alongside classroom assessment to complete the Pupil Profile.

- The introduction of many aspects of Singapore Maths to the EYFS mathematics strand enables a strong emphasis upon the development of the children's 'number sense'. Investigation, exploration, problem solving and play are at the center of this strategy and again support our completion of the Pupil Profile.
- Our out-door classroom and main playground areas continue to be developed with the addition of less prescriptive and more sensory resources to enhance children's play and learning experiences. These include a sensory garden and planting areas, a willow dome, a water-wall (still in it's infancy) and a growing mud kitchen. The children access the Forest School and Moor for regular, weekly 'Forest School' afternoons as well as throughout the week to make the most of the opportunities they provide across the areas of learning. This has been further enabled by the Head of Lower School becoming qualified as a Forest School Leader with Bridgewater College and cascading skills to the staff body. Most recently another Forest school area has been created in Astro Copse up on the moor by our Head of Nursery. This area builds upon opportunities offered elsewhere in the school and provides spaces and facilities for children's learning outside across the curriculum. Learning outside directly supports the Physical Activity guidelines. It is also used for Tree Tots for younger siblings and children.
- Our SEF is discussed and updated regularly
- Regular supervision meetings are held, with an emphasis upon safeguarding.
- Classroom observations are undertaken and sharply focussed evaluations made of practice to ensure that we are delivering the best possible teaching and learning for our children
- School has in place a system of Performance Management and Professional Development
- Area of focus which is reviewed each year – outlines achievements and targets
- Teacher assessment, observations and Profile scores ensure children's progress is monitored
- Parent questionnaires inform us of parents' opinions and provide us with invaluable information with which to improve our provision.
- INSETS and informal discussions around new ideas and practices keep us abreast of current thinking and best practice and inform teaching and outcomes.
- We meet with other professionals that may have been involved with a child where appropriate to ensure we offer the best care and continuity of education for a child
- We attend Hampshire Horizons courses, cluster meetings for EYFS and YR/Y1 teachers and managers when relevant. In addition we attend Area Five meetings of the Pre-prep heads of IAPS schools, Safeguarding support groups, SENCO courses, Moderation training and Hampshire EYFS Head-teacher briefings

How effectively do leaders and managers use systems for supervision, performance management and professional development to improve teaching?

- Continual evaluation and reflection on our practise throughout the year gives us the opportunity to reflect on our provision, to appreciate the positive outcomes of changes we have made and also to see areas for improvement. The positive response of the children and parents is incredibly motivating and keeps the staff striving for improvement.
- The majority of staff have relevant qualifications with all being educated beyond the basic requirements. All are enthusiastic about extending knowledge by attending courses, and keeping abreast of current research. Our Nursery Teacher has recently undertaken a Foundation degree in Early Years with Winchester University. She is considering extending this into a full Degree. The Head of Lower School/Foundation Stage co-ordinator has completed an MA Ed (Educational Leadership and Management) with the Open University as well as having attended an EYPS course at Bath Spa University. Recently one of our Nursery Assistants gained her NVQ3 whilst working with us and was

been accepted onto the Graduate Teacher Training Scheme to train within the EYFS and KS1. She is now a qualified teacher. The professional development of all staff is taken seriously and ensures that we constantly improve our already first-rate understanding and practice. The Head of Lower School/Foundation Stage co-ordinator has also become a Forest School Leader having completed the Bridgewater BTEC in Forest School Leadership and it is intended that our Nursery Teacher also gain this qualification. Our newly appointed Reception class TA is qualified to degree level and we are investigating relevant NVQ courses for her to do.

- Staff are excited to learn and are keen to share their knowledge and supportive of each other's ideas. These are cascaded through the Lower School as appropriate which gives EYFS staff the opportunity to develop their leadership skills and change management. The most recent example of this was our Reception class teacher's attendance at an Alistair Bryce Clegg conference.
- Staff are excellent at listening to and acting upon the ideas from children and parents as well as from each other.
- School has in place a system of Performance Management and Professional Development
- Learning walks, both formal and informal take place on an almost daily basis whereby the Head of Lower School informs herself of practise
- Supervision forms are completed at least once a term by our EYFS staff. The process provides an opportunity for any issues to be discussed concerning safeguarding and the development and well-being of the children and how these can be addressed. It is also a forum to discuss professional development. It has to be said though, that as a team, we are very experienced and we work very closely together. Such issues are regularly discussed both in staff meetings and informally.
- The process of appraisal highlights areas for staff professional development and indicates the courses they need to go on in the future.
- The Director of Studies oversees the course allocation and validity of courses and inset training days
- Courses are allocated if they are related to the School Development Plan or link to that member of staffs professional development
- Course documentation is clearly displayed and available to all staff
- A running record of courses that staff attend is kept on file and ensures that staff are updated as required on such courses as Food Hygiene, Fire Safety and Paediatric First Aid.

How do leaders and managers ensure that arrangements to protect children's welfare, meet statutory requirements (for example in relation to the Equality Act 2010 and other duties, the Prevent strategy and safeguarding)?

We are fully aware of the statutory guidance 'working together to safeguard children 2015', and to the 'Prevent duty guidelines for England and Wales 2015' and 'Keeping Children Safe in Education', as required by the EYFS Framework 2017. Signs are displayed to remind us of this duty and the Head of Pre-Prep/Foundation Stage has undertaken the Channel training programme and is aware of the need to notify appropriate agencies, as are EYFS staff. All EYFS and pre-prep staff have recently undertaken KCSIE training online. All staff have training in child protection and safeguarding to Level one and the Head of Lower school has the relevant training to level four. All training is updated on a regular basis.

British Values have been integral to the EYFS Pupil Profile since its inception in 2008. We actively teach children the importance of democracy, rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. This is particularly reflected in the learning which is based around annual celebrations and festivals which occur regularly throughout the school year. (Please see EYFS//Lower School Policy for British Values.)

How effectively is self-evaluation used to ensure continuous improvement, and how well does it take into account the views of parents and children?

The children demonstrate a love of the setting through their actions; they bound in every morning and are happy, focused and engaged during the day. The children, more than anything else, guide our self-evaluation. We are incredibly responsive to their needs and their interests and our reflection upon these dictate adaptations to how we teach or how the learning environment appears and the resources available to enable the children to learn effectively. Throughout the Lower School the children are formally consulted and wholly involved in the planning of their learning. Each of the children's questions is taken seriously and all possible learning opportunities are explored and planned for. We find that this is an excellent way of involving the children. They have ownership in their learning and their expanding horizons and new interests develop an energy of their own as the children bring in their ideas from home or explore their learning through continuous provision. Though much of the children's self-initiated play is linked with what we are learning observation enables the children's spontaneous, unconnected play to be supported and then adopted as our next avenue for exploration and learning. A recent discussion and evaluation of our provision of role play in the Reception class led us to adopt 'deconstructed role play' within the class. This has extended the learning opportunities and raised the voice of the children in the class quite considerably – sometimes quite literally. Through this process, the children come up with their own ideas for what they would like in the role play area. The walls are blank for their own decoration and we facilitate their planning, discussions, negotiations and construction but we do not initiate it. This then leads onto what we will learn about. In the spring term of 2017 alone this area has been a Bear Cave, a stone-age cave, a stage with curtains, musical instruments, CD player etc, a train, an aeroplane and London. On each occasion, the children's construction has always been supplemented by staff with books, writing materials, maths equipment and other resources as we deem appropriate to extend the children's learning and it is such an exciting way to learn for both the children and the staff. This form of role play is alternated with role play areas created by the staff to follow themes initiated by the children.

A questionnaire was given to the parents in the Spring Term of 2016 and a whole school questionnaire administered in 2018.

For the former, the vast majority of parents are positive and happy about the education their children are receiving and very many comment upon the 'excellent teachers' the 'curriculum' and the 'individual approach to learning' and the 'excellent pastoral care' which is provided. As a result of some of the comments, we have introduced a complete wrap around care package for the children in the Lower School to cater for the numbers of parents who work and who may need this facility. This includes a breakfast-club and a tea-club as well as our normal activities, some of which will be open to children in the Reception class. This has now been running for quite a while and has proved popular. For the first time in the Easter holidays (2016) we trialled a holiday club for all our children, including those in the EYFS which proved so popular with parents that we have run it in the long holidays during the school year ever since. Whilst not directly relevant to the EYFS we have inserted an additional lesson of PE into the curriculum for the children in Key Stage One. The inclusion of Years 3 and 4 into the Lower School involved a great many meetings with parents and their views and opinions were listened to and taken into account.

Our form revealed that some parents were not aware of how to make a complaint, either to the school or to Ofsted, should they wish to do so. Those who had indicated that they did not know this process were personally given the appropriate information which is in our Parent pack and on parent's notice boards throughout the school.

Another area of concern to some of our parents, including those in the EYFS, was the thought of Saturday school when their children entered Year Three. This was brought to the attention of SMT and the Headmaster agreed to attend a meeting with parents in order to explain this further and to provide more information on the middle school. This has now resolved itself to an incredibly successful Saturday Morning Enrichment Programme which children from Y2 to Y4 may attend though this is not compulsory. It is interesting to note that the majority of children in these years choose to attend. I can discuss this further with relevance to KS1/2 should you wish me to do so.

Communicating events and happenings in the Lower School has been improved by our Parent Pack and our weekly Newsletter and the 'Next Week in Lower School' bulletin, which are all aimed at keeping parents fully informed about what is happening. There is also Parents' ABC guide of all aspects of life at school which goes some way to replacing the Parent Pack, which is currently under further review. Tapestry also informs parents on a more or less daily basis about what is happening within the EYFS. However, some parents feel that there is still room for improvement so we are looking at ways to do this and I am always open to suggestions to further improve our provision. From Years 1 – 4 parents receive weekly emails from their child's teacher informing them of what has been covered in their child's class and including personal information about their child when necessary.

How have any recommendations or regulatory action points (as applicable) from the previous inspection of the registered Early Years setting been addressed?

There were no recommendations or regulatory action points.

If you wish, select a grade for leadership and management, using the document *EYFS grade descriptors for registered settings* to assist you.

Outstanding	Good	Requires improvement	Inadequate
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Overall Effectiveness: the Quality and Standards of the Early Years Provision

<p>In what ways has the quality of the EYFS changed since the previous inspection?</p> <p>If anything we have got better! The Reception class has been renovated and redesigned with an enhanced role play area, ICT area and book space and more room for play and exploration.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Introduction of the Treasure words to increase the children's satisfaction and motivation in writing for a purpose and ensuring that they have a vocabulary from which they may begin to develop their own writers voice based upon the belief that if 'you can't say it you can't write it'. • Introduction of Singapore Maths alongside the EYFS curriculum to ensure that children develop a strong understanding of the concepts that underpin maths and thus build their confidence. These include a development of the children's 'number-sense' through subertising and a strong knowledge and understanding of the number bonds. • extension of ICT provision and certain Apps for the use of children • Introduction of 'Storycises' and 'dough disco' • Creation of a mud kitchen • regular sand in the sand pit • water wall • more construction materials • Creation of Astro Copse Forest School • Development of holiday clubs and before and after school clubs and activities • Development of breakfast club and supper club to support parents in their working day.
<p>What are the main strengths of the setting?</p> <p><i>The staff.</i></p> <p>They are incredibly creative, caring, experienced and knowledgeable. Their unstinting energy enables us to constantly reassess our provision and improve all the time through reflection and re-evaluation.</p> <p>Their understanding of child development means that we teach each child according to their needs. The attention and care that each child receives is reflected in their outcomes and their emotional security and confidence.</p> <p><i>The Environment.</i></p> <p>We work in a wonderful setting which provides exceptional learning spaces both inside and outside which can be enriched for the children's learning. We also have access to the school minibuses which enable us to access the wider environment for truly active learning:</p> <p>I hear and I forget, I see and I remember, I do and I understand.</p> <p>Which constitutes my third point – <i>our ethos</i>.</p>
<p>What areas are you seeking to improve or develop? Why and how did you identify them?</p> <p>We regularly assess our provision across all areas of the curriculum and the learning environment and this information comes from day to day usage and discussion.</p> <p>The outdoor classroom is an ongoing area of improvement. By dint of being outside and the robust nature of play and the joy of transportation of natural materials means that resources wear out much more quickly and weather and wear means that they often need to be replaced.</p> <p>Currently in this area we need more maths equipment – numbers, space and shape activities, preferably fixed and resilient. An abacus would be a part of this investment.</p> <p>We would like to revamp our water wall and buy some more water play equipment.</p> <p>We would also like to have painting easels attached to walls at the right angle for painting. This would optimise space.</p>

In our larger playground we would like an area for trikes and a log snake or something similar to vary physical challenge.

ICT provision has improved greatly since September 2019 but this could be further improved, especially in the Nursery.

What actions are you taking?

It is envisaged that the smaller equipment required for the outdoor classroom will be bought and put into service over the academic year.

Larger items, whilst requested, will depend upon our grounds men to implement and they are extremely busy!

ICT equipment has improved and will improve further. It is envisaged that as the provision of the newly introduced Chrome books filters through the school the EYFS will receive some in due course.

Are the requirements for children's safeguarding and welfare fully met, and is there a shared understanding of and responsibility for protecting children?

The children along with the staff are involved in promoting their own welfare as well as others. We talk to children about the importance of keeping themselves and others healthy and happy and what that involves. The children have created posters to remind themselves of ways to keep healthy and all the children understand the importance of using and disposing of tissues and hand washing etc.

- Regular cookery activities provide an opportunity to discuss healthy life styles and eating choices.
- Children are specifically taught about keeping their bodies healthy through a healthy diet and exercise through lessons and through visits such as the 'Life Bus'.
- Children learn about road safety, every time we go out to forest school, or on trips. We take advantage of crossing the road at this time to reinforce the green x code. We also invite the children to bring their bikes to school and we set up roads and zebra crossings and discuss bike safety in this way.
- Children receive talks regarding safe-guarding and internet safety and these are reinforced within the classroom where appropriate.
- We also believe it is incredibly important to involve the children with safety issues and take time to teach them how to identify potential dangers and provide them with the knowledge of how to deal with these – eg in Forest school. We actively involve the children in deciding the rules we are going to follow to ensure they keep themselves and others safe. This is balanced with the need for children to take calculated risks.
- The welfare of all the children is extremely important to all members of staff and they endeavour to ensure this is promoted. At our weekly staff meetings any concerns we may have about a child are discussed and an action put in place. Depending on the level of concern we may involve other members of staff e.g. the headmaster if it is a concern related to child protection, the deputy head if it relates to behaviour or the matrons department if it relates to health. We have an excellent support network in place within the school to which we can turn to for advice and guidance. This action is then regularly reviewed to ensure it is effective.

Safeguarding procedures are effective:

- Staff have all read and understood the Child Protection and Health and Welfare Policy.
- Regular Supervision is in place.

Staff have attended and completed a minimum Level 1 Child Protection Awareness course and remain observant of signs. Training is updated annually and enables staff to identify signs of

possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation; and/or
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- The Head of Lower School has completed level 4 safeguarding and is the Child protection officer for the Lower School. Training is updated regularly as appropriate.
 - Ratios are adhered to, to ensure the children are well supervised at all times.
 - All adults within the setting are CRB checked and are suitably qualified to look after the children.
 - The staff ensure every morning that the indoor and outdoor classrooms are safe before the children arrive and take responsibility for removing any equipment or toys that are no longer safe.
 - Records are kept, monitored and followed up as appropriate of accidents and injuries.
 - Risk assessments are carried out for trips and are checked and signed by a member of the senior management.
 - Children are provided with safe and secure environments in which to interact and explore rich and diverse learning and development opportunities. We ensure that, as well as conducting formal risk assessments, they constantly reappraise the outdoor and indoor spaces, furniture, equipment and toys to ensure that they are safe and suitable for their purpose. Any maintenance issues are written in the maintenance book and the Bursar prioritises these to be dealt with.
 - A full risk assessment of the Pre-Prep Department, including indoor and outdoor spaces was carried out by JD Roughton-Bently, School Health and Safety Officer. A copy is kept in the Bursar's Office and Lower School, this is updated yearly
 - The Head of Lower School attends and reports at termly in school Health and Safety meetings

If you wish, select a grade for the overall effectiveness of the quality and standards of the early years provision, using the document *EYFS grade descriptors for registered settings* to assist you.

Outstanding	Good	Requires improvement	Inadequate
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CHECKLIST RECORD FOR THE EARLY YEARS FOUNDATION STAGE

The Learning and Development Requirements

1.5	Educational programmes must involve activities and experiences for children, as follows.		
	Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.	Yes	No
	Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	Yes	No
	Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	Yes	No
	Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.	Yes	No
	Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.	Yes	No
	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	Yes	No
	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	Yes	No
1.6	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.	Yes	No
	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. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.	Yes	No
	It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.	Yes	No
	But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.	Yes	No
	Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.	Yes	No
1.7	For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.	Yes	No

	Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.	Yes	No
	When assessing communication, language and literacy skills, practitioners must assess children's skills in English.	Yes	No
	If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.	Yes	No
1.8	Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.	Yes	No
	Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.	Yes	No
1.10	Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting.	Reported within welfare requirements below.	
	The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.		
Notes:			
EYFS – British Values Policy			

Progress check at age two

NB This is included as the process must begin before age two

2.3	When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths and any areas where the child's progress is less than expected.	Yes	No
	If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate.	Yes	No
2.4	The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns.	Yes	No
	Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.	Yes	No
2.5	Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary.	Yes	No
Notes:			

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

NB For information only – not applicable to registered EYFS inspections

2.6	In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.	Yes	No	N/A
2.7	Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of	Yes	No	N/A

	development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').			
2.8	Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10).	Yes	No	N/A
2.9	Schools ¹ must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher ² who completed it.	Yes	No	N/A
Notes:				

Information to be provided to the local authority

NB For information only – not applicable to EYFS inspections

2.11	Early years providers must report EYFS Profile results to local authorities, upon request ³ .	Yes	No	N/A
	Providers must permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments ⁴ .	Yes	No	N/A
	Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.	Yes	No	N/A
Notes:				

The Safeguarding and Welfare Requirements

Child Protection

3.4	Providers must be alert to any issues of concern in the child's life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken where there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.	Yes	No
3.5	A practitioner must be designated to take lead responsibility for safeguarding children in every setting. The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the LSCB. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.	TJ spottiswood	
	The lead practitioner must attend a child protection training course ⁵ that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.6).	Yes	No
3.6	Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues. Training	Yes	No

¹ Or the relevant provider.

² Or other practitioner.

³ Childcare (Provision of Information About Young Children) (England) Regulations 2009.

⁴ The Early Years Foundation Stage (Learning and Development Requirements) Order 2007.

⁵ Taking account of any advice from the LSCB or local authority on appropriate training courses.

	<p>made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:</p> <ul style="list-style-type: none"> significant changes in children's behaviour; deterioration in children's general well-being; unexplained bruising, marks or signs of possible abuse or neglect; children's comments which give cause for concern; any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) female genital mutilation; and/or inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. Providers may also find <i>What to do if you're worried a child is being abused: Advice for practitioners</i> helpful. 		
3.7	Providers must have regard to the Government's statutory guidance ' <i>Working Together to Safeguard Children 2015</i> ' and to the <i>Prevent duty guidance for England and Wales 2015</i> . All schools are required to have regard to the government's <i>Keeping Children Safe in Education</i> statutory guidance. If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.	Yes	No
3.8	Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.	Yes	No
Notes:			
EYFS – Confidential reporting and Staff Supervision Policy			
EYFS – Intimate Care Policy			

Suitable People

3.9	Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles.	Yes	No
	Providers must have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable ⁶ .	yes	
3.10	Registered providers other than childminders must obtain an enhanced DBS disclosure and barred list check in respect of every person aged 16 and over (including unsupervised volunteers and supervised volunteers who provide personal care) who ⁷ : <ul style="list-style-type: none"> works directly with children; 	Yes	No

⁶ To allow Ofsted to make these checks, childminders are required to supply information to Ofsted, as set out in Schedule 1, Part 2 of the Childcare (Early Years Register) Regulations 2008, amended by the Childcare (Early Years Register) (Amendment) Regulations 2012. The requirements relating to people who live and work on childminder premises are in Schedule 1, Part 1.

⁷ The requirement for a criminal records check will be deemed to have been met in respect of all people living or working in childcare settings, whose suitability was checked by Ofsted or their local authority before October 2005.

	<ul style="list-style-type: none"> lives on the premises on which the childcare is provided; and/or works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present). <p>Additional criminal records checks should be made for individuals who have lived or worked abroad.</p>		
3.11	Providers must tell staff and others who work with children in the early years or directly manage the setting that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings ⁸ which may affect their suitability to work with children (whether received before or during their employment at the setting).	Yes	No
	Providers must not allow people whose suitability has not been checked, including through a criminal records check ⁹ , to have unsupervised contact with children being cared for.	Yes	No
3.12	Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a disclosure was obtained and details of who obtained it).	Yes	No
3.13	Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006 which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.	Yes	No
Notes:			
All EYFS staff are required to sign each morning to say that their suitability to work with children is not affected by any convictions, cautions, court orders, reprimands or warnings which may affect their suitability to work with children.			
EYFS – Social Networking Polciy			

Disqualification (all registered providers and employees in and managers of registered and other settings)

3.14 3.15	(Summary) In the event of the disqualification [including by association] ¹⁰ of a provider, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision.	Yes	No
	Where an employer becomes aware of relevant information which may lead to disqualification of an employee [including by association], the provider must take appropriate action to ensure the safety of children.		
3.16	A registered provider must notify Ofsted of any significant event which is likely to effect the suitability of any person who is in regular contact with children on the premises where childcare is provided. Disqualification [including by association], of an employee could be an instance of a significant event.	Yes	No

⁸ Except convictions or cautions that are protected for the purposes of the Rehabilitation of Offenders Act 1974.

⁹ DBS disclosures and barred list information are only issued to the potential employee; providers must check the disclosure and consider whether it contains any information that would suggest the person was unsuitable for the position, before an individual starts work with children. Where a potential or existing employee has subscribed to the online DBS Update service, providers should check the status of the disclosure. Where the check identifies there has been a change to the disclosure details, a new enhanced DBS disclosure must be applied for. Before accessing the DBS update service consent to do so must be obtained from the member of staff.

¹⁰ In accordance with regulations made under Section 75 of the Childcare Act 2006. Schools are required to have regard to the disqualification guidance published by the Department for Education.

3.17	<p>The registered provider must give Ofsted the following information about themselves or an employee when relevant:</p> <ul style="list-style-type: none"> • details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006; • the date of the order, determination or conviction, or the date when the other ground for disqualification arose; • the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and • a certified copy of the relevant order (in relation to an order or conviction). 	Yes	No
Notes:			
NB – all EYFS staff are required to sign to say that they are fit and able to care for children and not subject to any investigations etc (Please see above)			

Staff taking medication/other substances

3.19	Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.	Yes	No
	Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.		
	Staff medication on the premises must be securely stored, and out of reach of children, at all times.	Yes	No
Notes:			
EYFS – Alcohol and other substances Policy			
NB – all EYFS staff are required to sign to say that they are fit and able to care for children			

Staff qualifications, training, support and skills

3.20	Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities.	Yes	No
	Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues.	Yes	No
	Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improve.	Yes	No
3.21	Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families.	Yes	No
3.22	<p>Supervision should provide opportunities for staff to:</p> <ul style="list-style-type: none"> • discuss any issues – particularly concerning children's development or well-being; including child protection concerns; • identify solutions to address issues as they arise; and • receive coaching to improve their personal effectiveness. 	Yes	No
3.23	In group settings, the manager must hold at least a full and relevant ¹¹ level 3 ¹² qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification.	Yes	No

¹¹ As defined by the Teaching Agency.

¹² To count in the ratios at level 3, staff holding an Early Years Educator qualification (i.e. from September 2014 onwards) must also have achieved a suitable level 2 qualification in English and Maths as defined by the Department for Education on the Early Years Qualifications List published on GOV.UK.

	The manager should have at least two years' experience of working in an early years setting, or have at least two years' other suitable experience.	Yes	No
	The provider must ensure there is a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence.	Yes	No
3.25	At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings. Paediatric first aid training must be relevant for workers caring for young children and, where relevant, babies. The training must be for a "full" paediatric first aid course ¹³ delivered by a competent course provider such as St John Ambulance or the British Red Cross or St Andrew's First Aid and must be renewed every three years. All staff who gained level 2 or 3 qualifications on or after 30 June 2016 must have full or emergency paediatric first aid training within three months of starting work in order to count in the ratios at level 2 or level 3.	Yes	No
3.26	Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. For example, settings must be in a position to keep records in English, to liaise with other agencies in English, to summon emergency help, and to understand instructions such as those for the safety of medicines or food hygiene.	Yes	No
Notes:			
EYFS – Confidential Reporting and Staff Supervision Policy			
EYFS – Deputation Policy			

Key person

3.27	Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.10), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.	Yes	No
Notes:			

Staff: child ratios

NB For information only – 3.32, 3.35 and 3.36 are not applicable to registered EYFS settings

3.28	Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.	Yes	No
	Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions.	Yes	No
	Children must usually be within sight <i>and</i> hearing of staff and always within sight <i>or</i> hearing.	Yes	No
3.31	For children aged under two:		
	• there must be at least one member of staff for every three children;	Yes	No
	• at least one member of staff must hold a full and relevant level 3 qualification, and must be suitably experienced in working with children under two;	Yes	No
	• at least half of all other staff must hold a full and relevant level 2 qualification;	Yes	No
	• at least half of all staff must have received training that specifically addresses the care of babies; and	Yes	No

¹³ Consistent with the criteria set out in Annex A of the EYFS Framework

	<ul style="list-style-type: none">where there is an under two-year-olds' room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.	Yes	No	
3.32	For children aged two:			
	<ul style="list-style-type: none">there must be at least one member of staff for every four children;	Yes	No	
	<ul style="list-style-type: none">at least one member of staff must hold a full and relevant level 3 qualification; and	Yes	No	
	<ul style="list-style-type: none">at least half of all other staff must hold a full and relevant level 2 qualification.	Yes	No	
3.35	For children aged three and over in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an instructor ¹⁴ , or another suitably qualified overseas trained teacher, is working directly with the children:			
	<ul style="list-style-type: none">for classes where the majority of children will reach the age of 5 or older within the school year, there must be at least one member of staff for every 30 children;	Yes	No	N/A
	<ul style="list-style-type: none">for all other classes there must be at least one member of staff for every 13 children; and	Yes	No	N/A
	<ul style="list-style-type: none">at least one other member of staff must hold a full and relevant level 3 qualification.	Yes	No	N/A
3.36	For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:			
	<ul style="list-style-type: none">there must be at least one member of staff for every eight children;	Yes	No	N/A
	<ul style="list-style-type: none">at least one member of staff must hold a full and relevant level 3 qualification; and	Yes	No	N/A
	<ul style="list-style-type: none">at least half of all other staff must hold a full and relevant level 2 qualification.	Yes	No	N/A
Notes:				

Before/after school care and holiday provision

NB For information only – not applicable to registered EYFS settings

3.40	There is sufficient staff for a class of 30 children, where the provision is solely before/after school care or holiday provision for children who normally attend reception class (or older) during the school day,	Yes	No	N/A
Notes:				

¹⁴ An instructor is a person at the school who provides education which consists of instruction in any art or skill, or in any subject or group of subjects, in circumstances where:

(a) special qualifications or experience or both are required for such instruction, and

(b) the person or body of persons responsible for the management of the school is satisfied as to the qualifications or experience (or both) of the person providing education.

Health

Medicines

3.44	The provider must promote the good health of children attending the setting. ¹⁵	Yes	No
	They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.	Yes	No
3.45	Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.	Yes	No
	Training must be provided for staff where the administration of medicine requires medical or technical knowledge.	Yes	No
	Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor).	Yes	No
3.46	Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer.	Yes	No
	Providers must keep a written record each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.	Yes	No
Notes:			
EYFS – Administration of Medicines Policy and relevant permissions forms			
EYFS – Sick and Infectious children Policy			
EYFS – Application of Sun-cream Policy			
EYFS – Intimate Care Policy			

Food and drink

3.47	Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.	Yes	No
	Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements.	Yes	No
	Fresh drinking water must be available and accessible at all times.	Yes	No
	Providers must record and act on information from parents and carers about a child's dietary needs.	Yes	No
3.48	There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children, if necessary including suitable sterilisation equipment for babies' food.	Yes	No
	Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene.	Yes	No
3.49	Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.	Yes	No

¹⁵ Guidance on Infection Control in Schools can be found at:

www.gov.uk/government/publications/infection-control-in-schools-poster#history

Notes:

Accident or injury

3.50	Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children.	Yes	No
	Providers must keep a written record of accidents or injuries and first aid treatment.	Yes	No
	Providers must inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.	Yes	No
3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.	Yes	No
	Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.	Yes	No
Notes:			
Accident and Head Injury forms			

Managing behaviour

3.52	Providers are responsible for managing children's behaviour in an appropriate way.	Yes	No
	Providers must not give corporal punishment to a child. Providers must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. Any early years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention ¹⁶ was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.	Yes	No
	Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.	Yes	No
3.53	Providers must not threaten corporal punishment and must not use or threaten any punishment which could adversely affect a child's well-being.	Yes	No
Notes:			
EYFS Behaviour Management Policy			

Safety and suitability of premises, environment and equipment**Safety**

3.54	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises.	Yes	No
	Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).	Yes	No

¹⁶ Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

3.55	Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency and must have an emergency evacuation procedure.	Yes	No
	Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order.	Yes	No
	Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.	Yes	No
Notes:			

Smoking

3.56	Providers must not allow smoking in or on the premises when children are present or about to be present.	Yes	No
Notes:			
EYFS – No Smoking policy			

Premises

3.57	The premises and equipment must be organised in a way that meets the needs of children.	Yes	No
	In registered provision, providers must meet the following indoor space requirements ¹⁷ : <ul style="list-style-type: none"> Children under two years: 3.5 m² per child. 	Yes	No
	Non-registered provision: providers must meet the following indoor space requirements ¹⁸ : <ul style="list-style-type: none"> Two year olds: 2.5 m² per child. Children aged three to five years: 2.3 m² per child. 	Yes	No
3.58	Providers must provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions).	Yes	No
	Providers must follow their legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments)	Yes	No
3.59	Sleeping children must be frequently checked.	Yes	No
	There should be a separate baby room for children under the age of two.	Yes	No
	However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.	Yes	No
3.60	Providers must ensure there is an adequate number of toilets and hand basins available.	Yes	No
	There should usually be separate toilet facilities for adults.	Yes	No
	Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies and providers should ensure that an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available.	Yes	No

¹⁷ These calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets.

¹⁸ These calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets.

3.61	Providers must also ensure that there is an area where staff may talk to parents and/or carers confidentially, as well as an area in group settings for staff to take breaks away from areas being used by children.	Yes	No	
3.62	Providers must only release children into the care of individuals who have been notified to the provider by the parent and must ensure that children do not leave the premises unsupervised.	Yes	No	
	Providers must take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.	Yes	No	
	Providers must consider what additional measures are necessary when children stay overnight.	Yes	No	
3.63	Providers must carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which they provide childcare.	Yes	No	N/A
Notes:				

Risk assessment

3.64	Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks.	Yes	No
	Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors.	Yes	No
	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.	Yes	No
Notes:			

Outings

3.65	Children must be kept safe while on outings.	Yes	No
	Providers must assess the risks or hazards which may arise for the children and must identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment must include consideration of adult to child ratios. The risk assessment does not necessarily need to be in writing; this is for providers to judge.	Yes	No
3.66	Vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.	Yes	No
Notes:			
EYFS – Supervision of children on Trips and Outings Policy			

Special educational needs

3.67	Providers must have arrangements in place to support children with SEN or disabilities. Providers who are funded by the local authority to deliver early education places must have regard to the SEN Code of Practice. ¹⁹	Yes	No
	Providers in group provision are expected to identify a SENCO.²⁰	Yes	No

¹⁹ www.gov.uk/government/publications/send-code-of-practice-0-to-25.

²⁰ See section 67(2) and 67(3) of the Children and Families Act 2014.

Notes:			
EYFS SENCO – Vanessa Beech			
EYFS Special Educational Needs Policy			

Information and records

3.68	Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.	Yes	No
	Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting.	Yes	No
	If requested, providers should incorporate parents' and/or carers' comments into children's records.	Yes	No
3.69	Records must be easily accessible and available (with prior agreement from Ofsted, these may be kept securely off the premises).	Yes	No
3.59	Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.	Yes	No
	Providers must be aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.	Yes	No
3.70	Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.	Yes	No
	Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA ²¹ .	Yes	No
3.71	Records relating to individual children must be retained for a reasonable period of time after they have left the provision. ²²	Yes	No
Notes:			
EYFS – Social Networking Policy			
EYFS – eJournal, Tapestry Policy			
EYFS – Mobile Phone and camera Policy			

Information about the child

3.72	Providers must record the following information for each child in their care:		
	• full name;	Yes	No
	• date of birth;	Yes	No
	• name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child);	Yes	No

²¹ The Data Protection Act 1998 (DPA) gives parents and carers the right to access information about their child that a provider holds. However, the DPA also sets out specific exemptions under which certain personal information may, under specific circumstances, be withheld from release. For example, a relevant professional will need to give careful consideration as to whether the disclosure of certain information about a child could cause harm either to the child or any other individual. It is therefore essential that all providers/staff in early years settings have an understanding of how data protection laws operate. Further guidance can be found on the website of the Information Commissioner's Office at: http://www.ico.gov.uk/for_organisations/data_protection.aspx.

²² Individual providers should determine how long to retain records relating to individual children.

	<ul style="list-style-type: none"> which parent(s) and/or carer(s) the child normally lives with; 	Yes	No
	<ul style="list-style-type: none"> and emergency contact details for parents and/or carers. 	Yes	No
Notes:			
EYFS – Non-collection of Child Policy			

Information for parents and carers

3.73	Providers must make the following information available to parents and/or carers:		
	<ul style="list-style-type: none"> how the EYFS is being delivered in the setting, and how parents and/or carers can access more information; 	Yes	No
	<ul style="list-style-type: none"> the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home; 	Yes	No
	<ul style="list-style-type: none"> how the setting supports children with special educational needs and disabilities; 	Yes	No
	<ul style="list-style-type: none"> food and drinks provided for children; 	Yes	No
	<ul style="list-style-type: none"> details of the provider's policies and procedures (all providers except childminders must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting; and 	Yes	No
	<ul style="list-style-type: none"> staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency. 	Yes	No
Notes:			

Complaints

3.74	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome.	Yes	No
	All providers must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.	Yes	No
	The record of complaints must be made available to Ofsted on request.	Yes	No
3.75	Providers must make available to parents and/or carers details about how to contact Ofsted, if they believe the provider is not meeting the EYFS requirements.	Yes	No
	If providers become aware that they are to be inspected, they must notify parents and/or carers.	Yes	No
	After an inspection, providers must supply a copy of the report to parents and/or carers of children attending on a regular basis.	Yes	No
Notes:			

Information about the provider

3.76	Providers must hold the following documentation:		
	<ul style="list-style-type: none"> name, home address and telephone number of the provider and any other person living or employed on the premises; 	Yes	No

	<ul style="list-style-type: none"> name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending the early years provision; 	Yes	No
	<ul style="list-style-type: none"> a daily record of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person; and 	Yes	No
	<ul style="list-style-type: none"> their certificate of registration (which must be displayed at the setting and shown to parents and/or carers on request). 	Yes	No
Notes:			

Changes that must be notified to Ofsted

3.77	All registered early years providers must notify Ofsted of:		
	<ul style="list-style-type: none"> any change in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the provider's other contact information; to the person who is managing the early years provision; 	Yes	No
	<ul style="list-style-type: none"> any proposal to change the hours during which childcare is provided; or to provide overnight care; 	Yes	No
	<ul style="list-style-type: none"> any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children; 	Yes	No
	<ul style="list-style-type: none"> where the early years provision is provided by a company, any change in the name or registered number of the company; 	Yes	No
	<ul style="list-style-type: none"> where the early years provision is provided by a charity, any change in the name or registration number of the charity; 	Yes	No
	<ul style="list-style-type: none"> where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'; and 	Yes	No
	<ul style="list-style-type: none"> where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body. 	Yes	No
3.78	If there has been a change of manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made in advance. In other cases, notification must be made as soon as reasonably practicable, but always within 14 days.	Yes	No
Notes:			