

People Involved:

Date:

1.1	A Unique Child	What we do now	What we need to develop, and how
	<p>Child Development</p> <p>Think about each child in your group or setting consider their:</p> <p>a unique development;</p> <p>b individual interests;</p> <p>c communication style;</p> <p>d learning style.</p> <p>e How is each child's individual development supported through all the experiences in the setting?</p>		

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1.2	A Unique Child	What we do now	What we need to develop
	<p>Inclusive Practice</p> <p>a How would a family arriving at your setting know that all children are welcomed and valued?</p> <p>b How do you ensure signs symbols, photos and objects reflect children and families from a variety of cultures and with diverse needs?</p> <p>c How do you ensure every child is welcomed with a smile and warm greeting from staff?</p> <p>d How do you inform parents of staff names and their roles within the setting?</p>		

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1.3	A Unique Child	What we do now	What we need to develop, and how
	<p>Keeping Safe</p> <p>What activities or experiences in the setting do you provide to help children to think about:</p> <p>a the things that make them feel good about themselves?</p> <p>b the people who help them – at home and in the community</p> <p>c how to keep themselves safe?</p> <p>d how to recognise and avoid possible danger?</p> <p>e reasons for making particular choices?</p> <p>f the reason they are allowed to do or to have some things and not other things?</p>		

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1.4	A Unique Child	What we do now	What we need to develop, and how
	<p>Health and Well Being</p> <p>Think about the food that your setting encourages children to enjoy.</p> <p>a How do you encourage children to know about and choose healthy snacks?</p> <p>b How are foods from different cultures presented to children - as a novelty or as something for which they may develop a taste?</p> <p>c How do you help children to learn about the food chain and planting, growing, gathering, preparing and using different foods?</p> <p>d Think about the opportunities children have for activity and rest.</p> <p>e How do you ensure there is a balance of activities so that babies and children can be involved in activity some of the time and relax or rest for some of the time?</p> <p>f How does the environment support children's choices to be active or to rest?</p> <p>g What provision do you have for quiet places or dens where children can relax, plus, large spaces for free movement?</p>		

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2.1	Positive Relationships	What we do now	What we need to develop, and how
	<p>Respecting Each Other</p> <p>How do you support mutual respect between the following:</p> <p>a individual staff members or teams</p> <p>b staff members and parents</p> <p>c parents and children</p> <p>d staff and children</p> <p>e children and children</p>		

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2.2	Positive Relationships	What we do now	What we need to develop, and how
	<p>Parents as Partners</p> <p>a How do you provide opportunities for informal talk with parents?</p> <p>b How do you know parents understand the setting's policies on important areas such as learning and teaching, inclusion and behaviour?</p> <p>c How have parents been involved in drawing these policies up?</p> <p>d How do parents contribute to children's profiles?</p> <p>e How do parent's review their children's progress with you?</p> <p>f How do you really listen to and value what parents say?</p> <p>g How do you provide workshops and open sessions for parents?</p> <p>h How does the documentation provided for parents in your setting recognise and value the challenge of being a parent and the role parents play in their child's learning and development?</p>		

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2.3	Positive Relationships	What we do now	What we need to develop, and how
	<p>Supporting Learning</p> <p>Think about the children in your setting:</p> <p>a how do staff show they are genuinely pleased to see each child every day?</p> <p>b how do you ensure positive relationships are built with all children?</p> <p>Consider the role of the adult:</p> <p>c who does most of the talking?</p> <p>d how do you give children opportunities to share their ideas and talk about their learning?</p>		

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2.4	Positive Relationships	What we do now	What we need to develop, and how
	<p>Key Person</p> <p>a How do you ensure that staff rotas are based on when a key person is available for each child?</p> <p>b How do you provide a second key person to work with parents so that each Key Person really knows and understands the children in their key group?</p> <p>c How do you organise and plan time for each key person to work with parents so that they really know and understand the children in their key group?</p> <p>d How do you support children as they move groups within the setting to become familiar with their new key person?</p>		

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3.1	Enabling Environments	What we do now	What we need to develop, and how
	<p>Observation, Assessment and Planning</p> <p>a When you are planning how do you ensure that planning is flexible to enable staff to follow children's interests and react to opportunities such as a fall of snow?</p> <p>b How do you plan to observe children?</p> <p>c How do you organise time to enable staff to analyse observations to plan the next steps in children's learning?</p> <p>d How do you observe and review the learning environment and resources regularly?</p>		

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3.2	Enabling Environments	What we do now	What we need to develop, and how
	<p data-bbox="215 411 689 459">Supporting Every Child</p> <p data-bbox="215 544 954 612">a How do you plan to provide appropriate and realistic experiences that build on children's learning?</p> <p data-bbox="215 874 960 943">b How do you use experiences that children bring from home as a starting point for their learning?</p> <p data-bbox="215 1204 938 1273">c How do you use daily routines to support children's learning and development?</p>		

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3.3	Enabling Environments	What we do now	What we need to develop, and how
	<p>The Learning Environment</p> <p>a How do you encourage children to help to plan the layout of the environment and contribute to keeping it tidy?</p> <p>b How do you ensure that children have opportunities to learn outside on a daily basis all year round?</p> <p>c How do you help children to understand how to behave outdoors and inside?</p> <p>d How do you create an indoor environment that is reassuring and comforting for all children, while providing interest through enrichment?</p> <p>e How do you provide links between the indoor and outdoor environment so that where possible children can move freely between them?</p> <p>f How do you organise the environment to create provision that meets the needs of all children both as a place to feel at home and to learn?</p> <p>g How do you ensure that the deployment of staff is flexible enough to respond to the flow and movement of children between indoors and outdoors?</p>		

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3.4	Enabling Environments	What we do now	What we need to develop, and how
	<p>The Wider Context</p> <p>a How do you ensure that parents are kept informed in advance about what will happen when children transfer from one age group to another, plus, other transition times?</p> <p>b How do you involve parents at transition times, valuing what they say and encouraging them to stay with their children while they settle in?</p> <p>c If children attend several settings how do you ensure that you share children's development and learning records and any other relevant information?</p> <p>d How do you involve the local community and provide opportunities for them to come into the setting to share their expertise?</p> <p>e Do you have a policy for transition and continuity and how do you ensure it is shared with everyone involved both in and beyond the setting?</p>		

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4.1	Learning and Development	What we do now	What we need to develop, and how
	<p>Play and Exploration</p> <p>a How do you observe children's play?</p> <p>Consider the role of the adult in the setting:</p> <p>b how does the setting help children join in if they find it hard to be included?</p> <p>c how do you know when it is appropriate to get involved and when to allow children to carry on playing?</p> <p>d how do you find out how children play at home and value different approaches to play?</p> <p>e how do you value play which is based on people such as superheroes who may mean a lot to children?</p>		

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4.2	Learning and Development	What we do now	What we need to develop, and how
	<p>Active Learning</p> <p>a How do you ensure there is enough time for children to become engrossed in play for sustained periods?</p> <p>b How do you ensure children have opportunities for independence and control over their learning to maintain their interest and develop their creativity?</p> <p>c How do you ensure children feel at ease, secure and confident within the setting?</p>		

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4.3	Learning and Development	What we do now	What we need to develop, and how
	<p>Creativity and Critical Thinking</p> <p>a How do you organise and create an environment which enables children to move equipment around the to extend their own play and learning?</p> <p>b How do you ensure freedom for children to access resources while maintaining an expectation of the importance of tidying up and putting things back where they belong?</p> <p>c How do you ensure a balance of adult led and child initiated activities?</p> <p>d How do adults model being creative?</p> <p>e How do you provide children with the experience of playing with and exploring materials before expecting them to use them in a specific way or for a specific purpose?</p>		

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4.4	Learning and Development	What we do now	What we need to develop, and how
	<p>Learning and Development</p> <p>a How do you ensure there is a balance across all areas of learning at each stage of planning?</p> <p>b How do you ensure learning make sense to children and is linked?</p> <p>c How do you ensure staff are aware of the requirements for each area of learning and have the necessary knowledge and skills to support each child's development?</p>		