**EYFS Audit – Preparing for an Ofsted Inspection**

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| **Curriculum Design and Learning Environment** | **Not in place** | **Developing** | **Fully in place** | **Evidence /**  **Next Steps** |
| The planned curriculum is ambitious for all children, including the lowest 20%, and is sequenced appropriately to ensure children make progression across the seven areas of learning.  *The content of the EYFS curriculum is taught systematically and in a logical progression so that it gives children the necessary foundations for the rest of their schooling.* |  |  |  |  |
| Learning opportunities available are built upon previous knowledge or skills learnt, which staff can discuss and articulate.  *The curriculum is coherently planned and sequenced, building upon what children know & can do.* |  |  |  |  |
| Planned experiences across the environment, build on children's knowledge, understanding and skills and enable children to practice, consolidate and apply previous learning.  *Children need opportunities to develop, consolidate, and deepen their knowledge, understanding & skills across all the areas of learning in the EYFS.* |  |  |  |  |
| All classrooms have defined areas (both inside and out) where it is clear to the children what learning happens there.  *This will enable children to benefit from meaningful learning across the curriculum. If the environment makes sense to them, they are more likely to feel confident (particularly shy children or reluctant talkers).* |  |  |  |  |
| The learning areas are well-resourced and reviewed regularly to see how they are being used to develop learning, language and vocabulary.  *Children need access to high-quality resources to support their independence & thinking skills. Continuous provision should be available to enable them to practise & apply their learning and to develop the CoEL.* |  |  |  |  |
| There are spaces available for children to play and work in pairs, small groups, and larger groups (such as large floor spaces) daily.  *Different size groupings encourage different types of conversations, communications & cooperative work. These varied groupings can also support children who are less confident in their speaking skills.* |  |  |  |  |
| Staff regularly introduce new resources & experiences to stimulate children’s interests, curiosity and promote new vocabulary.  *Children are more likely to comment and ask questions when resources are exciting to them. These should be chosen to meet children’s needs and promote learning.* |  |  |  |  |
| There are smaller and quieter areas for play that give children opportunities to talk to each other in smaller groups.  *Often children feel more secure in small, well defined areas. This might be the book corner, a temporary den built with the help of the children or just smaller areas/tables available in a quieter space.* |  |  |  |  |
| A reading/book area is constantly available which contains a range of books to meet children's current interests and includes props, puppets, or story sacks.  *Props and puppets encourage children to use rich vocabulary when re-telling familiar stories. Soft cushions and furnishings will help give the message that this is a comfortable area for sitting and sharing stories.* |  |  |  |  |
| Staff regularly read high-quality stories in a way that engages children, as well as singing rhymes with them, to promote a love of reading and to teach new vocabulary.  *This includes enhancing stories and songs with props such as objects or puppets and supporting them with actions. Those children who find the story more difficult to understand will be further supported and will help to focus children’s attention which is essential for the development of language.* |  |  |  |  |
| Stories are re-read regularly to allow children to build up their familiarity with the language and vocabulary included in these stories.  *This allows children to become familiar with both story-telling language as well as new vocabulary included in the stories.* |  |  |  |  |
| Children have the opportunity to engage in interactive book talk facilitated by an adult e.g. by asking predictive questions, explaining new words, emphasising repeated refrains.  *This allows children to explore the meaning of new words & begin to use these during the discussions.* |  |  |  |  |
| Opportunities for role play are always available, with real & meaningful resources, with an adult playing alongside children and modelling new language at some points.  *The adults have an important role to introduce new vocabulary, model its use and encourage the children to also use these new words in their play. Children often learn new words more effectively during play.* |  |  |  |  |
| New vocabulary (across the 7 areas of learning) is taught to children in a planned way, ensuring new words are heard lots of times and in different situations, giving children time to practise and apply these new words e.g. vocabulary questions are displayed and modelled by an adult.  *This will ensure there is a sharp focus on ensuring children acquire a wide vocabulary by each area introducing new & subject specific words to the children.* |  |  |  |  |
| A structured programme for teaching phonological awareness and synthetic phonics is planned and delivered with fidelity to the chosen programme.  *The approach to teaching early reading skills should ensure all children learn to read words and simple sentences by the end of Reception.* |  |  |  |  |

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| **Interactions** | **Not in place** | **Developing** | **Fully in place** | **Evidence /**  **Next Steps** |
| All staff respond positively to children’s attempts at communication, which may include non-verbal communication such as gestures, body language or signing as well as spoken language.  *Valuing and responding to all attempts at communication provides a good language & communication model to children and encourages even the most reluctant speakers to initiate communication.* |  |  |  |  |
| EAL children have some opportunities to use their own language and this is valued by all of the adults.  *It is important that children develop their first language securely as this will help them move on to learn English. Children should not be discouraged from speaking their home language to other children or adults and effort made for everyone to learn some key words in these other languages.* |  |  |  |  |
| Staff give children time to respond during interactions, conversations & when asking questions  *Children need time to process the adult’s language, think about what they would like to say and then formulate the words. Young children who are just learning these skills need longer time, otherwise the adult’s language will dominate the conversation and may discourage some children from talking.* |  |  |  |  |
| Children’s thinking skills are extended and challenged by effective comments, questions and adults taking a ‘sustained shared thinking’ approach?  *Staff engaging in joint problem-solving activities and modelling their thinking process to children will help them to develop these skills.* |  |  |  |  |
| Specific approaches are employed to encourage children to engage in conversation with peers  e.g. sharing experiences, settling disputes through talk, using talk partners in discussions etc.  *Activities such as show & tell, news-sharing and talk partners can be regularly used to structure conversations as well as planned, language-based activities - all with intended learning outcomes.* |  |  |  |  |
| Staff adapt their communication style to the developmental levels of children when giving instructions and check that children have understood these.  *The developmental level of each individual child’s understanding will vary in every group – staff may have to simplify their language and use gestures or signs to help children who may be struggling to understand.* |  |  |  |  |
| Staff check children’s understanding, identify misconceptions, and provide clear explanations to improve their learning.  *Staff respond to children and adapt their teaching as necessary to ensure children’s learning is effectively supported.* |  |  |  |  |
| Staff encourage children to talk about their learning and to reflect upon new skills, knowledge and understanding gained.  *This will support children to develop their meta-cognition skills as well as the CoEL.* |  |  |  |  |
| Staff act as highly effective role models to support children's behaviour and attitudes.  *This will encourage children to begin to manage their own feelings and behaviour, understanding how these impact on others.* |  |  |  |  |
| All children are making progress towards achieving planned objectives and are ready for the next stage of learning.  *Assessment processes and procedures are purposeful and have a direct impact on children’s progress.* |  |  |  |  |
| The progress of disadvantaged or under-achieving children is monitored and the impact of any interventions are measured.  *Children with SEN/disabilities or from disadvantaged backgrounds are being supported to achieve the best possible outcomes.* |  |  |  |  |
| Children are highly motivated and eager to join in. They share and cooperate well, demonstrating respect for each other and their environment.  *This demonstrates that children’s behaviour and attitudes are being effectively supported.* |  |  |  |  |
| Children are deeply engaged in their learning and sustain high levels of concentration.  *This demonstrates that the impact of the curriculum on what children know, can remember and can do is strong.* |  |  |  |  |
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| **A range of interaction strategies are used by all staff including:** |  |  |  |  |
| **Commenting:** Staff comment on what is happening or what children are doing at the time. |  |  |  |  |
| **Extending:** Staff recast what a child says, but extends this by adding in more vocabulary, information, or sentence structure. |  |  |  |  |
| **Pausing:** Staff pause expectantly and frequently during interactions to encourage turn-taking and active participation. |  |  |  |  |
| **Pacing:** Staff use a slow, but natural pace during conversation, giving children time to respond and enabling them to process the verbal information e.g. when giving instructions. |  |  |  |  |
| **Questioning:** Staff ask open-ended questions that extend children's thinking |  |  |  |  |
| **Labelling:** Adults provide the specific vocabulary for familiar and unfamiliar actions, objects, or abstract concepts such as feelings. |  |  |  |  |
| **Explaining:** Adults explain the meaning of new words as children encounter them e.g. through conversations, during stories, through subject-related activities etc. |  |  |  |  |
| **Next Steps / Planned Actions:** | | | | |

**Completed on (date): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**