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| As leaders we ensure that the curriculum they use or create enhances the experiences and opportunities available to children, particularly the most disadvantaged. | Evidence from my setting  How do you…. |
| As leaders we assure ourselves that the setting’s curriculum (educational programmes) intentions are met and it is sufficiently challenging for the children it serves | Evidence from my setting  How do you…. |
| The curriculum and care practices that our setting provides meet the needs of the range of children who attend, particularly children with SEND | Evidence from my setting  How do you…. |
| The progress all children make in their learning and development relative to their starting points, and their readiness for the next stage of their education is strong | Evidence from my setting  How do you…. |
| The setting supports children’s personal and emotional development well, including whether they feel safe and are secure and happy | Evidence from my setting  How do you…. |
| In our setting the requirements for children’s safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children | Evidence from my setting  How do you…. |
| The effectiveness of our settings leadership and management in evaluating practice and securing continuous development that improves children’s life chances is strong. | Evidence from my setting How do you…. |
| Our setting leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do. | Evidence from my setting  How do you…. |
| Leaders in our setting use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children’s outcomes. | Evidence from my setting  How do you…. |
| Leaders in our setting assure themselves that the setting’s curriculum (educational programmes) intentions are met and it is sufficiently challenging for the children it serves | Evidence from my setting  How do you…. |
| Our practitioners ensure that the content, sequencing and progression in the areas of learning are secured and they demand enough of the children | Evidence from my setting  How do you…. |
| Observations in our setting confirm that children develop, consolidate and deepen their knowledge, understanding and skills across the 7 areas of learning | Evidence from my setting  How do you…. |
| Our curriculum prepares children for their next stage…. they are ‘school ready’ | Evidence from my setting  How do you…. |
| Our leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. | Evidence from my setting  How do you…. |
| Our curriculum is coherently planned and sequenced. It builds upon what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. | Evidence from my setting  How do you…. |
| For children with particular needs in our setting, such as those with high levels of SEND, their curriculum is still ambitious and meets their needs. | Evidence from my setting  How do you…. |
| Practitioners in our setting understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support for staff with less experience and knowledge of teaching. | Evidence from my setting  How do you…. |
| Our practitioners communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary. | Evidence from my setting  How do you…. |
| Over the EYFS in our setting, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts. | Evidence from my setting  How do you…. |
| Practitioners and leaders in our setting use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. | Evidence from my setting  How do you…. |
| In my setting the available resources meet the children’s needs and promote their focus on learning. | Evidence from my setting  How do you…. |
| Practitioners provide information for parents to help them to understand how their children are progressing in relation to their stage of development. In my setting effective engagement with parents helps them to support their child’s learning at home. | Evidence from my setting  How do you…. |
| Children develop their vocabulary and understanding of language across the areas of learning in our setting. | Evidence from my setting How do you…. |
| Children in our setting enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. | Evidence from my setting How do you…. |
| Children understand securely the early mathematical concepts appropriate to their age and stage this enables them to move on to the next stage of learning. | Evidence from my setting How do you…. |
| In our setting children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development. | Evidence from my setting How do you…. |
| We work with parents to promote children’s attendance so they form good habits for future learning. In particular, the attendance of children for whom we receive early years pupil premium. | Evidence from my setting How do you…. |
| We have high expectations for children’s behaviour and conduct and apply these expectations consistently and fairly. This is reflected in children’s behaviour and conduct. | Evidence from my setting How do you…. |
| Tour children are beginning to manage their own feelings and behaviour, and to understand how this has an impact on others. They are developing a sense of right and wrong. | Evidence from my setting How do you…. |
| Children in our setting demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. | Evidence from my setting How do you…. |
| Our children listen intently and respond positively to adults and each other. They are developing their resilience to setbacks and take pride in their achievements. | Evidence from my setting How do you…. |
| Relationships among children, parents and staff in our setting reflect a positive and respectful culture. Children feel safe and secure. | Evidence from my setting How do you…. |
| Our curriculum promotes and supports children’s emotional security and development of their character. Children are gaining a good understanding of what makes them unique. | Evidence from my setting How do you…. |
| Our curriculum promotes children’s confidence and resilience. We teach children to take managed risks and challenges as they play and learn, particularly supporting them to develop physically. | Evidence from my setting How do you…. |
| We provide a healthy diet and exercise for children in our care. Practitioners give clear messages to children about why it is important to eat, drink, rest and exercise. | Evidence from my setting How do you…. |
| We ensure that policies are implemented consistently. | Evidence from my setting How do you…. |
| Hygiene practices ensure that the personal needs of children of all our children are met appropriately. Our practitioners teach children to become increasingly independent in managing their personal needs. | Evidence from my setting How do you…. |
| We prepare children for life in modern Britain by: equipping them to be respectful and to recognise those who help us and contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for different people. | Evidence from my setting How do you…. |
| As leaders we have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice. | Evidence from my setting How do you…. |
| The practice and subject knowledge of our practitioners build and improve over time. We have effective systems in place for the supervision and support of staff. | Evidence from my setting How do you…. |
| We engage effectively with children, their parents and others in their community, including schools and other local services. | Evidence from my setting How do you…. |
| Our leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff including their workload. | Evidence from my setting How do you…. |
| As leaders we protect staff from harassment, bullying and discrimination. | Evidence from my setting How do you…. |
| We have a culture of safeguarding that facilitates effective arrangements | Evidence from my setting How do you…. |