

April 2022	Outstanding (1)	Good (2)	Requires improvement (3)	Inadequate (4)
<b>Overall effectiveness</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The quality of education is outstanding.</i></li> <li><input type="checkbox"/> <i>All other judgements are likely to be outstanding. In exceptional circumstances, one of the judgements may be good, as long as there is convincing evidence that it is improving this area rapidly and securely towards outstanding.</i></li> <li><input type="checkbox"/> <i>Safeguarding is effective.</i></li> <li><input type="checkbox"/> <i>There are no breaches of EYFS requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The quality of education is at least good.</i></li> <li><input type="checkbox"/> <i>All other judgements are likely to be good or outstanding. In exceptional circumstances, one of the judgement areas may require improvement, as long as there is convincing evidence that it is improving it rapidly and securely towards good.</i></li> <li><input type="checkbox"/> <i>Safeguarding is effective.</i></li> </ul>	<p><i>Where one or more aspects of the provision's work requires improvement, the overall effectiveness is likely to require improvement.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Safeguarding is effective and any weaknesses are easy to rectify because they do not leave children at risk of harm.</i></li> <li><input type="checkbox"/> <i>If there are any breaches of EYFS requirements, they do not have a significant impact on children's safety, well-being or learning and development.</i></li> </ul>	<p><i>The provision's overall effectiveness is likely to be inadequate if one or more of the following apply.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Safeguarding is ineffective</i></li> <li><input type="checkbox"/> <i>Any one of the judgements is inadequate.</i></li> <li><input type="checkbox"/> <i>Breaches of EYFS requirements have a significant impact on the safety and well-being and/or the learning and development of the children.</i></li> <li><input type="checkbox"/> <i>It has been given 2 previous 'requires improvement' judgements and it is still not good.</i></li> </ul>
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<b>Quality of education</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider's curriculum intent and implementation are embedded securely and consistently across the provision. It is evident from what practitioners do that they have a firm and common understanding of the provider's curriculum intent and what it means for their practice. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.</i></li> <li><input type="checkbox"/> <i>Children's experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning.</i></li> <li><input type="checkbox"/> <i>The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</i></li> <li><input type="checkbox"/> <i>Children consistently use new vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning,</i></li> </ul>	<p><i>Inspectors will use their professional judgement and adopt a 'best fit' approach in order to judge whether an early years provider is good or requires improvement.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leaders adopt or 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.</i></li> <li><input type="checkbox"/> <i>The provider's curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.</i></li> <li><input type="checkbox"/> <i>The provider has the same ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is still ambitious and meets their needs.</i></li> <li><input type="checkbox"/> <i>Children benefit from meaningful learning across the EYFS curriculum.</i></li> <li><input type="checkbox"/> <i>Practitioners understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support, including for staff with less experience and knowledge of teaching.</i></li> <li><input type="checkbox"/> <i>Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Provision is not good.</i></li> <li><input type="checkbox"/> <i>Any breaches of the statutory requirements do not have a significant impact on children's learning and development.</i></li> </ul>	<p><i>The provision's overall effectiveness is likely to be inadequate if one or more of the following apply.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Safeguarding is ineffective.</i></li> <li><input type="checkbox"/> <i>Any one of the judgements is inadequate.</i></li> <li><input type="checkbox"/> <i>Breaches of EYFS requirements have a significant impact on the safety and well-being and/or the learning and development of the children.</i></li> <li><input type="checkbox"/> <i>It has been given 2 previous 'requires improvement' judgements and it is still not good.</i></li> </ul>

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	<p><i>especially in preparation for them to become fluent readers.</i></p>	<p><i>so doing, they respond and adapt their teaching as necessary.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. They read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</i></li> <li><input type="checkbox"/> <i>Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts.</i></li> <li><input type="checkbox"/> <i>Practitioners and leaders 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. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children.</i></li> <li><input type="checkbox"/> <i>Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning.</i></li> <li><input type="checkbox"/> <i>Practitioners share information with parents about their child's progress in relation to the EYFS. They help parents to support and extend their child's learning at home, including how to encourage a love of reading.</i></li> <li><input type="checkbox"/> <i>Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way.</i></li> </ul>		

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		<p><i>Children develop their vocabulary and understanding of language across the EYFS curriculum.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.</i></li> <li><input type="checkbox"/> <i>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.</i></li> <li><input type="checkbox"/> <i>Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.</i></li> <li><input type="checkbox"/> <i>Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.</i></li> <li><input type="checkbox"/> <i>From birth onwards, 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.</i></li> </ul>		
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<b>Behaviour and attitudes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider meets all the criteria for good behaviour and attitudes securely and consistently. Behaviour and attitudes in this provision are exceptional.</i></li> <li><input type="checkbox"/> <i>In addition, the following apply.</i></li> <li><input type="checkbox"/> <i>Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.</i></li> <li><input type="checkbox"/> <i>Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.</i></li> <li><input type="checkbox"/> <i>Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. When children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider has high expectations for children's behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children's positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them. Children are developing a sense of right and wrong.</i></li> <li><input type="checkbox"/> <i>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</i></li> <li><input type="checkbox"/> <i>Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners.</i></li> <li><input type="checkbox"/> <i>Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Children's behaviour and attitudes are not good.</i></li> <li><input type="checkbox"/> <i>Any breaches of the statutory requirements do not have a significant impact on children's behaviour and attitudes.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Children's behaviour and attitudes are likely to be inadequate if one or both of the following apply.</i></li> <li><input type="checkbox"/> <i>Children's behaviour and attitudes to learning are poor. Their frequent lack of engagement in activities and/or poor behaviour lead to a disorderly environment that hinders children's learning and/or puts them and others at risk.</i></li> <li><input type="checkbox"/> <i>Children persistently demonstrate poor self-control and a lack of respect for others, leading to children not feeling safe and secure.</i></li> </ul>
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<b>Personal development</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider meets all the criteria for good personal development securely and consistently. Personal development in this provision is exceptional. In addition, the following apply.</i></li> <li><input type="checkbox"/> <i>The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality.</i></li> <li><input type="checkbox"/> <i>The provider ensures that these rich experiences are planned in a coherent way in the curriculum and they considerably strengthen the provider's offer.</i></li> <li><input type="checkbox"/> <i>The way the provider goes about developing children's character is exemplary and is worthy of being shared with others.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The curriculum and the provider's effective care practices promote and support children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.</i></li> <li><input type="checkbox"/> <i>The curriculum and the provider's effective care practices promote children's confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.</i></li> <li><input type="checkbox"/> <i>A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the '<a href="#">Statutory framework for the early years foundation stage (applies from 1 September 2021)</a>', which set out the personal, social and emotional development (PSED) area of learning). Relationships between staff and babies are sensitive, stimulating and responsive.</i></li> <li><input type="checkbox"/> <i>Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors. They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time.</i></li> <li><input type="checkbox"/> <i>Practitioners help children to gain an effective understanding of when they</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Provision to support children's personal development is not good.</i></li> <li><input type="checkbox"/> <i>Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children's safety, well-being and personal development.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Personal development is likely to be inadequate if one or more of the following applies.</i></li> <li><input type="checkbox"/> <i>Breaches of the statutory requirements have a significant impact on children's safety, well-being and personal development.</i></li> <li><input type="checkbox"/> <i>Practitioners do not support children's social and emotional well-being or prepare them for transitions within the setting and/or to other settings and school.</i></li> <li><input type="checkbox"/> <i>The key person system does not work effectively to support children's emotional well-being and children fail to form secure attachments with their carers. Babies are not stimulated.</i></li> <li><input type="checkbox"/> <i>Policies, procedures and</i></li> </ul>

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		<p><i>might be at risk, including when using the internet, digital technology and social media and where to get support if they need it.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.</i></li> <li><input type="checkbox"/> <i>Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us, and contribute positively to society; developing children’s understanding of fundamental British values; developing children’s understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people.</i></li> </ul>		<p><i>practice do not promote the health and welfare of children. As a result, children do not know how to keep themselves safe and healthy.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other’s differences.</i></li> </ul>
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<b>Leadership and management</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider meets all the criteria for good leadership and management securely and consistently. Leadership and management in this provision is exceptional. In addition, the following apply.</i></li> <li><input type="checkbox"/> <i>Leaders ensure that they and practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.</i></li> <li><input type="checkbox"/> <i>Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.</i></li> <li><input type="checkbox"/> <i>Staff consistently report high levels of support for well-being issues.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leaders 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.</i></li> <li><input type="checkbox"/> <i>Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners (including those who are newly qualified) build and improve over time. Leaders have effective systems in place for the supervision and support of staff.</i></li> <li><input type="checkbox"/> <i>Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education.</i></li> <li><input type="checkbox"/> <i>Leaders engage effectively with children, their parents and others in their community, including schools and other local services.</i></li> <li><input type="checkbox"/> <i>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, to avoid any unnecessary burdens.</i></li> <li><input type="checkbox"/> <i>Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account for the quality of care and education. They ensure that resources are</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leadership and management are not yet good.</i></li> <li><input type="checkbox"/> <i>Any breaches of statutory requirements do not have a significant impact on children's safety, well-being or learning and development.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leadership and management are likely to be inadequate if one or more of the following applies.</i></li> <li><input type="checkbox"/> <i>Leaders do not have the capacity to improve the quality of education and care. Actions taken to tackle areas of identified weakness have been insufficient or ineffective. Training for staff is ineffective.</i></li> <li><input type="checkbox"/> <i>Leaders are not doing enough to tackle the poor curriculum or teaching, or the inappropriate use of assessment. This has a significant impact on children's progress, particularly those who are disadvantaged and those with SEND.</i></li> <li><input type="checkbox"/> <i>Links with parents, other settings and professionals</i></li> </ul>

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		<p><i>managed sustainably, effectively and efficiently.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.</i></li> <li><input type="checkbox"/> <i>Leaders protect staff from harassment, bullying and discrimination.</i></li> <li><input type="checkbox"/> <i>The provider has a culture of safeguarding that facilitates effective arrangements to: identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation; help children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to children.</i></li> </ul>		<p><i>involved in supporting children's care and education do not identify or meet children's individual needs. Children fail to thrive.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Leaders do not tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice.</i></li> <li><input type="checkbox"/> <i>Safeguarding and welfare requirements are not met. Breaches have a significant impact on the safety and well-being of children.</i></li> </ul>
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Outcome	Actions	Success criteria	Monitoring / date of review	Action owner