

## Inspection Outcomes under the EYFS and links to the Welfare requirements

How effective is the provision in meeting the needs of children in the EYFS	EYFS cards	Welfare requirements
<p>Consider how you can show that:</p> <ul style="list-style-type: none"> <li>✓ The needs of all children are routinely met through recognising uniqueness</li> <li>✓ Every child is supported and that no-one is disadvantaged</li> <li>✓ All children make progress in learning and development</li> <li>✓ Welfare is promoted</li> <li>✓ Partnerships in the wider context are used to promote good 'educare'</li> <li>✓ You are planning for improvement including the processes of Self evaluation and that they are effective</li> </ul> <p>In Outstanding provision:</p> <ul style="list-style-type: none"> <li>✓ All major aspects are already good</li> <li>✓ Learning and development is impressive in relation to starting points and capabilities</li> <li>✓ There is evidence of immediate initial observation of children as soon as they start</li> <li>✓ There is exemplary partnerships – evidence that partners are working together to ensure children's needs are met and that their protection is assured.</li> <li>✓ Highly effective systems that are leading to improvement</li> </ul>	<p>Unique child</p> <p>1.1 child development</p>	<p>Organisation – Providers must plan and organise their systems to ensure that every child receives an enjoyable challenging experience – EYFS Statutory framework Page 37</p>
<p>How does the provision promote inclusive practice - Please see 'What is Inclusion'</p> <p>Consider how you show:</p> <ul style="list-style-type: none"> <li>✓ The provision takes account of culture, background and gender of all attendees – including the needs of those with learning including physical disabilities and learning difficulties and consider other languages – ESOL</li> <li>✓ Policies and procedures are effective and inclusive – how available are these policies and</li> <li>✓ How great is the understanding of these policies by parents/assistants/staff/volunteers</li> <li>✓ That your partnerships with parent and others actually meet the needs of the children</li> <li>✓ That both boys and girls are considered when planning activities</li> <li>✓ Learning difficulties and disabilities are considered and then subsequently the specific needs are met.</li> <li>✓ The learning environments and resources are available to all children</li> <li>✓ That overall a fully inclusive and welcoming service is provided</li> </ul> <p>In Outstanding Provision settings show:</p> <ul style="list-style-type: none"> <li>✓ That adults value diversity of individuals and communities</li> <li>✓ Effectiveness such that all children are well integrated and achieving as much as they can and overcome barriers which could prevent this.</li> <li>✓ That they are up to date with different cultures – especially single culture settings</li> <li>✓ They identify the need for additional support- share records and information appropriately with their relevant partners to ensure that the child gets the support hat they need</li> <li>✓ Progress, relative to starting points and capabilities, is monitored – no under achievement in groups</li> </ul>	<p>Unique child</p> <p>1.2 Inclusive practice</p>	<p>Equality of opportunities policy as above page 37</p>
<p>Capacity of provision to maintain continuous improvement</p> <p>How can you show:</p> <ul style="list-style-type: none"> <li>✓ That you take effective steps to evaluate welfare and learning and development</li> <li>✓ That parents are involved in your self evaluation</li> <li>✓ That your SEF highlights your strengths and weaknesses</li> <li>✓ That previous actions or recommendations have actually improved your provision</li> <li>✓ What are you future plans to improve better outcomes for children</li> </ul>		



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How effectively are children in the EYFS helped to learn and develop	EYFS cards	Legal and welfare requirements
<p>Consider:</p> <ul style="list-style-type: none"> <li>✓ How well do adults support learning</li> <li>✓ How does the learning environment help the child to work towards the Early Learning Goals</li> <li>✓ To what extent is planned purposeful play through exploration indoors and outdoors promoting active learning, creativity and critical thinking</li> <li>✓ The quality of your planning</li> <li>✓ How well information obtained through observation is used to ensure that the children achieve as much as they can in relation to their starting points.</li> <li>✓ How well are special educational needs identified</li> <li>✓ What is the impact of parents as partners and other agencies/partners in the learning and development</li> </ul>	<p>Enabling environment</p> <p>3.1 Schedules and routines should flow with the child's needs. All planning starts with observation to understand interests etc</p> <p>3.2 Support every child – Environment must support every child's learning through planned experiences and activities that are challenging, but achievable</p> <p>3.3 The learning Environment – environment supports learning and development, confidence to explore and learn – indoor and outdoor</p> <p>Learning and development – 4.1 Play and exploration</p> <p>4.2 Active learning, 4.3 – creativity and critical thinking and 4.4 – areas of learning and development</p>	
How effectively is the welfare of the children in the EYFS promoted	EYFS cards	Legal and welfare requirements
<ul style="list-style-type: none"> <li>✓ How do you or the key people safeguard and promote welfare – 'So what' to the key person system what is the impact of these key people</li> <li>✓ How good is health and well-being promoted and are the necessary steps taken when children are ill.</li> <li>✓ How well do adults teach children about keeping safe</li> <li>✓ How effectively are children encouraged to develop habits and behaviour to become good learners</li> <li>✓ How suitable and safe are furniture equipment and toys outdoors and indoors.</li> <li>✓ It is vital that behaviour is well managed – including your own children</li> <li>✓ How do you risk assess your premises – Written risk assessments and daily risk assessments</li> </ul>	<p>Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person</p> <p>2.1 Respecting each other, 2.3 Supporting learning</p> <p>2.4 Key person</p> <p>A unique child 1.4 Health and well being, 1.3 Keeping safe</p>	<p>Safeguarding and promoting welfare – behaviour management, promotion of good health, preventing cross infection, premises, environment and equipment outdoor and indoor spaces, furniture, equipment must be safe and suitable for their purpose</p>
Five Outcomes: How well do you and adults teach children to:		
<p><b>Stay Safe:</b> How do you teach children good behaviour for themselves and others such that they develop an understanding of dangers and how to stay safe.</p> <p><b>Be Healthy:</b> For adults to be active and understand the benefits of physical activity Children to adopt and understand healthy habits and make healthy choices</p> <p>Enjoy and Achieve: Encourage them to enjoy their learning make progress towards the Early Learning Goals, to become active learners and to work independently and with others</p>		

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<p><b>Make a positive contribution</b> Develop habits and behaviour, join in and make friends 'respect each other' taking account of diverse needs, make choices and decisions</p> <p><b>Have skills that contribute to future economic well-being</b> Children make as much progress they can in communication, literacy, numeracy and information and IT Develop good habits as active learners, develop collaborative skills and problem solving. They understand the wider world and their part in it, and they can demonstrate this through their play and communications.</p>		
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