



## Early Years Foundation Stage Positive Interaction Audit

Childminder:

Date Completed:

Do you...	Always	Sometimes	Never	Notes and areas for development
<b>Gain children's attention before delivering instructions?</b> <ul style="list-style-type: none"> <li>- Say the child's name</li> <li>- Touch them gently</li> <li>- Stop the child</li> </ul>				
<b>Follow what the child wanted to do?</b> <ul style="list-style-type: none"> <li>- Interests and likes</li> </ul>				
<b>Wait for the child to talk?</b> <ul style="list-style-type: none"> <li>- When you engage in their play do you wait for the child to initiate the talk?</li> </ul>				

<p><b>Give children time to respond?</b></p> <ul style="list-style-type: none"> <li>- Up to 10 seconds, Remember children need thinking time!</li> </ul>				
<p><b>Give a running commentary on the child's activity rather than asking questions most of the time?</b></p> <ul style="list-style-type: none"> <li>- Comment on what they are doing in their play, for example "you're pushing the car down the hill".</li> </ul>				
<p><b>Use appropriate body language?</b></p> <ul style="list-style-type: none"> <li>- Eye contact/pointing</li> <li>- Facial expression</li> <li>- Pointing</li> <li>- Whole body position</li> <li>- Volume and speed of your voice</li> <li>- Pitch (rise and fall) of your voice</li> </ul>				
<p><b>Sit where the child can see your face?</b></p>				
<p><b>Use short, simple sentences?</b></p> <ul style="list-style-type: none"> <li>- Differentiate your language level to the individual child</li> <li>- Consider children's attention levels</li> </ul>				

<p><b>Limit the number of questions you ask?</b>  The hand rule.. one question to four</p> <ul style="list-style-type: none"> <li>- Comments</li> <li>- Repetitions</li> <li>- Expansions</li> <li>- Explanations</li> </ul>				
<p><b>Listen to what the child said?</b></p> <ul style="list-style-type: none"> <li>- And follow their lead</li> </ul>				
<p><b>Model correct language?</b></p> <ul style="list-style-type: none"> <li>- Repeat back what the child says correctly</li> <li>- Add 1 or 2 extra words</li> <li>- Give slight emphasis to any words you want the child to listen to.</li> </ul>				
<p><b>Give lots of praise?</b></p>				
<p><b>Minimise distractions?</b></p> <ul style="list-style-type: none"> <li>- Remove/minimise visual distractions (bright colours, unused resources)</li> <li>- Remove/minimise noise distractions (Other adults, Children, Radio, Musical Instruments)</li> </ul>				

<b>Often re-read favourite stories to children.</b>				
<b>Make time to say rhymes as well as sing with children</b>				
<b>Frequently support songs and stories with actions, objects and puppets.</b>				
<b>Link children's spoken language and written language.</b>				
<b>Give regular feedback to those who struggle to understand and checking children have understood instructions.</b>				

<b>Ensure that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group.</b>				
<b>Use symbols, pictures or signs to help children with understanding difficulties.</b>				
<b>Model the correct sentence when you hear a child's incorrect utterance</b>				
<b>Extend the child's utterances</b> - Modelling back what the child says adding one more word				
<b>Encourage the children to ask questions</b>				

<b>Use vocabulary that the children can understand in everyday instructions</b>				
<b>Use some simple signs to communicate with children who are struggling with language acquisition.</b>				
<b>Speak sensitively to shy or unsettled children.</b>				
<b>Helping children to settle when they arrive if needed.</b>				
<b>Play alongside children without always directing their play.</b>				

<p><b>Encourage children's independence and self confidence by acknowledging all efforts.</b></p>				
<p><b>Facilitate shared play and turn taking.</b></p>				
<p><b>Model a range of positive behaviour and language.</b></p>				
<p><b>Help children to develop and extend their play.</b></p> <ul style="list-style-type: none"> <li>- Help children to problem solve</li> <li>- Extend language and thinking</li> <li>- Support sustained shared thinking</li> </ul>				
<p><b>Support outdoor play by modelling language based on the child's activities and encouraging peer interaction</b></p>				

<b>Use questions that invite conversation or encourage reasoning rather than yes or no answers.</b>				
<b>Respond positively to children's efforts to communicate.</b>				
<b>Giving clear expectations of rules.</b>				
<b>Provide children with opportunities to take appropriate risk and challenges?</b> <ul style="list-style-type: none"><li>- Support children in carrying out their own risk assessments</li></ul>				
<b>Ensure that children are forewarned of transitions i.e change of activity.</b> <ul style="list-style-type: none"><li>- Verbally</li><li>- Use of Visual Timetable</li></ul>				



<b>Actively support children in solving their problems and disputes.</b>				
<b>Respect the child's other 'languages' where relevant i.e home language (if not English), sign language.</b>				
<b>Give children opportunities to use their own language if English is not their first language.</b>				
<b>Ensure children are supported if they feel insecure or lack confidence.</b>				