This evaluation tool is for schools to consider when delivering early education for 2-year-olds. It doesn’t cover the Ofsted framework or the full EYFS Statutory requirements so please use both of those frameworks alongside this in your provision.

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| * Is there a range of Continuous Provision to meet this requirement? Is this well stocked and well presented? Is it easily accessible and available to the children most of the time? * Are key areas of continuous provision continuously offered to children including: Sand and Water, Home Corner, Construction, Small World, Workshop, Quiet Book areas, CFS, Messy play, Malleable, Paint, Mark Making * Are there resources which reflect a range of cultures and environmental features of the world? * Do resources encourage the development of children’s communication and language skills and vocabulary? * Are books a key feature of the provision? * Do resources excite, enthuse and challenge children? * Is the snack area utilised for T&L opportunities? * Is equal emphasis put on Teaching &Learning in the outdoors? Do the resources in this space enable large scale play and gross motor development and is not a mirror image of indoors?   ***Which areas of CP are identified as strengths? Any areas for further development?***  ***Does your environment support your intent and cultural capital?*** | | | **Environmental Walk, *EYFS Overarching Principles p6 -*** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs.  **1.6. Educational programmes must involve activities and experiences for children to develop:**   * + **personal, social, and emotional development**   + **communication and language**   + **physical development**   + **literacy**   + **mathematics**   + **understanding the world**   + **expressive arts and design** | |
| **Continuous Provision areas** | **Fully in Place** | **Partly in Place** | **Not in place** | **Evaluation/Actions** |
| **Small World**  A good selection and variety of resources available such as animals, transport, popular culture enhanced with natural, open ended materials that the children can choose to use alongside their imaginations.  A variety of literacy and maths opportunities provided alongside such as mark-making materials, numbers, books, images etc. Items that enhance the children’s imagination and wonder. |  |  |  |  |
| **Construction**  A good selection of construction resources that offer hands on interactions.  There is a selection of materials on offer such as natural, open ended, tubes, guttering etc.  Literacy and maths opportunities are provided alongside the larger resources such as tape measures, rulers, number lines, clip boards, factual books, images, and mark making opportunities. |  |  |  |  |
| **Sand**  A good selection of resources is available for the children to explore both wet and dry sand.  The resources can be open ended, real resources, natural, small world.  Children should have opportunities to self-select resources.  Opportunities for mark making and maths available in the sand. |  |  |  |  |
| **Water**  A good selection of resources are available to explore the water in a variety of ways.  Measuring/ladelling/pouring/emptying/filling  Jugs, funnels, containers to fill and empty, boats, fish, fishing rods, small world, sea creatures, floating, sinking, coloured water etc.  Children should have the opportunities to self-select resources.  Opportunities for maths and science available in the water. |  |  |  |  |
| **Messy play/malleable**  A good selection of resources available to explore and investigate  Dough- various colours, textures, smells, enough dough for the children.  Materials- cutters, rolling pins, natural resources such as shells, pinecones, stones, matchsticks, pipe-cleaners, leaves, small world, baking, familiar stories props.  Clay/Gloop/foam/  Children should have opportunities to self-select the resources. |  |  |  |  |
| **Creative**  A good selection of materials available for exploration, imagination, and self-selection.  Collage materials such as feathers, tissue paper, wool, ribbon, straws, matchsticks, bottle tops,  Paper types- card, different papers, crepe paper, wrapping paper, newspaper, cellophane, magazines.  Modelling-yoghurt pots, containers, boxes in various sizes, trays, tubes  Joining equipment- cello tape, glue, clips, fastenings, stapler, scissors, string, hole punch, tape. |  |  |  |  |
| **Painting**  A selection of resources to explore.  Ready mixed paints in a variety of colours, block paints, powder paints, water pots, mixing pots, sponges, variety of different size brushes, printing materials, painting routines, colour mixing sequences, colour charts, natural resources to explore.  A variety of papers, large, smaller, large paper on the floor, tables, painting on materials such as bubble wrap, boxes, tubes. |  |  |  |  |
| **Mark making**  A wide selection of writing implements/ tools.  Books, selection of paper and card, stationery equipment e.g. envelopes, photos and images, white boards, chalk boards, alphabet stimulus, name cards, scissors, tape, stapler, diaries, dictionaries etc.  Portable mark- making,  Continuous provision is enhanced with mark making resources i.e. clipboards, superhero’s, popular cultures such as paw patrol, Peppa pig etc.  All areas of continuous provision must have mark making opportunities. |  |  |  |  |
| **Role play/Imaginative play**  Good selection of role play/imaginative play resources are available. (This is an important part of child development, as it builds confidence, creativity, communication, physical development, and problem solving). Along with being a fun activity, it also allows children to get into character and act out real life roles or fictional performances. It can be purely child-led and encourages children to take risks and be creative with the role they are playing.  Mark making, books, maths opportunities available alongside.  Offer open-ended materials to allow for imagination. |  |  |  |  |
| **Home corner**  A traditional home- corner. This always needs to be available to the children as it offers familiarity, security, and confidence.  The role play can be alongside this area.  Opportunities for mark making, books/ factual and maths ideas i.e. price lists, menus, calendar, scales, measuring spoons/jugs, telephone etc. |  |  |  |  |
| **Book area**  A welcoming area for the children to enjoy a wide variety of books.  Experience time spent with adults reading to them and sharing familiar stories and books together, 1-1 and groups.  Baskets/bookshelves for favourite books and stories, picture books, nursery rhymes, poetry, factual, popular culture, traditional, home-made books on families, activities, non-fiction, dual language, cultures, inclusivity, big books.  Props for children to access such as puppets, story sacks, images, story boards.  Rugs and cushions to make the area cosy.  Children should always have access to books. |  |  |  |  |
| **Communication friendly space**  A communication friendly environment should make communication as easy, effective, and enjoyable as possible. It should provide opportunities for everyone to talk, listen, understand, and take part.  It should support the development of all children’s communication  and language skills.  A friendly environment removing barriers to communication.  A friendly environment that will also support learning, social and emotional development. |  |  |  |  |
| **Heuristic/open ended/ Loose parts**  A wide selection of resources on offer can be in an area, shelves, unit, carpet, low table.  Heuristic play – provide corks, mug trees, kitchen roll holders, curtain rings, pebbles, shells, variety of different sized tins (some with lids), baskets to display materials, large juice bottles, fabric conditioner bottles (wide neck), beads, chains, wooden spoons, spaghetti measurers, hair curlers, glass nuggets, metal spoons, (wooden and metal objects together to allow for exploration)  **Always place a risk assessment in place for this type of resource.** |  |  |  |  |
| **Snack area**  A welcoming and interactive area for the children to talk with their peers and adults. An enjoyable experience for all children.  Adhere to hand washing routines prior to snack.  Support the children in their independence skills.  Rolling snack.  Suitable crockery and age-appropriate cups. Small jugs for children to pour own drinks.  Posters, images of healthy foods and snacks.  Menu cards, place mats, name cards, number of how many children allowed at the table. |  |  |  |  |
| **Maths**  Maths can be in all areas of learning.  A wide selection of resources on offer to the children.  Encourage the children to explore tape measures, number lines, sorting, natural resources, mark-making materials to record, images, weighing scales, shapes. |  |  |  |  |
| **Music**  A wide selection of resources for the children to explore and use their imagination.  A variety of instruments, home-made instruments, song box, song books and sheets, CD player, puppets, images of songs, music, pictures.  Props to use alongside such as scarves, hoops, and ribbons. |  |  |  |  |
| **Planning**  All in place, In the moment, learning journeys, Tracking, Assessments, planning boards, |  |  |  |  |
| **Outdoors**  Do the children have free flow access to outdoors?  What are the barriers?  Access to wide and varied selection of resources.  Is there a shaded area to sit and relax?  Large equipment, balancing, hoops, bats and balls, crates, tubes, boxes, slide, climbing, swinging.  Den building equipment  Mark-making materials  Sensory and natural resources. |  |  |  |  |
| **Displays**  A selection of children’s creations on display, images of nursery life/activities  EYFS information  Parent’s information board  low level display boards that can be interactive, giving children a voice and decision making. |  |  |  |  |

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| **Physical development - Health and self-care**  **They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.** | | | | |
| Independence  Nappy changing facilities  Access to potty/toilets  Handwashing  Oral Health |  |  |  |  |
| **Assessment**  **When a child is aged between two and three, practitioners must review their progress, and provide parents and /or carers with a short written summary of their child’s development in the prime areas.** | | | | |
| **2-year progress checks**  How is this shared with parents  Is the 2-year progress checks integrated with health  Do health carry out checks in the setting  Which format is used? |  |  |  |  |
| **Staff qualifications training and skills - Workforce development**  **The overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.** | | | | |
| Induction training, this must include information about emergency evacuation procedures, safeguarding, child protection and health and safety issues.  First Aid/Safeguarding and food hygiene.  Staff qualifications.  CPD opportunities, supervision, appraisals, support, coaching, peer to peer support. |  |  |  |  |
| **Key Person**  **Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents** | | | | |
| How do you inform parents/carers of the child’s key person?  Do you explain the role to parents?  Is home learning supported and how?  Is there a key person display?  How is information collected (Cultural Capital) on children’s existing experiences? |  |  |  |  |
| **SEND – Inclusion**  **Providers must have arrangements in place to support children with SEN or disability** | | | | |
| Designated SENCO  Enhanced staffing – ISG  Graduated response  EAL children  LAC children  Electronic Personal Educational Plan (EPEP)  Referral process, Early help, SALT’s, CDC, Portage.  Inclusion support |  |  |  |  |
| **Partnerships**  **The EYFS seeks to provide partnership working between practitioners and with parents and /or carers.** | | | | |
| Partnership working with other settings.  Home learning opportunities, libraries, literacy packs, maths packs, story sacks, activities to do at home linking to children’s next steps.  How do you engage parents – Electronic systems, open evening, newsletters, and stay and play sessions?  What documentation do you share with parents What to Expect When, EYFS?  Signpost to websites hungry little minds etc.  Hungry little minds campaign toolkit  [https://hungrylittleminds.campaign.gov.uk](https://hungrylittleminds.campaign.gov.uk/) |  |  |  |  |
| **Learning and development**  **Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.** | | | | |
| Observations  Assessments  Planning – seven areas of learning and development  Next steps  CoEL  Mix of adult led and child-initiated activities.  Voice of the child |  |  |  |  |
| **Quality of teaching and learning** | | | | |
| Quality/frequency of peer-on-peer observations, who completes these.  Evaluation/feedback, timescales, any training needs identified.  Intent, Implementation, Impact. |  |  |  |  |
| **Additional information/Feedback** | | | | |