

Learning Walk

Date & Time:

Age group:

Observer initials:

Initials of adult teaching / leading the activity:

Context:

Prompt	Evidence
<p>Learning Intent</p> <ul style="list-style-type: none">• Practitioners confidently explain learning intent - which is based on accurate observations and assessments of what children already know and can do – and how they intend the activity to support the acquisition of new knowledge and skills• The practitioner listens to children’s ideas, skilfully interprets their actions and words to understand their thinking• Practitioners provide a rich and vibrant curriculum based on secure knowledge of the children; their interests and what inspires their curiosity	

- The curriculum is well-sequenced and learning is personalised to the individual child
- The curriculum provides strong evidence of active learning across the 7 areas of learning
- Practitioners design, structure and sequence a curriculum, which is then implemented through effective teaching.
- The end result of a good, well-taught curriculum is that children know more and are able to do more; and the positive results of children's learning can then be seen in the standards they achieve.

Implementation

- Practitioners have a strong & secure subject knowledge and understanding of child development, how children learn and the next steps in learning
- Practitioners understand what builds on previous learning in early childhood development
- Practitioners interactions with children are of a high quality and contribute well to delivering the curriculum intent
- Practitioner's demonstrations and explanations enable children to make progress and learn something new

- Practitioners scaffold children's learning effectively through talk – ideas and strategies are discussed – possibilities are explored, skills and approaches are carefully modelled
- Practitioners know when to be involved and when to stand back and allow children freedom to explore and investigate
- Children experience the awe and wonder of the world in which they live, through the seven areas of learning
- Practitioners encourage children to solve problems, ask questions, think critically and imaginatively; and to persevere
- Children are well supported in their learning and are encouraged to cooperate and collaborate with each other
- The environment is imaginatively resourced, appealing and engaging – practitioners provide plenty of scope for children to experiment and become deeply engrossed in their play and learning
- Practitioners observations and assessments are unobtrusive and purposeful - ('new' learning is noted rather than information that is already known)

Impact

- Children are critical thinkers, they seek solutions, pose questions, initiate ideas, make decisions, co-operate and collaborate with others
- Children are increasingly well supported and able to treat each other and resources with care and respect
- Children are proud of their achievements – learning is satisfying and exciting
- Children are active and motivated learners who are deeply engaged in their play and learning
- Play is purposeful; with high levels of involvement and sustained engagement (Hands On and Brains On)
- Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning
- Children, including those children from disadvantaged backgrounds, do well
- Children with SEND achieve the best possible outcomes

- Children consistently use new vocabulary that enables them to communicate effectively
- New knowledge and existing knowledge connect in children's minds, giving rise to understanding.

Key areas of strength	Area for improvement/things to consider
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How well do staff:

engage in dialogue with children

watch, listen and respond to children

model language well

read aloud and tell stories to children

encourage children to sing songs, nursery rhymes and musical games

encourage children to express their thoughts and use new words

support independence and confidence

encourage children to speculate and test ideas through trial and error

enable children to explore and solve problems

behave as an excellent role model for children

support children to recognise and respond to their own physical needs

attend to children's personal needs

deal with children's care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks.

Learning Walk – Possible Questions

Which children are in receipt of EYPP? How have you used EYPP funding to bridge gaps in their learning and development?

Do you have any areas of concern for any of your key children? What are you doing to support their learning and development?

How do you liaise with and work in partnership with parents/carers?

What training do you think would benefit yourself? And how might this training benefit your key children?

When discussing an individual child:

- What's are the interests and fascinations?
- What do they do well?
- What do they not do so well?
- How are you supporting them to develop skills and learning – catching up with their peers?
- How would you describe their character?
- What would you do or who would you speak to if you had a concern regarding safeguarding, speech and language, behaviour etc
- What do you know about the child at home? Explain how you have developed effective communication and information sharing with the child's parent/carer?
- Have any changes at home affected their behaviour in the setting?
- Which Characteristic of Effective learning does the child display the most? Can you give an example of this?

How do you support their next steps in learning?

What are the child's interests? How do you link them to their next steps in learning?

Can you tell me which of your children are, or were, in receipt of two-year-old funding?

Which children have English as an additional, what languages are spoken at home? How are you supporting the child with their increasing use of vocabulary?

Which children require additional support and targeted interventions?

Which children are in receipt of SEN funding, how is this money used to support their learning and development?

Why do we carry out 2 years progress checks?

Give examples of how you are helping to close gaps in learning – supporting improved Cultural Capital?

How do you support children with speech and language development? Why is early identification of potential speech and language delay so important?

Explain how you differentiate activities and learning opportunities for different children.

Tell me how you help children is to learn letter sounds.

Give examples of how you support early mark making and how you support children's literacy development.

What are the 3 prime areas?

Explain the actions you would take if you had a concern about a child's development. Who would you talk to and what evidence would you need to gather – and how would you go about gathering this information?

When and how would you approach a parent/carer about possible developmental delay?

Explain what we mean by the 3 I's.

Are any children high achievers? If so, how do you provide additional challenge to secure their high level engagement?

Explain the importance of a secure and effective settling-in period.

What are the characteristics of effective learning (COEL). How do you use the COEL in your observations and assessments?

A child is reluctant to try new things and seems to have difficulty engaging in and focusing on activities. How would you support the child in this instance? What issues do you need to consider?

EYFS Audit

Oh NO! Not another checklist!



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Child protection

The setting has a safeguarding policy YES / NO

Leaders explanation of the policy?

Is the flowchart for making a referral displayed? YES / NO

Leaders explanation of the referral process?

Are your safeguarding procedures in line with the local safeguarding partnership board requirements?
YES / NO

Do all staff use the correct forms to log a safeguarding concern?

YES / NO

Explain the process of reporting a concern – what information do you include?

Has the safeguarding officer / lead practitioner attended safeguarding training in the last two years?

YES / NO

Explain the role of the DSL

Has all staff attended safeguarding training in the last three years including induction?

YES / NO

Do you have an up-to-date copy of *Working together to safeguard children*?

YES / NO

How do you use this document?

Suitable people

Are you able to demonstrate that people that you employ are suitable to work with children?

For example, have they all got an enhanced DBS check?

YES / NO

Do you maintain a single central record of all DBS checks?

YES / NO

Do you have effective processes in place to monitor the ongoing suitability of staff?

YES / NO

Are recruitment and selection procedures suitably vigorous?

YES / NO

Explain the recruitment process

Staff taking medication

Are you aware of any staff on long-term medication? Is this information stored correctly and confidentially on staff file?

YES / NO

Staff qualifications, training, support and skills

Do all the staff receive a detailed and effective induction? What evidence of this?

YES / NO

Explain your induction process

Does the induction cover the following:

Emergency evacuation procedures YES / NO

safeguarding policy and procedures YES / NO

behaviour management policy YES / NO

health and safety YES / NO

All staff receive regular professional supervision with a senior leader?

YES / NO

Explain your supervision arrangements.

All staff regularly access high quality CPD activities?

YES / NO

All practitioners have a current paediatric FirstAid certificate?

YES / NO

Safety and suitability of premises, environment and equipment

Daily risk assessments are carried out so that the premises are fit for purpose

YES / NO

Emergency evacuations are regularly carried out YES / NO

Fire exits are clearly identified and free from obstruction?

YES / NO

We operate a strict no smoking policy?

YES / NO

The premises are organised to meet the needs of the children?

YES / NO

As far as reasonably practicable, the premises meets the individual needs of children with disabilities

YES / NO

Appropriate space is provided for children to rest, play quietly and sleep

YES / NO

Sleeping children are regularly checked and supervised?

YES / NO

How do you ensure the safety of sleeping children?

There is a clear policy in place to ensure that children are only released into the care of individuals that are known to the setting

YES / NO

All reasonable steps are taken to prevent unauthorised persons entering the premises

YES / NO

Explain your lockdown procedures

Public liability insurance certificate is displayed.

YES / NO

Risk assessment

We have a clear and well understood policy for assessing any risks to children

YES / NO

Risk assessment are reviewed regularly

YES / NO

When was the risk risk assessment last reviewed?

Risk assessment identify parts of the environment which should be checked on a daily basis.

YES / NO

What evidence do you have that Risk Assessments are accurate and thorough?

Outings

Parental permission is sought for all outings

YES / NO

Explain your outings procedures

What consideration should be given to the adult child ratios for outings?

Vehicles used to transport children or adequately insured?

YES / NO

Equal opportunities

We have an effective EO policy and we actively promote the equality and inclusion of all children.

YES / NO

The setting has a dedicated SENCO, trained and experienced

YES / NO

Explain your support for SEND children – what evidence that they are catching up / making progress in their learning?

Information and records

We maintain our records and obtain and share information in line with Data Protection

YES / NO

We ensure the safe and efficient management of the setting and ensure the needs of the children are met.

YES / NO

How do you protect confidential information/ GDPR?

We promote and strive for a regular two-way flow of information and communication between us and the parents and carers.
YES / NO

We incorporate the view of the parents in all children's records?
YES / NO

Provide examples of how parents contribute to their children's learning.

Children's records are securely stored on the premises and professional confidentiality is maintained.
YES / NO

Confidentiality and data protection policies and procedures are effective.
YES / NO

Information for parents and carers

We share the following information with parents and carers:

How the EYFS has delivered in the setting? YES / NO

How and where parents can find out more information on the EYFS
YES / NO

Daily routines YES / NO

How parents can share learning at home YES / NO

Food and drink the children have consumed YES / NO

Settings policies and procedures YES / NO

Practitioners names and their qualifications YES / NO

Name of the child's key person YES / NO

Complaints

We have written procedure for dealing with Complaints?

YES / NO

We maintain a log of complaints?

YES / NO

We respond to Complaints in writing within 20 days

YES / NO

Any complaints received?

Information about how to contact Ofsted is displayed for parents?

YES / NO

Information about the provider

As required, we hold the following documentation:

The name home address and telephone number of anyone employed in the premises

YES / NO

The name, home address and telephone number of anyone who is in regular unsupervised contact with children attending the setting

YES / NO

A daily record of the names of children being cared for on the premises, their hours of attendance, and the names of the child's key person

YES / NO

How often do you review and update children's personal information?

The certificate of registration (on display).

YES / NO

Key person

Each child is assigned a key person and is this displayed and communicated to the parents.

YES / NO

Medicines

We have a written policy on the administration of medicines.

YES / NO

Medication is stored out of reach of children and in accordance with instructions.

YES / NO

Food and drink

Fresh drinking water is always available? YES / NO

We maintain an accurate record of the Childs individual dietary needs?
YES / NO

How do you manage children's allergies?

All staff involved in preparing food are trained in food hygiene?
YES / NO

Accidental injury – any serious injuries?

First Aid boxes and equipment is accessible at all times with appropriate contents for children. All contents are in date?
YES / NO

We maintain a written record of accidents and injuries and FirstAid treatment administered?
YES / NO

We can provide evidence that all parents carers have been informed of accident or injury?

YES / NO

We know that Registered Providers must notify Ofsted, within 14 days, of any serious accidents, illness or injury to or death of any child whilst in their care.

YES / NO

We also know that we must notify the local authority designated safeguarding officer of any serious accident, illness or injury to or death of any child whilst in their care and act upon their advice

YES / NO

Managing behaviour

We have a written behaviour management policy which prohibits the use of physical punishment

YES / NO

We have a named practitioner who takes a lead role for behaviour management within the setting?

YES / NO

What strategies are in place to support children's good behaviour?

We keep a record of and share with parents and carers those occasions when physical intervention has been used to prevent the immediate danger of personal injury to any person including a child.

YES / NO

