

Checklist Title: **Early Level Classes**

**Setting: Manager:**

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| Evaluation | Score 1-5 | Action Points | Date for Completion |
| **Environment** |  |  |  |
| Most activities are set up on the floor or in a space that is not restrictive |  |  |  |
| Activities and the environment change on a regular basis to respond to children’s needs and wishes |  |  |  |
| Areas are open ended and ‘provocative’ – encouraging children to engage |  |  |  |
| There are opportunities for children to be inventive and for exploration – promoting independent learning, problem solving and higher order thinking skills |  |  |  |
| There is daily access to the outdoor learning environment |  |  |  |
| The outdoor environment also promotes a range of changing, challenging activities |  |  |  |
| **Learning Experiences** |  |  |  |
| Learning through play is promoted and encouraged |  |  |  |
| Adults use effective questioning to support children in their learning |  |  |  |
| Adults use effective intervention to support children in their learning but do not lead the learning |  |  |  |
| Planning is flexible and uses a floorbook approach |  |  |  |
| Most of the day is child initiated, with less time planned for whole group activities |  |  |  |
| All staff and children contribute to the planning process |  |  |  |
| Observations are meaningful and contribute to identifying appropriate next steps for the children |  |  |  |
| There is clear evidence to show how a child’s needs are being met through effective planning, observation and next steps |  |  |  |

**Date**

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| **Staff Working Together** |  |  |  |
| All staff engage in professional dialogue at least weekly to ensure there is a shared understanding of expectations and next steps for every child through:  Planning  The Learning Environment  Observations  Moderation |  |  |  |
| All staff support all children within the setting regardless of age and stage |  |  |  |
| Staff share knowledge and skills to meet the needs of every child |  |  |  |
| **Working with Families** |  |  |  |
| Parents and carers are able to contribute to the self evaluation process within the setting |  |  |  |
| There are opportunities for parents and carers to participate in activities both within and outwith the setting |  |  |  |
| PLPs are shared with parents and carers on a regular basis and they are happy to leave comments in their child’s PLP |  |  |  |