Checklist Title: **Confidence in the Service – Standards 4 and 5**

**Setting: Manager:**

**Date:**

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| Evaluation  | Scale 1-5 | Action Points | Date for Completion |
| Staff have a good understanding of the stages of children and young people’s development and learning |  |  |  |
| Children receive support and care from staff who understand the significance of high quality interaction, including play.  |  |  |  |
| Staff interact with children and young people in a way that builds confidence, extends learning and encourages and values their contributions. |  |  |  |
| Staff regularly assess the development and learning of each child and use this assessment information to plan the next steps in the child’s development and learning |  |  |  |
| Staff share information with the child as appropriate, with parents and carers and others professionally involved in the child’s development |  |  |  |
| Children can experience and choose from programmes and day-to-day activities that are planned, designed, evaluated and put into practice by staff, taking account of curriculumguidance on experiences and outcomes and local guidelines |  |  |  |
| Activities are flexible and take account of ages, development needs, interests, and hours and patterns of attendance of each child. |  |  |  |
| Activities provided by staff allow the children to enjoy both organised and free play, including quiet times. |  |  |  |
| Children have opportunities to express their views, exercise choice and, where possible, influence the programme. |  |  |  |
| Children are able to interact with others or play or work individually. |  |  |  |
| The progress in children and young people’s development is regularly monitored by staff, who use this information to improve the programme. |  |  |  |