

AUDIT AREA

DATE

CRITERIA

Use the following statements to evaluate your selected provision area.

RATING

- ★ Little or no evidence.
★★ Some evidence.
★★★ Wide range of evidence.

HOW DO WE KNOW?

To what extent are the key features contained within the criteria embedded? Are they fully embedded, partially embedded or an area for development? What evidence is there to support this? Consider what you can see and hear when children are using the area. How do you know that the area is a 1/2/3-star rating? Is this rating reflected across daily practice, planning and documentation of learning, such as learning walls, PLJs, and displays.

1 The area is welcoming, inviting and capable of provoking children's intrigue and curiosity.



2 Consideration has been given to where the area is best situated, locating it next to appropriate accompanying areas that can enhance learning opportunities.



3 The area provides rich opportunities for literacy and numeracy experiences that have meaning and purpose.



4 Resources are organised to encourage independence and are added where appropriate to extend learning and respond to current interests.



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5 Children actively engage with the area and child's voice is evident throughout.



6 There are clear learning intentions & opportunities provided. Practitioners possess understanding of these, facilitating appropriately.



7 There is a shared understanding and approach towards the role of the adult within this area. This is clear, well-defined and applied consistently.



8 The area celebrates diversity and inclusion, considering factors such as EAL, ASN, and different cultures.



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STRENGTHS

Reflecting on the audit process, which criteria are areas of strength? What is going well and why?

AREAS FOR DEVELOPMENT

Reflecting on the audit process, which criteria are areas that require development?

What options are available to support improvement? Consider whether these are short-term or long-term improvements.

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NEXT STEPS
Based upon identified areas for development, prioritise which improvements are likely to have the greatest impact and are achievable within the set time frame. Identify what needs to be done and how it can be achieved. Consider who will be responsible, timeframe for completion, and the specific actions required. This may be to undertake training, introduce resources or make changes to the environment. Define what success looks like to recognise when the area of development has improved.

WHAT?	HOW?	WHO/WHEN?

EVALUATION
Has the improvement aim been achieved and what evidence is there to support this? If aims haven't been achieved, what barriers or challenges prevented this? What could have been done differently?

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