

# **Charter for Quality Provision in the Early Years**



## **Sheffield Loves Learning**

# **High quality settings implement and maintain the EYFS Statutory Requirements consistently and to a high standard**

## **Every school/setting should:**

- Recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationship with adults caring for them
- Create an environment which is welcoming, safe and stimulating and where children are able to enjoy themselves, to grow in confidence and to fulfil their potential
- Ensure that all the EYFS Statutory Requirements are met, maintained and documented where appropriate.
- Meet the EYFS Statutory Requirements to a high standard at all times. From this foundation, high quality learning and development opportunities can be delivered.

# Quality Environments for Learning

## Every school/setting should:

<b>Standard 1.1</b>	Place equal value on both indoor and outdoor
<b>Standard 1.2</b>	Acknowledge and reflect within a rich learning environment, the diversity of families and communities to be found in modern Britain
<b>Standard 1.3</b>	Provide consistent opportunities for children to make choices, be independent, have challenge, be excited and have access to well managed risk
<b>Standard 1.4</b>	Ensure that the environment and learning opportunities provided meet the identified and changing needs of all children
<b>Standard 1.5</b>	Provide meaningful examples of visual and sensory displays to support or celebrate children's learning. This would include space for children to display their own materials
<b>Standard 1.6</b>	Provide plenty of time for children to enjoy uninterrupted activity and the opportunity for children to return to activities to embed learning
<b>Standard 1.7</b>	Embrace the use of a range of materials in their continuous provision for each age and stage of development; offering both differentiation and challenge
<b>Standard 1.8</b>	Provide a rich learning environment to promote development across all aspects of learning but particularly PSED and CLD
<b>Standard 1.9</b>	Provide an environment which promotes thinking skills and in which adults are skilled in developing and extending children's talking and thinking
<b>Standard 1.10</b>	Ensure the welfare of children and their protection from harm is paramount. This will include comprehensive risk assessment and safeguarding procedures

# Build Quality Progression in Learning

## Every school/setting should:

**Standard 2.1** Have a robust approach to observation, planning and assessment and this should inform teaching effectively

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**Standard 2.2** Ensure that current planning and learning intentions are reflected in the continuous provision which provides differentiation and challenge

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**Standard 2.3** Be competent at early identification of children at risk of developmental delay and also those children who are gifted and talented

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**Standard 2.4** Ensure effective transition processes between and within settings to promote emotional well – being and seamless learning opportunities for children

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**Standard 2.5** Ensure that all practitioners understand their role in supporting children's learning and are able to make accurate assessments based on a secure knowledge of child development

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**Standard 2.6** Have a policy of planning and assessment reflecting personalised learning for children through the delivery of the EYFS curriculum. This includes children who have an Education and Health Care Plan

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**Standard 2.7** Have systems in place for tracking children's attainment and progress to ensure that they are given appropriate support and challenge to be ready for the next stage in their learning and education

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**Standard 2.8** Provide frequent opportunities for children to reflect on their own learning

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**Standard 2.9** Ensure children have opportunities to explore and develop their home language within a rich learning environment and that this is supported by working with families and other organisations for the benefit of the children

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**Standard 2.10** Use information from parents and carers to inform assessment

# Quality Partnerships

## Every school/setting should:

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| <b>Standard 3.1</b> | Understand families well enough to ensure strong partnerships that empower them to be involved in their child's learning, including <b>observation</b> , assessment and planning and contributing to development records                |
| <b>Standard 3.2</b> | Develop strong, two-way learning partnerships with other early years providers that children attend prior to starting school  |
| <b>Standard 3.3</b> | Liaise with and seek advice from their local Multi Agency Support Team (MAST) where children and / or families have been identified as needing additional support and to follow the appropriate referral process as advised by the MAST |
| <b>Standard 3.4</b> | Proactively seek family involvement in ensuring the learning environment reflects children's home experiences   |
| <b>Standard 3.5</b> | Ensure effective transition processes <b>across settings</b> with good information sharing procedures to enable teachers to plan for seamless learning opportunities  |
| <b>Standard 3.6</b> | Work effectively in partnership with families and other organisations for the benefit of children who have been identified as at risk of poor outcomes  |
| <b>Standard 3.7</b> | Provide opportunities for engagement with the community outside the early years setting and further afield to promote an understanding of life in Modern Britain appropriate to children in the EYFS                                    |
| <b>Standard 3.8</b> | Embrace a multi – agency approach to the delivery of the EYFS and be able to actively contribute to the team around the child particularly with regard to safeguarding  |
| <b>Standard 3.9</b> | Provide a welcoming environment that promotes a sense of belonging to <b>all</b> children and families, whatever their culture, language or home circumstances  |

# Quality Practitioners for Learning

## Every school/setting should:

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| <b>Standard 4.1</b> | Have an appropriately qualified and experienced EYFS team in line with the EYFS Statutory Requirements for ratios and 'full and relevant' qualifications  |
| <b>Standard 4.2</b> | Ensure that every practitioner is interested, responsive and able to interact effectively with individual children to develop and extend their communication and thinking skills, particularly during child-led learning  |
| <b>Standard 4.3</b> | Ensure that all staff are skilled in assessing children's speech and language development to identify next steps and refer when necessary   |
| <b>Standard 4.4</b> | Ensure that all practitioners are part of a learning culture in which they themselves, children and families learn from each other, where all contributions are listened to and valued  |
| <b>Standard 4.5</b> | Ensure that all practitioners are able to develop their practice to meet the individual needs of all children and families  |
| <b>Standard 4.6</b> | Ensure that all practitioners demonstrate an understanding of the particular characteristics of the local community and the characteristics of other communities further afield in order to support children to treat others with respect and tolerance regardless of background; preparing them for life in Modern Britain |
| <b>Standard 4.7</b> | Ensure that every practitioner has a clear understanding of their roles and responsibilities and how they contribute to outcomes for children in the EYFS   |
| <b>Standard 4.8</b> | Ensure that every practitioner understands how they contribute to the whole setting quality improvement plan and is able to articulate the reasoning behind the actions being taken and describe the expected outcomes  |

## Quality Leadership for Learning

### Every school/setting should have effective leaders who:

<b>Standard 5.1</b>	Ensure a culture of safeguarding and equality of opportunity, and embed inclusive practice throughout the staff team, keeping abreast of current legislation
<b>Standard 5.2</b>	Use formative and summative data to track children's attainment and progress, identify gaps and challenge staff to ensure that all children are ready for the next stage in their learning and education
<b>Standard 5.3</b>	Are visionaries with the capability of identifying primary tasks for their setting i.e., ensuring an inspirational learning environment for children, families and staff
<b>Standard 5.4</b>	Coach the staff team to confidently articulate the EYFS data headlines, describe interventions and changes that have been made in response to findings and the impact on children's outcomes
<b>Standard 5.5</b>	Embrace an organisational culture of respectful mentoring, continuous professional development and performance management in which individual team members and the whole setting grow and develop
<b>Standard 5.6</b>	Create partnerships with families and organisations to benefit their setting and improve outcomes for children
<b>Standard 5.7</b>	Have a clear continuous professional development plan for their team which links to the whole-school development plan, responds to identified attainment gaps and also takes account of statutory requirements
<b>Standard 5.8</b>	Reflect on the quality of their setting through a culture of regular and frequent staff team meetings, alongside self-evaluation and continuous quality improvement processes
<b>Standard 5.9</b>	Share relevant aspects of the whole setting improvement plan with colleagues (including governors) and families