

Charter for Quality Provision in the Early Years



Sheffield Loves Learning

Quality Provision and Practice

Every school/setting should:

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| Standard 1.1 | Ensure that all EYFS Statutory Requirements are met, maintained and documented where appropriate. This includes adherence to requirements detailing correct staff-child ratios and a staff team with full and relevant qualifications |
| Standard 1.2 | Provide a welcoming environment that promotes tolerance and respect and a sense of belonging to all children and families, whatever their culture, language or home circumstances |
| Standard 1.3 | Provide rich indoor and outdoor learning environments to promote development across all aspects of learning. |
| Standard 1.4 | Support the development of Characteristics of Effective Learning through the provision of consistent opportunities for children to make choices, be independent, have challenge, be excited and have access to well managed risk |
| Standard 1.5 | Recognise and exploit the particular benefits that the outdoors can bring to children's play and learning |
| Standard 1.6 | 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 |
| Standard 1.7 | Focus on children's emotional well-being and have established procedures for meeting children's health and care needs whilst encouraging independence |
| Standard 1.8 | Place a strong focus on healthy life-styles and active play, including opportunities to develop gross and fine motor skills |
| Standard 1.9 | Provide a language rich environment where adults are interested and responsive. They focus on interacting effectively with individual children to develop and extend receptive and expressive language and thinking skills. |
| Standard 1.10 | Ensure that current planning and learning intentions are reflected in the continuous provision and meet the identified and changing needs and interests of children |
| Standard 1.11 | Organise group times in ways that maximize learning potential and are planned, purposeful and interactive |
| Standard 1.12 | Ensure that adults are available to children during free-play and interact only when they know they can extend or enhance children's learning |
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Quality People and Partnerships

Every school/setting should:

**Standard
2.1**

Have leaders who are proactive in establishing priorities for the EYFS based on identified gaps in children's outcomes and ensure that staff have the skills and knowledge to implement improvement

**Standard
2.2**

Have leaders who create a positive, nurturing environment where staff, parents and children feel supported and know that their contributions are valued

**Standard
2.3**

Have an EYFS team with high aspirations for themselves as lifelong learners and reflective thinkers

**Standard
2.4**

Have an ethos of inclusive practice that is evident throughout the setting

**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

**Standard
2.6**

Encourage the EYFS team to view children's wellbeing, development and learning holistically and support an in depth knowledge of the importance of play for children and the pedagogy of play

**Standard
2.7**

Expect staff to be proactive in developing partnerships with families that are built on relationships of trust, openness and sensitive communication to empower parental involvement in their child's learning

**Standard
2.8**

Ensure that all practitioners demonstrate an understanding of the particular characteristics of the local community and the wider city and can support children and families to engage with opportunities outside the setting

**Standard
2.9**

Ensure there are strong, two-way learning partnerships with other early years providers that children attend during the day / week

**Standard
2.10**

Ensure effective transition processes between and within settings to promote emotional wellbeing and seamless learning opportunities for children

**Standard
2.11**

Embrace a multi-agency approach to the delivery of the EYFS to which the whole team actively contribute, particularly with regard to safeguarding

**Standard
2.12**

Be competent at identifying and meeting the needs of children at risk of not being at age-related expectations as well as those children who could achieve beyond age-related expectations

Quality Priorities and Impact

Every school/setting should:

Standard 3.1 Have systems for monitoring the progress and impact of their EYFS improvement priorities and acting on findings where appropriate

Standard 3.2 Regularly review the effectiveness and efficiency of their data collection practices and ensure that they are purposeful, valid and reliable

Standard 3.3 Have systems in place for tracking children's outcomes, analysing the data and using it to inform future plans to ensure that all children are well prepared for the next stage of their education

Standard 3.4 Reflect on the quality of their setting through a culture of regular team meetings, alongside self-evaluation and continuous quality improvement processes

Standard 3.5 Coach the staff team to confidently articulate the EYFS vision statement, data headlines and describe interventions, the changes that have been made in response to findings and the impact on children's outcomes

Standard 3.6 Share relevant aspects of the whole setting improvement plan with families and colleagues, e.g. management committees and governors

Standard 3.7 Have a clear continuous professional development plan for the EYFS team that responds to identified attainment gaps and also takes account of statutory requirements

Please summarise your impact so far on the priorities you identified in your context and vision statements.

What are your next steps?

- Provision and Practice
- People and Partnerships
- Priorities and Impact