



Cambridgeshire
County Council



early years childcare and
school readiness service



Early Years Quality Framework

A self-evaluation and quality development toolkit for early years and childcare settings.

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Introduction

Cambridgeshire Early Years, Childcare, and School Readiness Service (CambsEYC) has devised the Quality Framework to support raising our expectations around quality in early years provision in Cambridgeshire.

All children, including those living in Cambridgeshire, deserve the best start in life. With a high proportion of high-quality provision and a diverse and largely prosperous population, Cambridgeshire's early years and childcare sector are leading contributors to improving and supporting children's life outcomes. We are committed to Cambridgeshire's 'Best Start in Life' strategy and recognise this as a key part of working in a more integrated way across organisations and using other services to support the best outcomes for children.

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How to use the Quality Framework

This document will support you in an ongoing evidence-based self-evaluation. It will give you guidance on how to ensure a high-quality environment for care and education is provided for all children and their families whilst improving professional practice for all staff.

The Quality Framework reflects the [EYFS statutory framework for group and school-based providers](#)* and [early years inspection toolkit](#)** evaluation areas, coupled with CambsEYC aspirations for high quality childcare provision. It is recommended that you also reflect on higher standards within the inspection toolkit, to ensure you are aspirational for your setting and the children you care for. The term 'leader' is referenced throughout this framework, if you are a childminder, this term also applies to you, as the leader of your provision.

*Size: 711KB File format: pdf. ** Size: 551KB File format: pdf.

If you require support or would like further guidance, contact your early years advisor.
For further information on Exemplary standards, please refer to the Early Years Inspection Toolkit.

Guidance for using the quality framework

Step 1	<ul style="list-style-type: none">• Decide whether you wish to look at your setting as a whole or which standards to focus on first.• Read each statement in 'Expected standard.' Discuss with your team where you judge your setting to be and give it a red, amber, or green (RAG) rating to show. R = Red. Not yet in place. A = Amber. Partly in place or needs attention. G = Green. Standard met.• Discuss what evidence you have to support your judgements. Consider the views of the children and families.• Briefly record key points or sources of evidence in bullet points in the 'notes' box.
Step 2	<ul style="list-style-type: none">• Review the initial draft with your leadership and management team to consider the quantity and quality of the evidence. Is there enough to suggest that the 'expected standard' has been met?
Step 3	<ul style="list-style-type: none">• Create an action plan by prioritising standards that need development. Be realistic about how many your team can address at any one time.• Identify tasks, personnel, resources, and timescales needed.
Step 4	<ul style="list-style-type: none">• Ensure the action plan is shared with your team and leadership support.• Begin to implement the action plan.• Review the action plan each term to assess the progress that has been made.
Step 5	<ul style="list-style-type: none">• Return to the Quality Framework and discuss the standards that have been addressed.• Record any new evidence, in a new colour.• Update the RAG ratings.• Discuss the new evidence and judgements with your team.• Identify new actions for the action plan.

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Example sources of evidence

Where would you look for evidence to demonstrate the completion of the Quality Framework? This list is an example and there is no requirement to have all these sources of evidence, or physical/written copies of the ones you do have. Take time to reflect on the tools and strategies you have in place as a setting.

- | | |
|---|---|
| <ul style="list-style-type: none">• Room observations.• Curriculum documents* Documentation of children's learning.• Parent questionnaires and incidental feedback.• Notes of visit from local authority advisers.• Attendance at external and internal meetings and training.• Notes from self-study, peer support or coaching and mentoring opportunities.• Setting displays.• Early Years Pupil Premium (EYPP)/Pupil Premium (PP) audits.• Child voice.• Data and cohort analysis.• Whole setting self-evaluation. | <ul style="list-style-type: none">• Policies and procedures.• Liaison with outside agencies.• Transition documents.• Feedback from team members.• Additional assessments, for example, Summative and Formative including the Progress two-year-olds check.• SEND documentation, for example, The Graduated Approach cycle, Cambridgeshire Developmental Journal.• Actions from designated roles, Special Educational Needs Coordinator (SENCo), Equality Named Coordinator (ENCO), Designated Safeguarding Lead (DSL).• Internal setting improvement documents.• Recommendation(s) from previous Ofsted inspection reports.• Supervisions processes and outcomes.• Actions and progression from team meeting. |
|---|---|

Expected standard: inclusion

Expected standard: Inclusion	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders identify children’s needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged children, those with SEND, those who are known, or previously known, to children’s social care, and those who may face other barriers to their learning and/or wellbeing.</p> <p>Leaders have high expectations for these children. Typically, the support they provide reduces barriers to the children’s learning and/or wellbeing.</p> <p>Leaders ask for and implement advice from specialists and external partners, when needed.</p> <p>Leaders take a graduated approach, which means that children’s SEND needs are generally met well. Practitioners receive suitable</p>				<ul style="list-style-type: none"> • How do you ensure that emerging or changing needs are identified promptly and accurately? • Are there any barriers preventing you from responding to children’s emerging or changing needs? • What systems help you track and respond to the needs of disadvantaged children and those with SEND? • How do you communicate and maintain high expectations for all children? • What evidence shows that support strategies are reducing barriers effectively? • How do you review and adapt support to ensure continued impact? • How do you celebrate progress and achievement for disadvantaged children and those with SEND? • How do you decide when to seek advice from specialists or external partners and how effectively is it implemented? • How do you involve parents in decision making and keep them updated? • How do you seek feedback from parents and how does this shape practice? • What processes ensure advice leads to measurable improvements for children? • How consistently is the graduated approach applied? 	

Expected standard: Inclusion	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>training and support to implement this approach.</p> <p>Leaders have a secure understanding of these children’s needs and progress. They use appropriate evidence to inform their decisions about the EYPP, which has a positive impact on reducing barriers to learning and/or well-being that these children face.</p> <p>When required, the identified SENCo has the knowledge, understanding and skills to make a positive difference for children with SEND.</p> <p>Leaders ensure that, when appropriate, local partnership strategies have a positive impact on the children in the setting.</p>				<ul style="list-style-type: none"> • What training have practitioners had to enable them to feel confident in implementing this and how do you evaluate the impact on children’s progress? • Are there areas where the graduated approach could be strengthened? • How do you gather and analyse evidence about children’s needs and progress? • How do you ensure EYPP funding is used effectively to reduce barriers? • What impact has EYPP spending had on children’s outcomes? • How do you evaluate the SENCo’s and ENCo’s impact on children’s progress and well-being? • What professional development opportunities are available for the SENCo and ENCo? • How do the SENCo and ENCo support practitioners in meeting children’s needs? • Do the SENCo and ENCo have sufficient time and resources to fulfil their role effectively? • How do you engage with local partnership strategies to benefit children? • What evidence shows that these partnerships are having a positive impact? • Are there any missed opportunities to strengthen local partnerships? • How do you ensure partnership work aligns with your setting’s priorities and children’s needs? 	

Expected standard: curriculum and teaching

Expected standard: Curriculum and teaching	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders have an accurate understanding of the quality of the curriculum and teaching in their setting. They have a clear action plan to bring about improvement.</p> <p>The curriculum is designed so that, across all areas of learning and development, it is clear what leaders and practitioners want children to know and be able to do. The order in which to teach this, to give children the knowledge and skills they need for their future learning and development, including being ready for school, where appropriate, is also clear.</p> <p>The curriculum is an entitlement for every child. Leaders take effective action to make sure that children access an equally ambitious curriculum. This includes those attending part time or</p>				<ul style="list-style-type: none"> • How do you currently measure the quality of your curriculum and teaching? • What evidence do you have that your improvement plans are effective? • How often do you review and update these plans? • Is the progression of learning clear and logical for all areas? • How do you ensure that teaching builds on prior knowledge effectively? • Are staff confident in the sequence and rationale behind it? • How do you identify and remove barriers for children with different needs? • Are part-time and children attending multi-settings receiving consistent learning experiences? • How do you monitor access and engagement for disadvantaged children and those with SEND? • How do you use assessment to inform teaching and prevent gaps? • Are adaptations for different starting points and needs evident in practice? • How do you support staff to maintain high-quality teaching? • How do you promote personal, social, and emotional development daily? • What strategies are in place to develop communication and language effectively? 	

Expected standard: Curriculum and teaching	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>attending more than one setting, disadvantaged children, those with SEND, those who are known, or previously known, to children’s social care, and those who may face other barriers to their learning and/or wellbeing</p> <p>Leaders ensure that the curriculum is typically taught well. They ensure that staff use assessment to check what children know and can do and to prevent children from falling behind. Teaching is tailored to children’s different starting points, needs and stages of development.</p> <p>Practitioners focus on babies’ and children’s personal, social and emotional development and make sure that they feel safe, secure, stimulated and happy.</p> <p>There is a sharp focus on developing children’s</p>				<ul style="list-style-type: none"> • How do you ensure physical development opportunities are varied and inclusive? • Is mathematics taught in a way that builds confidence and enjoyment? • How do you reflect diversity in your resources and activities? • Are children encouraged to value similarities and differences in meaningful ways? • How do you challenge stereotypes and promote inclusion? • How do you adapt the curriculum/activities for sensitive areas such as for children who are known, or previously known, to children’s social care, for example, Mother’s Day, Family tree or life story work. 	

Expected standard: Curriculum and teaching	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>communication and language and their love of books.</p> <p>Children’s physical development from the earliest age is prioritised, to develop their strength, coordination and positive attitudes to physical activity.</p> <p>Practitioners teach mathematics explicitly. They focus on the mathematical learning that promotes children’s confidence in and enjoyment of mathematics.</p> <p>The curriculum recognises and promotes equality and diversity. Practitioners support children to reflect on their similarities and to understand what makes them unique.</p>					

Expected standard: achievement

Expected standard: Achievement	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Children develop age- and/or stage-appropriate knowledge and skills across the seven EYFS areas of learning and development as they progress through the curriculum.</p> <p>Children are suitably prepared for the next stage of their learning, including school, where relevant.</p> <p>Children, including disadvantaged children, those with SEND, those who are known, or previously known, to children’s social care, and those who may face other barriers to their learning and/or well-being generally achieve well from their starting points. They receive the necessary support to reach developmental goals and/or age- and stage-appropriate end points of the curriculum.</p>				<ul style="list-style-type: none"> • In what ways can you adapt the curriculum to support children who progress at different rates across the EYFS areas? • How do you balance structured learning with opportunities for child-led exploration in these seven areas? • What strategies help you identify gaps in a child’s development early on? • What indicators show that a child is ready to transition to the next stage of learning? • How do you support children who may feel anxious or unprepared for school? • In what ways can you involve families in preparing children for this transition? • How do you evaluate whether your preparation methods are effective in the long term? • How do you identify and respond to the unique needs of children facing barriers to learning? • What role does collaboration with external agencies, for example, social care, health services, play in supporting these children? • How do you measure progress fairly for children with SEND or those from disadvantaged backgrounds? • What practices ensure equity so that all children, regardless of starting point, can thrive? 	

Expected standard: behaviour, attitudes and establishing routine

Expected standard: Behaviour, attitudes and establishing routine	RAG			Reflection Prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders and practitioners set high expectations for children’s behaviour and attitudes to learning. These expectations are commonly understood by practitioners, parents and children. They are generally applied consistently and fairly. Incidents of poor behaviour, including unkind or discriminatory words and/or actions, when they occur, are quickly addressed.</p> <p>Leaders promote to families the importance of attendance and punctuality.</p> <p>Practitioners teach children the importance of treating others with kindness, care and respect and are positive role models.</p> <p>Practitioners explicitly teach children the executive function skills they need to develop positive attitudes to learning. They help children</p>				<ul style="list-style-type: none"> • How do you communicate high expectations for behaviour to children and families? • Consider how you consistently share behavioural expectations across different situations. • Think about how you respond to incidents of poor behaviour and whether your interventions are timely and effective. • How do you engage families in attendance and share the importance of regular attendance and punctuality? • What strategies do you use to support families who may struggle with attendance? • How do you monitor attendance patterns and address concerns? • How do you model and share British Values your daily practice? • How do you role model relationships to children? • How do you teach and scaffold executive function skills within everyday routines? • How do you help build on children’s resilience? • Reflect on how you identify and respond to the individual needs of children, including those with SEND or barriers to learning? • How do you make reasonable adjustments for children? • How do you collaborate with external agencies to support children’s best interests? • Reflect on how you ensure equity and inclusion while upholding consistent standards. 	

Expected standard: Behaviour, attitudes and establishing routine	RAG			Reflection Prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>to focus attention on what matters, screen out anything that is not relevant, hold information in mind to work on it, and focus on a goal and work out when it is necessary to change approaches to achieve that goal.</p> <p>Practitioners understand and consider each child’s individual needs and circumstances, including those of disadvantaged children, those with SEND, those who are known, or previously known, to children’s social care, and those who may face barriers to their learning. Any adaptations and/or reasonable adjustments maintain the high expectations of behaviour that reflect the children’s ages and stages of development. Practitioners proactively work with other agencies to serve children’s best interests.</p>				<ul style="list-style-type: none"> • Reflect on how you encourage collaboration and teamwork among children. • Consider how you support children in resolving conflicts during play. • Think about how you design activities that promote cooperative learning. • Reflect on how you observe and assess children’s social development through play. • Reflect on how you use praise to reinforce positive behaviour effectively. • Consider whether your praise is specific, meaningful, and age appropriate. • Think about how you balance praise with other strategies for behaviour management. • Reflect on how children respond to praise and how it influences their motivation. • Reflect on how you build trusting relationships with children in your care. • Consider how you create a safe environment where children feel confident to share concerns. • Think about how you respond to children’s worries in age-appropriate ways. • Reflect on how strong relationships with key persons support children’s emotional well-being and resilience. 	

Expected standard: Behaviour, attitudes and establishing routine	RAG			Reflection Prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Children play games and activities collaboratively and get along well with others.</p> <p>Practitioners give explicit praise to reinforce children's positive behaviour.</p> <p>Children typically build warm, trusting and respectful relationships with their key persons. As a result, they are confident to share their concerns in age- and/or stage-appropriate ways.</p>					

Expected standard: children's welfare and wellbeing

Expected standard: Children's welfare and wellbeing	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders establish policies and practices that support children's welfare, mental health and well-being. These are generally understood by staff and parents and implemented well across the setting.</p> <p>Leaders create a safe, welcoming space where children typically enjoy play, learning and social activities and have daily access to outdoor learning.</p> <p>Hygiene practices ensure that the personal needs of babies and children of all ages are met appropriately.</p> <p>Practitioners teach children to become increasingly independent in managing their personal needs. Practitioners teach children about making healthy choices about food, rest, exercise and screen time.</p>				<ul style="list-style-type: none"> • How do you ensure policies and practices are consistently understood and applied by all staff and parents? • What evidence shows that these policies positively impact children's welfare and well-being? • How do you review and update policies to reflect current best practice and guidance? • How do you involve staff and parents in shaping and evaluating these policies? • How do you know that children feel safe and welcome in our setting? • What strategies ensure outdoor learning is meaningful and accessible every day? • How do you gather feedback from children and families about the environment? • Are there any barriers preventing children from fully engaging in play and social activities? • How do you monitor and maintain high standards of hygiene across the setting? • How do you ensure hygiene practices meet the needs of all age groups effectively? • What training do staff receive to maintain best practice in hygiene? • How do you involve parents in supporting hygiene routines at home and in the setting? • How do you support children to develop independence in managing personal needs? 	

Expected standard: Children's welfare and wellbeing	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders and practitioners provide a healthy diet. Practitioners make sure that mealtimes are opportunities to promote children's good manners and social skills.</p> <p>Practitioners support children to develop their physical and emotional health. They provide children with the age- and stage-appropriate knowledge that they need to stay safe and healthy.</p> <p>Children, especially disadvantaged children, those with SEND, those who are known, or previously known, to children's social care, and those who may face other barriers to their learning and/or wellbeing, develop secure attachments and a sense of belonging through warm and positive relationships with key persons, which promote their wellbeing effectively.</p>				<ul style="list-style-type: none"> • What approaches help children understand and make healthy lifestyle choices? • How do you adapt teaching about health for different ages and stages? • How do you involve families in reinforcing healthy habits at home? • How do you ensure that the food provided meets nutritional standards and children's needs? • How do you use mealtimes to promote social skills and positive interactions? • How do you accommodate dietary requirements and cultural preferences? • How do you involve children in learning about healthy eating during mealtimes? • How do you assess whether children are developing physical and emotional health effectively? • How do you measure the impact of your health and safety teaching? • How do you involve families in promoting physical and emotional wellbeing? • How do you ensure that every child forms a secure attachment with their key person? • What strategies help you to build strong relationships with children who face additional barriers? • How do you monitor and evaluate the impact of these relationships on children's wellbeing? 	

Expected standard: Leadership and governance

Expected standard: Leadership and governance	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders understand the setting's context, strengths and areas for development. They are ambitious for children, taking appropriate action to drive improvement and/or maintain high standards of education and care. When improvements are needed, leaders' actions are timely and effective.</p> <p>The nominated individual ensures leaders have a clear vision, strategy, and well-managed resources, while supporting and challenging them appropriately and considering well-being and workload.</p> <p>Leaders provide regular, relevant and appropriate professional learning and expertise opportunities and constructive feedback for all practitioners, which equips them to carry out their roles successfully.</p>				<ul style="list-style-type: none"> • How do you identify your setting's strengths and areas for development? • How do you ensure timely and effective action for improvement? • How do you communicate your vision and strategy to staff? • How do you balance support and challenge while considering workload? • How do you ensure professional learning meets staff needs? • How do you provide feedback that supports improvement? • How do you show staff they are valued? • What steps do you take to prevent unnecessary workload? • How do you build positive relationships with parents and professionals? • How do you ensure smooth transitions for children? 	

Expected standard: Leadership and governance	RAG			Reflection prompts	Notes (Consider if you are working higher than expected and how you know this – refer to the Early Years Inspection Toolkit for Strong Standard and Exceptional)
	Autumn	Spring	Summer		
<p>Leaders take action, so staff feel valued, and workload is manageable, avoiding unnecessary burdens.</p> <p>Leaders engage with parents and professionals thoughtfully and positively in a way that supports children’s education and care. This includes at times of transition, to enable children to settle quickly when they start at the setting and move on seamlessly to other settings or school, when appropriate.</p>					

Local and national resources to support early years

Aspect	Useful resources
Inclusion	<p>SEND Support: Resources. Cambridgeshire Development Journal 2024. Size: 1,064KB File format: pdf. OAP Audit Tool Final. Size: 966KB File format: pdf. Cambridgeshire Early Years SEND Toolkit. What is Inclusive Practice? Supporting Inclusive Practice. Designated teacher for looked-after and previously looked-after children - GOV.UK. Cambridgeshire Virtual School.</p>
Curriculum and teaching	<p>Help for early years providers : Areas of learning. Early Years EEF. Curriculum and Pedagogy in the EYFS. CamsEYC blogs. Early years child development training : Home page</p>
Achievement	<p>Assessment in the EYFS. Cohort Analysis Spreadsheet - Cambridgeshire County Council Early Years Leaders (PVI) - Knowledge Hub. Supporting Meaningful Assessment. Size: 741KB File format: pdf. Supporting Home Learning.</p>
Behaviour, attitudes and establishing routine	<p>Supporting Positive Interactions. Talking Together in Cambridgeshire - Practitioner resources. Rhyme time for all. Transitions Across the Early Years Toolkit. Size: 552KB File format: pdf.</p>
Children's welfare and wellbeing	<p>Help for early years providers : Health and wellbeing. Physical Development in the EYFS. Forest School. Cambridgeshire Early Years and Childcare: Designated Safeguarding Lead for Early Years & Childcare (PVI) - Knowledge Hub.</p>

Appendix 1: Safeguarding and welfare requirements – a checklist

This checklist has been written to support you with ensuring all aspects of the Safeguarding and Welfare Requirements in the statutory framework for the [early years foundation stage \(EYFS\) statutory framework](#) are in place. It does not replace the framework. Please note, schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing school policy, 3.3, page 21.

		In place?	Date	Actions
Child protection	Does your school have a policy and procedures in place to safeguard children in line with the guidance of the Cambridgeshire and Peterborough Safeguarding Partnership Board which includes: <ul style="list-style-type: none"> • Actions to be taken when there is a safeguarding concern about a child. • Actions to be taken in the event of an allegation made against an adult who works or volunteers with children. • The use of technology including mobile phones, cameras and another electronic device with imaging and sharing capabilities. • Details of how safeguarding training is delivered and how practitioners are supported to put this into practice. • Details of other channels for Whistleblowing, for example National Society for the Prevention of Cruelty to Children (NSPCC). 			
	Does your school have a Designated Safeguarding Lead who continues to keep themselves up to date with local risks and information and refreshes their training every two years? Refer to Page 175 of Keeping children safe in education 2025 .			
	Have all your staff been trained in understanding your safeguarding policy and procedures?			
	Have all staff attended Basic Child Protection training to identify, understand, and respond appropriately to signs of abuse and neglect? This must be updated every two years, but providers may decide whether staff need to undertake annual refresher training. Annex C of the EYFS statutory framework for group and school-based providers, page 53, lists what safeguarding training must cover.			
	Have all your staff read and have regard to: <ul style="list-style-type: none"> • Child abuse concerns: guide for practitioners - GOV.UK. • Working together to safeguard children. • Prevent duty guidance: for England and Wales (accessible) - GOV.UK. 			

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		In place?	Date	Actions
	<ul style="list-style-type: none"> • Keeping children safe in education. • Safeguarding children and protecting professionals in early years settings: online safety considerations. • EYFS statutory framework for group and school-based providers. Size: 711KB File format: pdf. 			
Suitable people	Have enhanced Disclosure and Barring Service checks (DBS) been obtained for all staff, unsupervised volunteers, and supervised volunteers who provide personal care? Additional criminal record check/s should also be made for anyone who has lived or worked abroad.			
	Has information about staff qualifications, identify checks, vetting processes and references been recorded? Including criminal records check reference numbers, the date a check was obtained and details of who obtained it.			
Staff qualifications, training, support, and skills	Do all staff receive induction training to ensure they understand their roles and responsibilities? Induction training must include: <ul style="list-style-type: none"> • Information about emergency evacuation procedures. • Safeguarding. • Child protection. • Health and safety. 			
	Are all staff supported to undertake appropriate training and professional development opportunities?			
	Once safeguarding training is attended, do you ensure practitioners are supported to put this into practice?			
	Is effective supervision of staff in place to provide support, coaching and training for all EYFS practitioners who have contact with children and families?			
	Do you have at least one person who has a current paediatric first aid certificate, always renewed every three years, on the premises and available when children are present?			
	Do all staff have sufficient understanding and use of English to ensure the well-being of the children?			
Key person	Has each child been assigned a key person and do parents and/or carers understand the role?			
Staff: child ratios	Have parents and/or carers been informed about how staff are deployed to ensure children are adequately supervised?			
	Are children usually within sight and hearing of staff and always within sight or hearing?			

		In place?	Date	Actions
	Whilst eating, are children within sight and hearing of a staff member with a valid Paediatric First Aid (PFA) qualification?			
	Where possible, do staff sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking, food sharing and be aware of any unexpected allergic reactions?			
	Are staff clear, at each mealtime and snack time, about who is responsible for checking that the food being provided meets all the requirements for each child?			
	Have you ensured that you have the correct ratios of staff to children according to the statutory guidance?			
Managing behaviour	Is behaviour understood in an appropriate way?			
	Are records kept of any occasion where physical intervention is used, and parents and/or carers informed on the same day, or as soon as reasonably practicable?			
Health	Do you promote the good health, including oral health, of children attending the setting?			
	Do you have agreed procedures for responding to children who are ill or infectious, which has been discussed with parents and/or carers? See guidance on infection control in schools poster . Size: 54.5KB File format: pdf.			
	Do you have a policy and procedures for administering medicines which includes systems for obtaining information about a child's needs for medicines, and for keeping this information up to date?			
	Do staff need any training for the administration of medicine, which requires medical or technical knowledge, for specific children?			
	Are meals, snacks, and drinks healthy, balanced, and nutritious?			
	Has information been gathered for each child about any special dietary requirements, preferences, food allergies and any special health requirements, prior to starting?			
	At all times is fresh drinking water available and accessible to children?			
	At all times is a first aid box accessible with appropriate content for use with children?			
	Do you keep a written record of accidents or injuries and first aid treatment and have a system that ensures you inform parents and/or carers on the same day?			
	Does your setting have regard for the SEND code of practice: 0 to 25 years ?			

		In place?	Date	Actions
Special educational needs	Have you identified a member of staff in the school to function as SENCo?			
Children who are known, or previously known, to children's social care	Have you identified a member of staff in the setting to function as the Designated Person for looked-after and previously looked-after children?			
	Has the Designated Person had up to training to fulfil their role and read the DfE guidance for the role?			
	Has the Designated Person made links with the local authority Virtual School service?			
Safety and suitability of premises, environment, and equipment	Are the premises, including overall floor space and outdoor spaces fit for purpose and suitable for the age of the children?			
	Do you comply with requirements of health and safety legislation, including fire safety and hygiene requirements?			
	Do you have an emergency evacuation procedure?			
	Do you have appropriate fire detection and control equipment? Are fire exits clearly identifiable with fire doors free of obstruction and easily opened from the inside?			
	Do you meet indoor space requirements – paragraph 3.58 in the statutory Framework?			
	Do you provide access to an outdoor play area, or ensure outdoor activities are planned and taken daily?			
	Are there an adequate number of toilets and hand basins available?			
	Is children's privacy considered and balanced with safeguarding and support needs when changing nappies and toileting?			
	Is there an area where staff may talk to parents and/or carers confidentially?			
	Do you have an agreed procedure for checking the identity of visitors?			
Information and records	Do risk assessments identify aspects of the environment that need to be checked on a regular basis?			
	Are you aware of your responsibilities under the General Data Protection Regulation (GDPR), Data Protection Act 2018 and Freedom of Information Act 2000 ?			
	Are confidential records about staff and children held securely?			
	Does the Designated Safeguarding Lead (DSL) regularly update child protection files? Refer to page 172 of Keeping children safe in education .			
Do you document the following information about every child?				
<ul style="list-style-type: none"> • Full name. Date of birth. 				

	In place?	Date	Actions
<ul style="list-style-type: none"> Name and address of every parent and/or carer, including parental responsibility. Which parents and/or carers the child normally lives with. Emergency contact details. 			
<p>Do you make the following information available to parents and/or carers?</p> <ul style="list-style-type: none"> How the EYFS is being delivered (and where to access more information). The range and type of activities, daily routines and how parents/carers can share learning at home. How SEND children are supported. Food and drinks provided. Relevant policies and procedures. Staffing arrangements, including key persons. 			
Is there a written procedure for concerns and complaints?			
Do you have a Whistleblowing policy and have all staff read and understood this?			
Is your attendance policy shared with parents and/or carers, and does it include expectations for reporting child absences and actions taken?			
<p>Are child absences followed up in a timely manner? If a child is absent for a prolonged period, do you ensure your school:</p> <ul style="list-style-type: none"> Contacts the child's parents and/or carers? Consider patterns, trends, and personal circumstances, for example home life, child's, parent/carer's vulnerability, to consider if it is a prolonged absence? Refer the child to social care and/or police welfare check if there are concerns? 			

Appendix 2: Writing the action plan

An action plan is a vital tool which enables settings to plan the improvement and development of their early years provision. It is important that your action plan is a working document. Here is some guidance for completing each section of the action plan:

Standards to address	Once you have RAG rated the criteria in the 'expected standard', choose some key standards to address and list these on the action plan. You can use the wording directly from the 'expected standard' descriptors.
Tasks	<p>When identifying the tasks, make sure that they are practical, realistic and affordable. Write them in a way that is clearly understood by all involved. It is useful to consider the sequence in which tasks will be actioned and record them on the plan in that way, for example, audit current resources, research and cost new resources, purchase resources, introduce new resources to the classroom monitor use of the new resources.</p> <p>When writing tasks, start with a verb, for example, 'observe...', 'monitor...', 'review...', 'audit...', and so forth.</p> <p>You may need to amend tasks or add new ones throughout the year. Consider adding these in a different colour to demonstrate a continuous approach to improvement.</p>
Timescales	Be realistic about timescales and be as specific as possible. A timescale of 'ongoing' will mean that an action may never be started. Agree a completion date for tasks to keep momentum going.
Lead	Make sure that everyone identified in the action plan is clear about the tasks they need to complete. It may be possible to identify a lead person for each area that is being addressed through the action plan. They can ensure that actions are being implemented effectively.
Resources, training and support	When looking at resource, training or support implications, be as precise as possible. Resources may include equipment needed or staff time required. When undertaking quality improvements, it is likely there will also be some cost implications, so add these where you can.
Progress and Impact	When judging whether improvement has worked always consider the impact on the children and talk to them about the changes. Also consider how it has affected all aspects of the provision, for example, the staff, environment, parents, and so forth. Set regular review dates for your action plan at least every term. Once an action has been fully implemented, consider how the quality improvement will be maintained. Sometimes, for a variety of reasons, planned actions either do not happen or do not have the expected impact. Important lessons can be learned from these experiences, and they should be used positively.
RAG	Each term, RAG rate each task so that it is clear to see progress and the remaining tasks that require input.

Appendix 3: Action plan template



Cambridgeshire
County Council



early years childcare and
school readiness service



Early years action plan					
Written by:		Date written:		Dates to be reviewed:	
Reflective prompts					
Standards to address					
Tasks	Timescale	Lead	Resources/training/support	Progress and impact	RAG

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