



Cambridgeshire
County Council



early years childcare and
school readiness service



Early Years Quality Framework for Schools

A self-evaluation and quality improvement tool for the early years foundation stage in schools, including maintained nurseries, and school-run early years provision.

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Leadership of the early years foundation stage. Annual planner: autumn

	Autumn one:	Autumn two:
Data and analysis	<p>Collect information from parents/carers during home visits, for example, medical information, special educational needs and disabilities (SEND), additional needs.</p> <p>Complete on-entry assessments for all areas of the curriculum.</p> <p>Complete Reception Baseline Assessment (RBA).</p> <p>Internal moderation.</p> <p>Analyse on-entry assessments and RBA including additional funding monitoring and impact. In response to data, create action plan for supporting pupil progress. Involve external agencies where required.</p>	<p>Complete autumn two summative assessments.</p> <p>Internal moderation.</p> <p>Analyse progress and plan intervention work including additional funding monitoring and impact. In response to data, create action plan for supporting pupil progress.</p> <p>Involve external agencies where required.</p> <p>Share cohort progress with senior leadership team (SLT)/Governors.</p>
Curriculum planning	<p>Ensure long term planning for the early years foundation stage (EYFS) curriculum is in place for the year ahead, including visits/visitors.</p> <p>Identify vulnerable groups and plan intervention activities.</p>	<p>Monitor planning, checking for inclusive practice and quality first teaching and opportunities to support home learning.</p> <p>Review themes, progression of skills and gaps in learning to tailor the planning for the spring term.</p>
Staff	<p>Retrospective transition meetings with feeder settings.</p> <p>Share EYFS action plan with early years team. Set dates for parents' meetings, events, and information sessions.</p> <p>Supervision of early years staff, including early years leader.</p>	
Leadership CPD	<p>Book Continuing Professional Development (CPD) dates and supply cover for year ahead. Plan for membership visit with Early Years Adviser.</p>	<p>Attend autumn term Early Years Briefing.</p>
Networking	<p>Plan cluster work to reflect cohort information. Moderate on-entry and RBA with feeder settings and local school cluster.</p>	<p>Cluster network opportunity.</p>
Self-evaluation and action plan	<p>Red-Amber-Green (RAG) rate against the Quality Framework descriptors. Write EYFS action plan for current academic year aligning to whole school priorities. Share action plan with senior leaders. Review EYFS budget alongside priorities for the year ahead. Check that your Governors are aware of the priorities.</p>	<p>Lesson observations/learning walk/review of assessment practices</p>
Safeguarding	<p>Review risk assessments and update for year ahead.</p> <p>Ensure Safeguarding arrangements are up to date.</p> <p>Review EYFS Policy and update if necessary.</p>	<p>Update Quality Framework/self-evaluation.</p> <p>Update/RAG rate action plan.</p> <p>Review and update school website.</p>

Leadership of the early years foundation stage. Annual planner: spring

	Spring one:	Spring two:
Data and analysis	Complete spring one summative assessments. Internal moderation. Analyse progress and plan intervention work including additional funding monitoring and impact. In response to data, create action plan for supporting pupil progress. Involve external agencies where required.	Complete spring two summative assessments. Internal moderation. Analyse progress and plan intervention work including additional funding monitoring and impact. In response to data, create action plan for supporting pupil progress. Involve external agencies where required. Share cohort progress with SLT/Governors.
Curriculum planning	Review intervention planning.	Monitor planning, checking for inclusive practice and quality first teaching and opportunities to support home learning. Review themes, progression of skills and gaps in learning to tailor the planning for the summer term.
Staff	Supervision of early years staff, including early years leader.	
Leadership CPD	Check online training booklet for any new CPD opportunities. Attend spring term Early Years Briefing.	
Networking	Moderate spring one assessments with feeder settings and local school cluster.	Cluster network opportunity. Ensure arrangements for summer term transition activities are in place.
Self-evaluation and action plan	Review and update school website. Lesson observations/learning walk/review of assessment practices.	Update Quality Framework/self-evaluation. Update/RAG rate action plan. Audit resources to ensure they reflect the needs of the community and order new/replacement resources.
Safeguarding	Review risk assessments and update if necessary. Ensure Safeguarding arrangements are up to date.	

Leadership of the early years foundation stage. Annual planner: summer

	Summer one:	Summer two:
Data and Analysis	<p>Complete EYFS Profile judgements. Internal, including Year One colleagues, and inter-school moderation of EYFS Profile judgements.</p> <p>Submit data to local authority.</p> <p>Nursery to complete summer two summative assessments.</p> <p>Report to parents.</p> <p>Analyse end of year attainment and progress including additional funding monitoring and impact and compare to previous cohorts. In response to data, create action plan for supporting pupil progress.</p>	<p>Meet with relevant professionals as part of transition arrangements.</p> <p>Share data and precise information about children with Year One colleagues to aid transitions.</p> <p>Collect and analyse data for new cohort of children. Identify vulnerable children in new cohort.</p> <p>Share EYFS profile outcomes and nursery cohort progress with SLT/Governors.</p>
Curriculum Planning	<p>Review intervention planning.</p>	<p>Monitor planning checking for inclusive practice and quality first teaching and opportunities to support home learning.</p> <p>Review long term planning ahead of the new academic year, including visits/visitors.</p>
Staff	<p>Supervision of early years staff, including early years leader.</p>	<p>Transition meetings with staff from feeder settings and year one colleagues.</p>
Leadership CPD	<p>Attend summer term Early Years Leadership Briefing.</p>	<p>Sign up to CambsEYC Membership Offer for next academic year.</p>
Networking	<p>Moderate final Early Learning Goals (ELG) judgements/nursery summer two summative assessments with feeder settings and local school cluster.</p>	<p>Cluster network opportunity.</p>
Self-Evaluation and Action Plan	<p>Review and update school website.</p> <p>Lesson observations/learning walk/review of assessment practices.</p>	<p>Update Quality Framework/self-evaluation.</p> <p>Update/RAG rate action plan.</p>
Safeguarding	<p>Review risk assessments and update if necessary.</p>	

How to use the quality framework

Cambridgeshire Early Years, Childcare, and School Readiness Service (CambsEYC) has devised the Quality Framework to support the EYFS in schools to improve the quality of their provision through reflection and self-evaluation. The Early Years Quality Framework for Schools reflects the [EYFS statutory framework for group and school-based providers](#)* and [state-funded school inspection toolkit](#)** evaluation area for early years. Please contact your Early Years Adviser if you need support with any aspect of the framework.

*Size: 711KB File format: pdf. ** Size: 816KB File format: pdf.

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 EYFS team where you judge your setting to be and give it a red, amber, or green (RAG) rating to show:<ul style="list-style-type: none">○ R = Red. Not yet in place.○ A = Amber. Partly in place or needs attention.○ G = Green. Standard met.• If you have school-run preschool provision or nursery classes, ensure that you are also considering these when making your judgements.• Discuss what evidence you have to support your judgements. Consider the views of the children and families in the EYFS and the wider community, for example, the school's governing body.• 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 SLT 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">• Use Appendices 2 and 3 to create an action plan by prioritising standards that need development. Be realistic about how many your EYFS 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 EYFS team, the whole school, and the governing body.• 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 SLT.• Identify new actions for the action plan, if required.

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Example sources of evidence

Here are some suggested sources of evidence which will provide valuable information for completion of the Quality Framework. Different types of evidence can support triangulation and assurance about whether something is in place or effective.

This list is an example and there is no requirement to have all these sources of evidence or collate a folder of documents.

<ul style="list-style-type: none">• Lesson observations.• Curriculum documents.• Documentation of children’s learning*.• Parent questionnaires and incidental feedback.• Notes of visit from local authority advisers.• Attendance at meetings and training.• Notes from self-study, peer support or coaching and mentoring opportunities.• Classroom displays.• Early Years Pupil Premium (EYPP)/Pupil Premium (PP) audits.	<ul style="list-style-type: none">• Policies and procedures.• Early Career Teacher (ECT) feedback, where relevant.• Liaison with outside agencies.• Transition documents.• Feedback from members of EYFS team.• Additional assessments, for example, Phonics tracking grids/Language tracking sheets.• SEND documentation, for example, Assess, Plan, Do, Reviews (APDR), Cambridgeshire Developmental Journals.	<ul style="list-style-type: none">• Pupil voice.• Pupil progress information.• Data and analysis.• Whole school Self-Evaluation Form (SEF).• Minutes from EYFS/whole school meetings.• Historical action plans.• Internal school improvement documents.• EYFS statements from Ofsted inspection reports.• Supervisions processes.
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*When considering documentation of children’s learning, the EYFS statutory framework: For group and school-based providers (2025) 1.11 states:

“When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child’s individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.”

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Early years: expected standard

The reflection prompts below are based on information taken from the Ofsted toolkit. These are intended to support discussions and not to be used as a checklist. They cover leadership, curriculum, teaching, achievement, wellbeing and welfare and inclusive practices.

Expected standard	RAG	Reflection prompts	Brief notes/evidence
<p>Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> Do all staff, including SLT, have a good understanding of the importance of strong foundations in the first years of school/EYFS. How is this prioritised? How do you ensure that the local area is understood by the EYFS team? For example, families access to outdoor spaces, community groups, religious sites, parks and so forth. How does the curriculum build upon the strengths and weaknesses of this? What processes are in place to ensure that leaders, including governors, SLT and subject leaders, work collaboratively with the EYFS team, to have a clear understanding of the strengths and areas for development? How do you ensure that your EYFS action plan is effective? Who is accountable? How does the EYFS action plan feed into the SDP, and vice versa? Reflect upon your collaborative partnership with feeder settings throughout the academic year. Consider how this effectively supports both ready children, ready families, and ready services. How is effective communication prioritised to support children's transition between care providers, for example wraparound care? How do parents share children's learning with school, so that the EYFS team can work in partnership with parents, to identify children's interests, support learning and identify gaps or misconceptions to be addressed? 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
<p>Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • How is your vision communicated with parents and staff? How are they involved in decision making? • How is your vision actioned? What is embedded in practice and how is it measured to demonstrate the impact? • How can you demonstrate that EYFS is ambitious for all children, as individuals? Consider what is in place to implement and measure this. • Are supervisions used effectively to identify staff's strengths and areas for development? • Are staff supported to strengthen and develop understanding through professional development programme training, shadowing, observing, mentoring, or supporting leadership in the EYFS? 	
<p>Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • How are you working collaboratively with families and children to ensure that the child's voice is woven throughout your practice? • How is provision developed to reflect children's own cultures, mirrors, whilst providing opportunities to learn about others', windows? • Does your curriculum consider the steps required to achieve the skills, knowledge and understanding that has been planned for? • Are all staff confident in understanding child development for children at all stages of development? Do they have a knowledge of expected development for children working significantly below their chronological age? • How has statutory and non-statutory guidance informed your practice and provision? For example, the writing framework, the reading framework, strong foundations in the first years of school. 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
		<ul style="list-style-type: none"> • Are staff supported to identify gaps in their understanding, supporting leadership in the EYFS, and engage in relevant CPD, Booking and reservations for Early Years Workforce Development, to ensure that they are confident in their practice? 	
<p>Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • How do the EYFS team work collaboratively with subject leaders to ensure a sequenced progression of knowledge and skills throughout, and beyond, early years? How is this measured and how can the impact be seen? • How do you know that your curriculum provides broad and balanced coverage of all seven areas of learning and meets the educational programmes in the EYFS statutory framework? • Does your phonics programme meet the Department for Education’s (DfE) essential core criteria for systematic synthetic phonics (SSP) teaching programme validation? • Has the sequence of handwriting skills throughout the academic year been planned into your curriculum, in line with the writing framework* recommendations? For example, consideration of the foundational skills required before holding a pen. *Size: 2.1 MB File format: pdf. • What practices are in place to support children’s confidence in all areas of learning, including maths? • Can the EYFS team confidently explain the design of the maths curriculum, to support later learning? Is this confidence in staff understanding evident during both adult and child led play? • What processes are in place to ensure that subject leaders have a clear understanding of the foundational knowledge and skills that are learnt in EYFS, to support later learning? 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
		<ul style="list-style-type: none"> • How do you ensure that fine motor skills are embedded in your curriculum and daily routines? Are staff confident to support children who need additional support with this? • What is in place to promote accuracy and fluency in word reading, spelling, handwriting and number facts? Have you consulted the EYFS statutory framework educational programmes, the writing framework, the reading framework, and non-statutory curriculum documents, Development Matters*, or Birth to 5 Matters**? *Size: 24.6 MB File format: pdf. **Size: 7.1 MB File format: pdf. • Are children encouraged and supported to learn and develop their knowledge, linked to areas of interest? • How do you ensure opportunities to introduce, develop, and practice, mathematical concepts? How do you measure the effectiveness of this? • How does provision ensure effective opportunities to consolidate and deepen learning? • How often is provision reflected upon, reviewed, and developed? How do you ensure that provision is effective? 	
<p>Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • How do leaders know that the curriculum is well taught? • How is teaching in EYFS supported? Are statutory supervisions timetabled for all EYFS staff? • How do leaders demonstrate and support the skill of teaching in the early years, and its possible pedagogical differences to other key stages? • Are routines, focused on interactions, prioritised as learning opportunities? • How do you ensure that the EYFS team are aware of the significance of interactions – communication, language, and literacy – for children's holistic development? 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
		<ul style="list-style-type: none"> • What strategies are in place, both provision and teaching, to support and strengthen children’s ability to manage their thoughts and feelings? How are staff supported to understand the theory underpinning equalities and inclusion? • How does the EYFS team ensure that high-quality interactions and the skills to strengthen these, are prioritised by all, throughout the school day, including children's interactions with midday supervisors, parents, Key Stage 1/2 teachers? • Do adults find alternative solutions to overcome obstacles, with interactions as a priority, for example, changing practice of noting observations on an iPad, when engaging with a child. 	
<p>Staff consider children’s starting points in their curriculum design and approach to teaching so that gaps in children’s knowledge are identified and tackled.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • Is the curriculum planned to support each child's development in an ambitious way, regardless of background? Do examples of practice and provision, support this? Can the impact be measured and demonstrated? • Is there an effective baseline assessment in place? How is this, past data, and present assessment, used to design and approach teaching? • How is ongoing assessment used to identify and support children, including those within disadvantaged groups? • How are children’s gaps in learning consistently identified through ongoing formative and summative, assessment in the EYFS, to ensure that they are addressed effectively and efficiently? • How do you ensure that observation, and assessment are meaningful for both children and staff, to inform next steps in learning? • Are opportunities to revisit and consolidate learning planned into daily and weekly provision and practice? 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
<p>Leaders make sure that early years teachers inform Year One teachers about any gaps in children's knowledge to ensure an effective transition to Key Stage 1</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • How is assessment information shared with Year One teachers to support transitions in the EYFS? • What do you do to prepare parents for their children transitioning to Year One? • How do you know that this work with children/parents is effective? • How do staff ensure that specific gaps in children's knowledge are communicated effectively during transition? 	
<p>There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics.</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • Do all staff embed acquisition of vocabulary and language in their practice? • How is daily story time prioritised and embedded into the routine? • How do you plan and structure story sessions to maximise their impact on children's vocabulary growth and to reinforce prior learning? • Do you select high-quality texts that are rich in vocabulary? Do you provide a range of genres? Do they reflect the cultural backgrounds and interests of the children? • How do staff identify children who require additional support in communication and language? • Do all staff know the children who need more support in communication and language? Are you confident that they have the skills and knowledge of language development to appropriately support these children? • Are the most experienced and knowledgeable staff consistently deployed to work with children who need the greatest support? 	
<p>Leaders ensure that staff provide effectively for children's personal, social and</p>	<p>Autumn Spring Summer</p>	<ul style="list-style-type: none"> • Do policies align with the EYFS statutory framework guidance, see safeguarding and welfare audit in appendix? • How do you ensure children' mental health and wellbeing are effectively supported and monitored? 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
emotional development, including making sure that they feel safe, secure, stimulated, and happy.		<ul style="list-style-type: none"> • Do children in your EYFS have a named key person? Do children and families know who their key person is? • How do staff form positive attachments with their key children? • How do you know that what you do is effectively supporting children's wellbeing and involvement? • How do you nurture a love of learning in the EYFS? 	
Children are being well prepared to reach a Good Level of Development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.	Autumn Spring Summer	<ul style="list-style-type: none"> • Is your data at or above National average each year? If not, what actions have you put into place to increase the Good Level of Development? • How do you know that your planned curriculum supports children to reach a Good Level of Development by the end of the year? • Have you identified what foundational knowledge is important for your cohort and community of children? Does your curriculum build in enough flexibility to consolidate key foundational knowledge? 	
By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.	Autumn Spring Summer	<ul style="list-style-type: none"> • How do you know that your phonics programme is getting it right for all children? • How do you ensure that all phonics teaching, across the team is systematic and consistently aligned with the agreed programme? If it is not, what are you doing about this? • What actions do you take if children are not at the expected reading level? How do you identify these children? • How is your phonics practice inclusive and meeting the needs of all the children in your setting, including those with SEND or English as an additional language? 	
Children develop appropriate	Autumn	<ul style="list-style-type: none"> • Does your data show that children develop the appropriate knowledge and skills across the seven 	

Expected standard	RAG	Reflection prompts	Brief notes/evidence
<p>knowledge and skills across the seven areas of learning, relevant to their age and stage of development. 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 wellbeing typically achieve well from their starting points. This means that they are generally ready for the next stage of learning.</p>	<p>Spring Summer</p>	<p>areas of learning? If not, have you identified why and what you can do about this? Have you sought advice from external professionals when required?</p> <ul style="list-style-type: none"> • What systems are in place to identify and support children who are facing barriers to learning and/or wellbeing? • Are staff confident in recognising signs of disadvantage, SEND or safeguarding concerns? If not, what are you doing about this? • How are you ensuring that children who require the most support are effectively identified and provided for within your EYFS provision? • How do you monitor their development and the impact of additional funding that you might receive, PP, EYPP, Disability Access Fund (DAF), Special Educational Needs Inclusion Fund (SENIF), and so forth? • What do your assessments tell you about the progress of children in your most vulnerable groups? • Is the attainment gap narrowing between your most vulnerable groups and the wider cohort? If not, what are your next steps? • In what way do you ensure that your provision and practice is inclusive? • How do you adapt the curriculum/activities for sensitive areas for children who are known, or previously known, to children's social care, for example, Mother's Day, family tree or life story work? • How does your setting promote and celebrate the diversity of your local community and beyond? • Are EYFS leaders and Special Educational Needs Coordinators (SENCOs) aware of support and referral processes for children in early years and do they make appropriate referrals in a timely way? 	

Early Years: strong standard

If all criteria have been met within the 'expected standard,' then consider if your school meets all the descriptors below.

Strong standard	Brief notes/evidence
<p>Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <ul style="list-style-type: none">• Relevant leaders, including the headteacher, are highly knowledgeable about the early years.• They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.• Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.• Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.• Typically, children's achievement will be reflected in above-average proportions reaching a good level of development.• 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, develop a broad vocabulary and a detailed understanding across the seven areas of learning and development. They are exceptionally well prepared for the next stage of learning.	

Early years: exceptional standard

If all criteria have been met within the 'strong standard,' then consider if your school meets all the descriptors below.

Exceptional standard	Brief notes/evidence
<p>Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply:</p> <ul style="list-style-type: none">• Exceptionally high standards of education and care in the Early Years have been sustained. Children achieve consistently well and develop the knowledge and skills to be exceptionally well prepared for their next steps.• Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known, or previously known, to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life.• There are no significant areas for improvement that leaders have not already prioritised. <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <ul style="list-style-type: none">• support improvement across all aspects of their own school and/or group• share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks.	

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. 			
	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 171 of Keeping children safe in education .			
	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 EYFS statutory framework for group and school-based providers* lists what safeguarding training must cover.			
	Have all your staff read and have regard to: <ul style="list-style-type: none"> • Working together to safeguard children. • Prevent duty guidance: England and Wales (2023). • Keeping children safe in education. • Safeguarding children and protecting professionals in early years settings: online safety considerations. 			

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		In place?	Date	Actions
	<ul style="list-style-type: none"> • 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?			
	Whilst eating, are children within sight and hearing of a staff member with a valid Paediatric First Aid (PFA) qualification?			

		In place?	Date	Actions
	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, for all 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?			
Children who are known, or	Have you identified a member of staff in the setting to function as the Designated Person for looked-after and previously looked-after children?			

		In place?	Date	Actions
previously known, to children's social care	Has the Designated Person had 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?			
Special educational needs	Does your setting have regard for the SEND code of practice: 0 to 25 years?			
	Have you identified a member of staff in the school to function as SENCo?			
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?				
• Full name. Date of birth.				

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		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 schools 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:

Good Level of Development (GLD)	Children's outcomes are a useful measure when deciding which areas and tasks need prioritising. Draw upon previous GLD data and use the reflective prompts to support decision making. Consider the barriers for children who are at risk of not reaching their early learning goals and how these can be overcome or minimised.
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 do not occur or fail to achieve 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

An editable Microsoft Word version of this template is available in our [EYFS School Practitioners \(Cambridgeshire\) - Knowledge Hub](#) library.



Cambridgeshire
County Council



early years childcare and
school readiness service



Early years action plan						
Written by:		Date written:			Dates to be reviewed:	
Good Level of Development	Three years previous		Two years previous		Last year	Predicted this year
Current cohort	All:	Boys:	Girls:	SEND:	Free School Meals:	Children known to care:
Reflective prompts	Are there areas of learning with lower outcomes? Has this been a trend over time and across all cohorts? How does assessment inform this year's planning/teaching/provision? Are your current moderation arrangements effective and at regular points throughout the year? What does the current progress and tracking information tell you about the progress of different groups? What strategies are in place for identifying barriers and possible emerging needs?					
Barriers to children achieving Good Level of Development				Actions to take that will remove or reduce barriers		
Standards to address						

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Tasks	Timescale	Lead	Resources/training/support	Progress and impact	RAG

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Appendix 4: Local and national resources to support early years

Aspect	National	Local
Leadership	EYFS statutory framework for group and school-based providers . Size: 711KB File format: pdf. Best Start in Life . Help for Early Years providers: Support for practitioners . Strong foundations in the first years of school - GOV.UK .	EYFS School Practitioners (Cambridgeshire) - Knowledge Hub . CambsEYC provider updates . Supporting Leadership in the EYFS . Developing the Workforce . Starting Reception . Supervision in the EYFS .
Curriculum	Help for Early Years providers: Areas of learning . The reading framework - GOV.UK . The writing framework - GOV.UK . Early Years EEF .	Curriculum and Pedagogy in the EYFS . CambsEYC blogs . Our Best World .
Teaching	Early Years child development training: Home page .	Request for CCC EYFS Enabling Environment Toolkit . Supporting Positive Interactions . Talking Together in Cambridgeshire – Practitioner resources . Rhyme time for all .
Achievement	Early Years foundation stage profile handbook - GOV.UK . Early Years foundation stage: exemplification materials - GOV.UK .	Assessment in the EYFS .
Wellbeing and welfare	Help for Early Years providers: Health and wellbeing .	Physical Development in the EYFS . Forest School .
Inclusive practices	Help for Early Years providers: English as an additional language (EAL) . Designated teacher for looked-after and previously looked-after children - GOV.UK .	SEND Support: Resources . Cambridgeshire Development Journal 2024 . Size: 1,064KB File format: pdf. Cambridgeshire Early Years SEND Toolkit . What is Inclusive Practice? Supporting Inclusive Practice . Cambridgeshire Virtual School .