

# KEY INDICATORS OF QUALITY PROVISION FOR TWO YEARS OLDS

## 'Remember I am Two' Self Evaluation Tool

**This form is intended to be used to assess settings practice against quality indicators to support their inclusion of 2 year olds within the provision.**

Name and address of setting		EY No	
Contact name of Manager		Last Ofsted outcome & date	
Numbers of registered places		Overall age range	
No of registered two year places/sessions (X number of 15hrs a week per child available)	<input type="text"/> 9am-12pm <input type="text"/> 1pm-3pm <input type="text"/> Full Day	No of vacant two year places/sessions	<input type="text"/> 9am-12pm <input type="text"/> 1pm-3pm <input type="text"/> Full Day
<b>Numbers of staff with following qualifications (please indicate number in the appropriate box or *delete as appropriate)</b>			
EYP		NVQL4	
Foundation degree		NVQL3	
Unqualified		NVQL2	

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motion, novelty, adventure and to engage with the world with my whole body.  
LET ME PLAY*

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***Name of staff member with key responsibility for two year olds***

***Below Qualifications of staff working directly with the two years olds.***

***2 Year Old Training***

***Impact of training/ implementation***

***Two Year Old Workshops***

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Quality Indicators	What current practice looks like	Development point (3 months)			
1 .The Setting offers a rich and varied environment, which enables toddlers to become independent and confident learners.					
2. Toddlers have access to a wide range of developmentally appropriate resources and sensory experiences.					
3. *How do practitioners support children's ability to play cooperatively? Does everybody adopt a consistent approach, which is age appropriate? Are sufficient resources provided to minimise disputes over toys?					

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4. *Setting sensitively responds supports and encourages children to talk with others and actively listen to children, encouraging them to do the same.					
5. The toddlers have access to a stimulating outdoor area on a daily basis, with free access whenever possible.					
6. *Do toddlers have opportunities to be physically active and exuberant whenever they wish? Are they encouraged to take manageable risks e.g. climbing the steps of the slide by themselves, be independent?					
7. Routines and rhythms flow with the needs of the child e.g. care routines, gathering times, transition times.					

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8. Staff are deployed flexibly in order to meet both the EYFS ratio requirements and the needs of individual children.					
9. The setting provides home-like environments and experiences, enhanced by warm, familiar adults.					
10. *Staff encourage sustained thinking in investigation and exploration (open ended resources, provides support talk etc.)					
11. The Key Person approach enables children to make secure attachments, and ensures that each child's 'uniqueness' is nurtured.					
12. The setting uses a range of strategies to respond to the needs and values of each individual family.					

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Accessing external services when necessary.					
13. All types of transition are carefully managed to ensure that children are happy and secure. The age and stage of the youngest children is given consideration to enable them to develop self-awareness, personal care skills and building confidence in forming relationships.					
14. Staff regularly update their knowledge of child development and safeguarding using this to inform their everyday practice.					
15. Observation, assessment and planning focus upon child-initiated play and exploration, and clearly support children's next steps for learning and					

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development.					
16. The setting management team leads a rigorous approach to self-evaluation and continuous improvement.					
17. The setting has effective parental engagement which leads to influencing the quality of the home learning environment.					
18. The setting has good partnership links with children's centres and is informed of services that the centre provides to help with family learning and signposting to other services.					

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### Around statutory two year old progress check

19. The setting has a robust effective system to carry out the statutory two year old progress check:					
20. Practitioners and parents review the child's development to ensure that a clear picture of the child is shared and fully understood					
21. Ongoing observations inform and support assessment judgments in the three prime areas of the EYFS. These are used effectively to provide a short written summary that also takes account of the views and contributions from parents, child and other professionals and is shared.					
22. Practitioners monitor the progress of the children					

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to identify where a child is progressing well and where progress is less than expected.					
23. Practitioners describe actions they intend to take to address and developmental concerns (including working with other professionals such as health visitors).					
24. Practitioners enable parents to understand the child's needs and, support the home learning environment through the establishment of respectful relationships.					

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## KEY INDICATORS OF QUALITY PROVISION FOR TWO YEARS OLDS

**What difference do we want to see and how we will achieve it.**

Area for improvement	Key Tasks & Resources	Lead Person	Timescale	Monitoring/ support	Impact/ success criteria

Key documents for assessment: Early Years inspector Handbook August 2015

Assessing Quality in Early Childhood Education and Care

Sustained Shared Thinking and Emotional Well-being scale for 2-5 year olds provision 2015

Development Matters in the Early Years Foundation Stage (EYFS) This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS 2012.

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