# Ofsted Grade Descriptor Audit Tool

This Ofsted Grade descriptor tool is designed for you to reflect on current practice across the 4 themes that will form the main part of your Early years inspection.

* Quality of Education
* Behaviour and Attitudes
* Personal Development
* Leadership and Management

Please note in regard to the effectiveness of your Safeguarding practice please complete separate [Safeguarding Self-Assessment Audit Tool](https://www.worcestershire.gov.uk/sites/default/files/2023-11/MASTER%20EARLY%20YEARS%20SAFEGUARDING%20SELF%20ASSESSMENT%20AUDIT%20ACCESSIBLE%20NEW.docx) found on the Worcestershire children first Early years website pages.

The purpose of this audit is to start to collect evidence as to how you meet the judgements as detailed in the [Early Years inspection Handbook](https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023#grade-descriptors-for-leadership-and-management).

The RAG rating allows you to identify priorities for your setting and consider actions required to develop these.

To gain an outstanding in any of the areas you need to meet all the ‘Good’ criteria securely and consistently. When you are confident this is in place then please look at the Outstanding judgements which are looking for evidence of exceptional education and care.

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| --- | --- |
| **Name of Setting** |  |
| **Date of Audit** |  |
| **Name of person completing audit** |  |

## Quality of Education

|  | **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG rating** | **Setting action required** |
| --- | --- | --- | --- | --- | --- |
| GOOD | Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. | Do children, including those children from disadvantaged backgrounds, do well? |  |  |  |
| GOOD | The provider’s curriculum is coherently planned and sequenced. | Does the curriculum build on what children know and can do, building cumulatively sufficient knowledge and skills for their future learning? |  |  |  |
| GOOD | The provider has the same ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is still ambitious and meets their needs. | Do children with SEND  achieve the best possible outcomes? |  |  |  |
| GOOD | Children benefit from meaningful learning across the EYFS  curriculum. | Is the curriculum fluid and follow children’s interests and fascinations? |  |  |  |
| GOOD | Practitioners understand the areas of learning they teach and the way in which young children learn.  Leaders provide effective support, including for staff with less experience and knowledge of teaching. | Do practitioners understand the characteristics of effective learning? Is this planned for within your environments?  Does your training offer cover child development training and approaches to teaching? |  |  |  |
| GOOD | Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. | Do practitioners communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning? Are practitioners able to adapt their teaching as necessary? |  |  |  |
| GOOD | Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well. | Do practitioners read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary? |  |  |  |
| GOOD | Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts. | Do practitioners plan the environment so there is opportunity to revisit learning through familiar resources, whilst introducing new materials to explore and create awe and wonder? |  |  |  |
| GOOD | Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitable activities, providing opportunities for children to practise and responding to specific needs. | What assessment tools do you currently use? Is this effective and have purpose? Do you include the child and families voices in this?  Do you avoid unnecessary paperwork burdens for practitioners? |  |  |  |
| GOOD | Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. | Do the available resources meet the children’s needs and promote their focus on learning? |  |  |  |
| GOOD | Practitioners share information with parents about their child’s progress in relation to the EYFS. | Do keypersons help parents to support and extend their child’s learning at home, including how to encourage a love of reading? |  |  |  |
| GOOD | Children develop detailed knowledge and skills across the 7 areas of learning and use these in an age-appropriate way. | How do you monitor this? Do you and your team have clear milestones you want children to achieve at different ages and stages of development? |  |  |  |
| GOOD | Children develop their vocabulary and understanding of language across the EYFS curriculum | What strategies and resources do you use to develop early language and communication skills? |  |  |  |
| GOOD | Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. | Do you have a clear approach to what school readiness means for your children? How do you work with feeder schools to ensure a smooth transition? |  |  |  |
| GOOD | Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development | Do you have a core book/rhyme offering?  Is story time valued in your setting? Do you offer a wide range of books including fiction, non-fiction and audio books? |  |  |  |
| GOOD | Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning. | Does your maths provision offer children opportunity to explore number, space and measure within child initiated and adult scaffolded play? Are your practitioners confident in their teaching of maths? |  |  |  |
| GOOD | Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends. | Where are the communication rich areas in your setting?  Do practitioners spend quality time with children to talk? Are your practitioners sensitive communication partners to the children? |  |  |  |
| GOOD | From birth onwards, children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development. | Do you provide good quality opportunities for children to build gross motor skills both inside and outside.  How do you support fine motor skills within your provision?  Are babies encouraged to move freely and not restricted in baby  equipment? |  |  |  |
| OUTSTANDING | The provider’s curriculum intent and implementation are embedded securely and consistently across the provision. | Is it evident from what practitioners do that they have a firm and common understanding of the provider’s curriculum intent and what it means for their practice? |  |  |  |
| OUTSTANDING | Children’s experiences over time are consistently and coherently arranged to build cumulatively sufficient knowledge and skills for their future learning. | Do you have a clear understanding of what you want children to be able to know and can do at the different ages and stages of development? |  |  |  |
| OUTSTANDING | Across all parts of the provision, practitioners’ interactions with children are of a high quality and contribute well to delivering the curriculum intent. | How do you monitor this? |  |  |  |
| OUTSTANDING | The impact of the curriculum on what children know, can remember and do is highly effective. | Do children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration? |  |  |  |
| OUTSTANDING | Children consistently use new vocabulary that enables them to communicate effectively. | Do children speak with increasing confidence and fluency? |  |  |  |

## Behaviour and Attitudes

|  | **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG rating** | **Setting action required** |
| --- | --- | --- | --- | --- | --- |
| GOOD | The provider has high expectations for children’s behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in children’s positive behaviour and conduct. They are beginning to manage their own feelings and behaviour and to understand how these have an impact on others. When children struggle with regulating their behaviour, leaders and practitioners take appropriate action to support them. Children are developing a sense of right and wrong. | Do you have a clear approach to behaviour?  Do you use tools such as the Normal entitlement audit to ensure consistency in approaches to behaviour?  Do you have established golden rules embedded within the setting?  Do you allow children time and space to resolve disappointment with sensitive adult support where required? Are your team aware of how adverse childhood experiences can affect how a child engages with the environment and with others? |  |  |  |
| GOOD | The provider’s curriculum supports children to build positive attitudes to learning. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. | Do children lead their own learning, are they engaged, motivated and making sense of the world in which they live? |  |  |  |
| GOOD | Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners. | How do you support children who may wish to sit back and observe?  Do you observe how children interact with the environment and each other? What do you then do with this information? |  |  |  |
| GOOD | Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure. | Do children come in happily to the setting. What is your approach to parent partnership? How do you maintain high quality care and education? |  |  |  |
| OUTSTANDING | Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others. | Do you create experiences for children outside of your setting to meet with the local community?  Are children confident to call things out if they feel something is wrong?  Are children given the skills to solve their own conflicts and articulate how they feel? |  |  |  |
| OUTSTANDING | Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning. | Do children have opportunities to help around the setting and make a positive impact to provision?  Do children engage in collaborative play? |  |  |  |
| OUTSTANDING | Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. | When children struggle do practitioners take intelligent, swift and highly effective action to support them? |  |  |  |

## Personal Development

|  | **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG rating** | **Setting action required** |
| --- | --- | --- | --- | --- | --- |
| GOOD | The curriculum and the provider’s effective care practices promote and support children’s emotional security and development of their character. Children are gaining a good understanding of what makes them unique. | Do you prioritise care practices as a time to form bonds and communicate with children?  Are children celebrated for their uniqueness. Do you feel they are represented well in the setting? |  |  |  |
| GOOD | The curriculum and the provider’s effective care practices promote children’s confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health | What is your approach to risk taking and are all practitioners consistent with this? Are children involved in active risk assessment in play?  In what ways do you encourage independence in children? |  |  |  |
| GOOD | A well-established key person system helps children form secure attachments and promotes their well-being and independence. Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy as set out in the educational program for personal, social and emotional development in the Early Years Foundation Stage statutory framework. | How do you know your key person system is effective?  Are practitioners aware of the importance of attachment in young children and how this can affect future relationships?  Do you teach emotional literacy through books, resources and interactions with children?  Are relationships between staff and babies sensitive, stimulating and responsive? |  |  |  |
| GOOD | Practitioners provide a healthy diet and a range of opportunities for physically active play, both inside and outdoors.  They give clear and consistent messages to children that support healthy choices around food, rest, exercise and screen time. | Do you offer nutritionally balanced meals and snacks?  How much physical activity do children engage in whilst in your care?  Do you offer opportunities to develop stamina, co-ordination, balance and spatial awareness?  How do you promote healthy lifestyles within your setting? |  |  |  |
| GOOD | Practitioners help children to gain an effective understanding of when they might be at risk, including when using the internet, digital technology and social media and where to get support if they need it. | How do you share your knowledge with children and families about internet safety?  Where do you source your information? |  |  |  |
| GOOD | Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs. | Do you actively review policies and procedures with your teams?  How do you support children and parents with toilet training?  How do you ensure your setting and people within the setting follow a good level of hygiene? |  |  |  |
| GOOD | Practitioners value and promote equality and diversity and prepare children for life in modern Britain. They do this in an age-appropriate way to help children to reflect on their differences and understand what makes them unique. Practitioners do this by: teaching children to be respectful and to recognise those who help us and contribute positively to society; developing children’s understanding of fundamental British values; developing children’s understanding and appreciation of diversity; celebrating what we have in common; and routinely challenging stereotypical behaviours and promoting respect for different people. | How do you celebrate diversity in your setting?  Are all children and families represented within your setting?  Do your practitioners understand how they can promote British values through provision and practice?   * Democracy * The rule of law * Individual liberty and mutual respect   Tolerance of those with different faiths and beliefs |  |  |  |
| OUTSTANDING | The provider goes beyond the expected and is highly successful at giving children a rich set of experiences that promote an understanding of, and respect for, people, families and communities beyond their own. Opportunities for all children to develop their talents and interests are of exceptional quality. | How do you plan for new experiences and opportunities for children to widen their knowledge of the world?  Are you confident in identifying children’s cultural capital both in deficit (what experiences they are missing) and from a surplus perspective (i.e. what experiences they bring to the setting). |  |  |  |
| OUSTANDING | The provider ensures that these rich experiences are planned in a coherent way in the curriculum, and they considerably strengthen the provider’s offer. | How do you know the opportunities you provide have meaning, purpose and benefit children? |  |  |  |
| OUTSTANDING | The way the provider goes about developing children’s character is exemplary and is worthy of being shared with others. | Do you truly know your children? Are they given the time and freedom to be their true selves? |  |  |  |

## Leadership and Management

|  | **Standard indicator** | **Things to consider** | **Setting evidence** | **RAG rating** | **Setting action required** |
| --- | --- | --- | --- | --- | --- |
| GOOD | Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice. | Do your team, families and registered person understand your vision?  Does your vision incorporate the views of children, families and employees? |  |  |  |
| GOOD | Leaders focus on improving practitioners’ knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners (including those who are newly qualified) build and improve over time. Leaders have effective systems in place for the supervision and support of staff. | How do you know your supervision process is effective?  How do you build on what practitioners know and can do?  If you complete peer observations how do these feed into quality improvement? |  |  |  |
| GOOD | Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education. | How do you quality assure your SEND processes?  What challenges do you face in terms of SEND provision and how do you overcome these? |  |  |  |
| GOOD | Leaders engage effectively with children, their parents and others in their community, including schools and other local services. | What multi-agencies do you engage with and how does this positively impact the child and their family? |  |  |  |
| GOOD | Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload, to avoid any unnecessary burdens. | As a leader how do you balance supporting employees well-being whilst ensuring job descriptions are fulfilled as required?  How do you lead diverse teams to ensure the children’s experience is consistent and of a good quality? |  |  |  |
| GOOD | Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy and hold senior leaders to account for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently. | In what ways does the registered person involve themselves in the setting?  Does you registered person have a good understanding of what your setting is trying to achieve?  How does the registered person hold leaders to account, what tools and information do they use to do this effectively? |  |  |  |
| GOOD | The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding | Are you aware of the revised Prevent guidance December 2023?  Do you refer to the Equality Act and other legislation in your policies and procedures. |  |  |  |
| GOOD | Leaders protect staff from harassment, bullying and discrimination. | Do you have policies and procedures which cover staff conduct and whistleblowing? Are these regularly reviewed? |  |  |  |
| GOOD | Safeguarding is effective | Have you completed the annual Safeguarding Self-Assessment Audit tool available through your local authority? |  |  |  |
| OUTSTANDING | Leaders ensure that they and practitioners receive focused and highly effective professional development. | Does practitioners’ subject, pedagogical content and knowledge consistently build and develop over time, and this consistently translates into improvements in the teaching of the curriculum? |  |  |  |
| OUTSTANDING | Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly. | How do you gain honest feedback from your team about how they feel they are supported in their role? |  |  |  |
| OUTSTANDING | Staff consistently report high levels of support for well-being issues. | How do you support staff well-being within your setting?  Also think about your own well-being how do you protect this whilst caring for everybody else? |  |  |  |