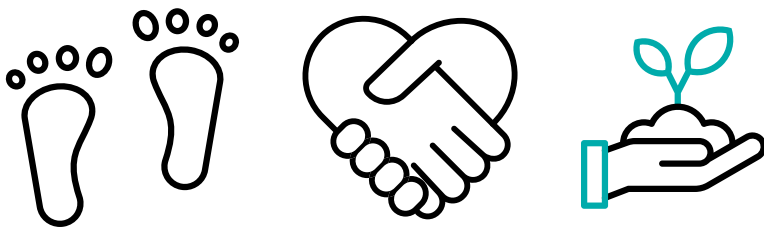


Senior Leaders Observing in EYFS

How are the **Principles of the EYFS** being embedded to enable children's learning and development?





Every child is unique – celebrate, support and extend

- How are children’s individual needs being addressed – through resources and interactions/ through small groups / 1:1 interventions/ evidence of children’s interests being built on?
- How are children with SEND been identified and supported?
- Are focus activities/ areas of provision/ experiences levelled to meet children’s needs? Do they link to stages of development? (give examples)



Forming positive relationships – engaging, valuing and moving learning on

- How are adults deployed?
- How are adults supporting children’s social and emotional well-being?
- How are adults interacting / extending language? (note examples)
- What child – child interactions do you observe? What adult – child interactions do you observe?



Inspirational Environments – high-quality, immersive and adapted to needs

- Does the daily routine flow with the needs of the child/ren?
- Are transitions appropriate and carefully planned for? E.g. carpet session to provision, home time, registering, and how are children supported with these transitions?
- Does the environment give coverage of the curriculum?
- Can you see children building on the prime areas of learning?
- How are resources reflecting the characteristics of effective learning?
- Is there high-quality resources within each area of provision, both indoors and outdoors?
- Is provision levelled to support emergent and advanced learners? Is it clear what the focus of skill development is within an area?
- Are there opportunities within all areas of provision to promote early reading, writing and maths development?
- What enhancements are included within provision? Do these link to children's interests, themes or curriculum?

Reflections

What do we need to do next?

