

# Using the early years evaluation schedule

Guidance for inspectors of registered early years settings required to deliver the Early Years Foundation Stage

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**Age group:** 0–5

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## What do we mean by...?

Here is an explanation of some of the terms used in this guidance:

### **Adults**

All those working with children who attend the setting. This includes staff in group settings and assistants who work with childminders.

### **Childminder**

A person who is registered to look after one or more children, to whom they are not related, under the age of eight on domestic premises for reward and for a total of more than two hours in any day. Childminders:

- care for children on domestic premises that are not the home of one of the children<sup>1</sup> or
- care for children from more than two families wholly or mainly in the home of one of the children

and

- work with no more than two other childminders or assistants.

### **Early Years Foundation Stage (EYFS)**

The statutory framework for the education and welfare of children from birth to the 31 August following their fifth birthday. The EYFS includes the requirements for the provision of young children's welfare, and learning and development, as well as good practice guidance. From September 2008 the EYFS must be delivered by all schools and early years settings making provision for children from birth to the 31 August following their fifth birthday.

The EYFS's website is [www.standards.dcsf.gov.uk/eyfs/](http://www.standards.dcsf.gov.uk/eyfs/).

### **Early years providers**

Includes those who are registered on the Early Years Register to provide for children from birth to the 31 August following their fifth birthday; and maintained and independent schools providing for children of that age.

### **Early years provision**

The provision for the learning, development and care of children from birth to the 31 August following their fifth birthday.

### **Early years settings**

Childminders, day nurseries, playgroups and children's centres not deemed to be schools who provide for children from birth to the 31 August following their fifth

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<sup>1</sup> Domestic premises mean any premises which are wholly or mainly used as a private dwelling.

birthday. For this purpose of this guidance, maintained and independent schools delivering the EYFS are excluded.

## **The purpose of inspections**

Early years inspection provides an independent, external evaluation of the effectiveness of provision made for children during the EYFS: birth to the 31 August following a child's fifth birthday. It is also designed to help settings to improve the quality of their provision.

The inspection findings will be reported to parents and made available nationally. The annual report of Her Majesty's Chief Inspector (HMCI) to Parliament on the quality and standards of early years provision in England is based on all regulatory and inspection activity conducted in the previous year.

## **The purpose of this guidance**

It sets out:

- the early years evaluation schedule which shows what inspectors must evaluate and report on when inspecting early years settings required to deliver the EYFS
- guidance for inspectors on what to take into account when making the judgements set out in the evaluation schedule.

It should not be used to inspect:

- early years provision in maintained and independent schools, or
- provision registered on the Childcare Register.

Separate inspection guidance can be found on Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## The early years evaluation schedule

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### Description of the setting/childminder

Inspectors must report on:

- the characteristics of the provision.

### Section one

#### The overall effectiveness of the early years provision

Inspectors must evaluate and report on:

- how effective the provision is in meeting the needs of children in the EYFS
  - how well the provision promotes inclusive practice
  - the capacity of the provision to maintain continuous improvement.

#### What steps need to be taken to improve provision further?

Inspectors must report on:

- any recommendations to improve the quality and standards of early years provision
- and/or
- any action required to ensure that the requirements of the EYFS are met
- and/or

- whether Ofsted intends to take enforcement action in respect of the early years provision.

### Section two

#### The leadership and management of the early years provision

Inspectors must evaluate and report on:

- how well the early years provision is led and managed taking account of all the requirements of the EYFS
  - the effectiveness of the setting's self-evaluation including the steps taken to promote improvement
  - how well the setting works in partnership with parents and others
  - how well children are safeguarded.

#### The quality and standards of the early years provision

Inspectors must evaluate and report on:

- how effectively children in the EYFS are helped to learn and develop taking account of the learning and development requirements of the EYFS
- how effectively the welfare of children in the EYFS is promoted taking account of the general and specific welfare requirements of the EYFS in terms of how well both these aspects of provision help children to stay safe, be healthy, enjoy and achieve, make a positive contribution and develop skills that will contribute to their future economic well-being.

## The judgements at a glance

The early years evaluation schedule requires inspectors to make a number of judgements when inspecting registered early years settings delivering the EYFS.

A summary of these judgements are set out below. Please note:

- in this guidance, the four judgements in red are referred to as key judgements; they are common to inspections of early years provision in schools as well as in early years settings
- the judgements in plain text are referred to as supplementary judgements and are to be made in early years settings
- judgements are graded to a four-point scale, details of which are included in the summary.

### The overall effectiveness of the early years provision

**How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?**

How well does the provision promote inclusive practice?

The capacity of the provision to maintain continuous improvement.

### The leadership and management of the early years provision

**How effectively is provision in the Early Years Foundation Stage led and managed?**

How effective is the setting's self-evaluation, including the steps taken to promote improvement?

How well does the setting work in partnership with parents and others?

How well are children safeguarded?

### The quality and standards of the early years provision

**How effectively are children in the Early Years Foundation Stage helped to learn and develop?**

**How effectively is the welfare of children in the Early Years Foundation Stage promoted?**

How well are children helped to stay safe?

How well are children helped to be healthy?

How well are children helped to enjoy and achieve?

How well are children helped to make a positive contribution?

How well are children helped develop skills that will contribute to their future economic well-being?

## Guidance on making judgements on early years provision

Please note that the phrases in italics link to the themes and commitments that underpin the EYSF.

The following guidance identifies what inspectors should take into account when making the key and supplementary judgements. Inspectors should use their professional judgement to evaluate what they observe, taking account of the major aspects set out in the bullet points. The grade descriptions are intended to help them do this. Where inspectors are considering whether a key judgement should be inadequate the greatest weight should be given to the statements in bold.

### Overall effectiveness

#### How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?

The central question is 'What is it like for a child here?'. An evaluation of the overall effectiveness of the provision is determined by how well it promotes the five *Every Child Matters (ECM)* outcomes and meets the needs of all children who attend.

Inspectors should take account of the following major aspects:

- the needs of all children are routinely met through *recognising the uniqueness of each child*
- the setting *supports every child* so that no group or individual is disadvantaged
- all children make progress in their *learning and development*
- children's welfare is promoted
- partnerships in the *wider context* are used to promote good quality education and care
- the planning for improvement including processes of self evaluation is effective.



<p><b>Outstanding (1)</b></p>	<p>Exemplary: the setting is highly effective at making sure children’s progress across the five ECM outcomes is consistently good and exemplary in significant elements.</p> <p>All major aspects of the setting’s work are at least good, and exemplary in most respects. Children’s learning and development are impressive in relation to their starting points and capabilities. Provision for their physical and emotional well-being is excellent.</p> <p>Exemplary partnerships between providers, parents and other agencies who work together to ensure children’s needs are met and their protection is assured. Highly effective systems lead to improvement.</p> <p>All other judgements are at least good and some are outstanding.</p> <p>The overarching requirements of the EYFS are met.<sup>2</sup></p>
<p><b>Good (2)</b></p>	<p>Children make good progress in their learning. They enjoy their time in the setting. Learning opportunities help to meet all children’s needs well and keep them actively engaged.</p> <p>Good arrangements exist to ensure their safety and health and encourage their involvement in their community.</p> <p>Effective links with parents/carers help to involve them in their children’s care and education, and they are kept very well informed of their progress.</p> <p>Those in charge work in partnership with other agencies and providers to ensure that children’s learning and welfare needs are met. They have an accurate understanding of the strengths and weaknesses of the provision and take effective steps to improve it.</p> <p>There are no breaches of specific requirements that have a significant impact on the children or on the extent to which the overarching requirements are met.</p>
<p><b>Satisfactory (3)</b></p>	<p>All major aspects are satisfactory, and may be good in some respects.</p> <p>There are no breaches of specific requirements that have a significant impact on the children or on the extent to which the overarching requirements are met.</p>
<p><b>Inadequate (4)</b></p>	<p><b>Overall effectiveness is likely to be judged inadequate if any of the other key judgements are inadequate.</b></p> <p><b>Learning opportunities have significant weaknesses that restrict the progress and personal development of children. Children are not cared for adequately so their safety and/or health are at risk.</b></p> <p>Those in charge do not give other staff an adequate sense of direction.</p> <p><b>Those in charge disregard or are unaware of weaknesses and show insufficient capacity to make improvements.</b></p> <p>Communication with parents and carers is not focused on children’s learning and development.</p>

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<sup>2</sup> The ‘overarching’ requirements refer to the general welfare requirements; the learning and development requirements relating to educational programmes; the early learning goals for each of the six areas of learning and development; and the assessment arrangements.

	<b>There are breaches of the overarching requirements that have a significant impact on the children.</b>
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### How well does the provision promote inclusive practice?

An evaluation of how well *inclusive practice* is promoted contributes towards the overall effectiveness judgement. Inspectors should draw evidence from across all aspects of provision to evaluate practice, taking account of the culture, background and gender of the children who attend, including the needs of those with learning difficulties and/or disabilities and those learning English as an additional language.

Inspectors should take account of the extent to which:

- the setting's policies and procedures are effective and inclusive for those children who attend
- the policies and procedures are available to, and understood by, all parents, and any childminding assistants, staff and volunteers who work with the children
- the setting works in partnership with parents and others to meet every child's needs
- boys and girls are considered when planning activities
- the needs of children with learning difficulties and/or disabilities, and English as an additional language, are being met
- adults ensure that the learning environment and resources are available to all children
- overall, an inclusive and welcoming service is provided.

<b>Outstanding (1)</b>	Practice is at least good in all major aspects and is exemplary in most respects. Adults value the diversity of individuals and communities. They are highly effective in ensuring that all children are well integrated and achieving as much as they can, and in overcoming barriers which could prevent this.
<b>Good (2)</b>	Adults have a good knowledge of each child's background and needs. They consider their own attitudes to people who are different to themselves, and ensure that their own knowledge about different cultures is up to date. They make the most of diversity to help children understand the society they live in, even in predominantly single-culture settings. They challenge negative behaviour such as discrimination, racism and harassment. Adults identify a child's need for additional support as early as possible: they share information and records with colleagues, parents and, where appropriate, with interagency teams to ensure that each child gets the support he or she needs. Children's progress relative to their starting points and capabilities is carefully

	monitored to ensure that there is no underachievement among particular individuals or groups who could be doing better.
<b>Satisfactory (3)</b>	Practice is at least satisfactory in all major aspects and may be good in some respects. Levels of engagement with each child and their family are adequate but more could be done to overcome barriers to children's involvement and achievement.
<b>Inadequate (4)</b>	Practice is not sufficiently inclusive. Some individuals or groups of children, such as boys or those from traveller communities, refugees, or those with learning difficulties and/or disabilities are not fully supported and integrated. As a result they underachieve and do not enjoy their learning. Adults make insufficient attempts to engage with all children and their families, and to overcome barriers to which prevent their involvement. They don't do enough to tackle negative behaviour.

## The capacity of the provision to maintain continuous improvement

The capacity to improve is determined by the extent to which the childminder or leaders and managers are able to make the necessary improvements. Inspectors should consider whether there is consistent capacity across all levels of the setting's leadership and management. An indicator of the capacity to improve is the quality of self-evaluation and of improvements since previous inspections.

In group settings, new plans or recent changes of leadership in group settings do not prove that there is capacity to achieve improvement without some evidence of impact.

Inspectors should take account of the extent to which:

- effective steps are taken by the setting to evaluate its provision for children's welfare, learning and development
- parents, and any childminding assistants, staff and volunteers are meaningfully involved in the self-evaluation process
- the quality of the setting's self-evaluation gives the childminder and those in charge a good understanding of the strengths and weaknesses of the early years provision
- the action taken to tackle the identified weaknesses – including those identified during the previous inspection – is effective in terms of improved provision and outcomes for children
- plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

<p><b>Outstanding (1)</b></p>	<p>All major aspects are at least good, and most are exemplary.</p> <p>Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to improve. As a result actions taken by the setting are well targeted and have had a good, and in most respects outstanding, impact in bringing about sustained improvement to the early years provision.</p> <p>The leadership and management is likely to be judged as outstanding.</p>
<p><b>Good (2)</b></p>	<p>Self-evaluation involves any staff and assistants and provides an accurate diagnosis of the strengths and weaknesses of the early years provision, reflecting monitoring and analysis that are appropriately rigorous.</p> <p>Actions taken by the setting are well-chosen and carefully planned, so that impact is evident in most of the areas in which it is needed, including some where it may be hard to achieve.</p> <p>There are clearly strengths in aspects of current leadership and management, including plans for further improvement.</p>
<p><b>Satisfactory (3)</b></p>	<p>Self-evaluation in group settings is probably undertaken largely by senior leaders without extending to other levels. In all types of settings it identifies most of the strengths and weaknesses of the early years provision. It is based on appropriate levels of monitoring and analysis whose rigour may be uneven but is adequate overall.</p> <p>Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development.</p> <p>Future plans are limited but are likely to bring about some improvement to the provision.</p>
<p><b>Inadequate (4)</b></p>	<p>Self-evaluation is superficial or fails to identify a number of significant issues. The strengths and weaknesses of the early years provision are not identified accurately and the action needed is not prioritised effectively. The gathering and analysis of evidence about the effectiveness of the early years provision lack rigour.</p> <p>Little action is being taken to secure improvement, or the actions that are being taken are misdirected and are having too little impact on children welfare and their learning and development.</p>

## Leadership and management

### How effectively is the EYFS provision led and managed?

Inspectors should take account of the following major aspects:

- the maintenance of records, policies and procedures required for safe and efficient management of the EYFS<sup>3</sup> and to ensure that the needs of all children are met
- the suitability and qualifications of the adults looking after children or having unsupervised access to them
- how effectively and efficiently resources, including any staff or assistants, are deployed
- how effectively adults strive for improvement to provide high quality care and education
- the quality and effectiveness of risk assessments and actions taken to manage or eliminate risks
- how effectively provision and outcomes are monitored through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- the capacity to make necessary improvements, as shown by improvements made since the last inspection, or registration, in the case of the first inspection of registered settings
- the extent to which *inclusive practice* is promoted so that all children have their welfare needs met and achieve as well as they can regardless of background
- how effective are links with parents/carers, other providers, services, employers etc to promote the integration of care, education and any extended services.

<b>Outstanding (1)</b>	Leadership and management are at least good in all major aspects and are exemplary in most respects, as shown by their impact on the children. Those in charge have exceptionally high aspirations for quality which is evident through ongoing improvement.
<b>Good (2)</b>	Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work together.

<sup>3</sup> As set out in *Statutory Framework for the Early Years Foundation Stage*; [www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm](http://www.standards.dfes.gov.uk/eyfs/site/resource/pdfs.htm).

	<p>Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses and is used together with findings from any other quality checks to devise actions that lead to improvement.</p> <p>Those in charge are able to demonstrate how they have raised children's achievement and made improvements to provision.</p> <p>The setting runs smoothly on a day-to-day basis. Resources are well used, including any extended services, to improve outcomes, and to secure good value for money.<sup>4</sup> Vetting procedures for all adults who work with children are robust. Good links exist with parents/carers and other agencies and providers. The impact is seen in the good or rapidly improving progress made by most children in all the areas of learning, in their sense of security and well-being.</p>
<p><b>Satisfactory (3)</b></p>	<p>No major aspects of leadership and management are inadequate and some may be good as shown by their impact on the children.</p> <p>Those in charge demonstrate the capacity to address areas of weakness.</p>
<p><b>Inadequate (4)</b></p>	<p><b>Overall, leadership and management have too little effect so that children make limited progress in their learning and personal development. At its worst, the setting/class is disorderly and unsafe, and arrangements to ensure the welfare of children are not adequately in place. As a result children may be at risk of harm.</b></p> <p>Those in charge are insufficiently focused on raising achievement and promoting the personal development of individual and/or groups of children. In group settings, many staff are disenchanted and lack confidence in those in charge.</p> <p><b>The quality of its self-evaluation is inadequate and those in charge do not have a realistic view of its weaknesses.</b></p> <p>The views of others – for example, children, parents/carers – are rarely sought and, if they are, little is done to address the issues or concerns raised.</p> <p>Resources are not well deployed, because the setting does not have a well-ordered sense of its priorities. Inadequate use is made of any extended services to promote outcomes for children.</p> <p>Links with parents/carers and/or others supporting children's care and education are not strong enough to ensure individual needs are met.</p>

### How effective is the setting's self-evaluation, including the steps taken to promote improvement?

An evaluation of the effectiveness of the setting's self-evaluation makes a major contribution towards the leadership and management judgement, and will often bear a close relationship with that for capacity to improve. Grade descriptors relating to self-

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<sup>4</sup> The value for money judgement will only be made in maintained schools

evaluation are included in the section *The capacity of the provision to maintain continuous improvement*.

When evaluating the effectiveness of steps taken to promote improvement, inspectors should take account of the extent to which:

- how effectively any recommendations and actions raised at the previous inspection have been tackled in terms of improved outcomes for children
- improvements to promote equality and inclusion have had a beneficial impact of for all children
- improvements have had a positive impact on the overall quality of the early years provision and the outcomes for children.

### **How well does the setting work in partnership with parents and others?**

Inspectors should take account of the extent to which:

- parents/carers are provided with good quality information about the early years provision
- parents/carers are well informed about their children's achievements and progress
- parents/carers are encouraged to share what they know about their child, particularly when the child first starts to attend
- parents/carers are encouraged to be involved in supporting their children's learning and development
- the setting liaises with external agencies or services to ensure a child gets the support he or she needs
- the setting liaises with other providers delivering the EYFS for a child or group of children to ensure progression and continuity of learning and care.

<b>Outstanding (1)</b>	Partnerships are at least good in all major aspects and are exemplary in significant respects. Their development is integral to improvements in the provision for children's learning, development and welfare.
<b>Good (2)</b>	Partnerships are very well established and ensure each child's needs are met. There is a good two-way flow of information, knowledge and expertise between all partners involved with a child's, or groups of children's, learning, development and welfare.
<b>Satisfactory (3)</b>	Partnerships are at least satisfactory in all major aspects, and may be good in some respects.

<b>Inadequate (4)</b>	<p>The setting does not work well in partnership with parents and others to meet the needs of an individual child or groups of children. Those with learning difficulties and/or disabilities are not fully supported and integrated.</p> <p>The provider is reluctant to overcome perceived obstacles to liaising with other providers delivering the EYFS to the children.</p>
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## How well are children safeguarded?

The judgement on how well children are safeguarded makes a major contribution towards the quality of leadership and management. It should be based on evidence drawn from across all aspects of provision.

Inspectors should take account of the extent to which:

- children are helped to stay safe
- the suitability and qualification of all adults looking after children or having unsupervised access to them are ensured
- all records required for safe and efficient management of the early years provision and to meet all children’s needs are maintained
- policies and procedures including complaint procedures are effective
- the outdoor and indoor spaces, furniture, equipment and toys are suitable and safe
- the quality of risk assessments and actions taken to manage or eliminate risks are effective
- the steps taken to promote children’s good *health and well-being*, including those to prevent the spread of infection, and those taken when children are ill, are effective
- adults work in *partnership with parents* and others to safeguard children
- the childminder and staff know and understand child protection/safeguarding issues and procedures.

<b>Outstanding (1)</b>	<p>All major aspects of the steps taken to safeguard children are at least good and are exemplary in most respects.</p>
<b>Good (2)</b>	<p>Adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety.</p> <p>Arrangements for safeguarding children are robust, regularly reviewed, carefully managed, and understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies.</p>



	The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful.
<b>Satisfactory (3)</b>	All major aspects of the steps taken to safeguard children are at least satisfactory, and may be good in some respects.
<b>Inadequate (4)</b>	Arrangements for safeguarding children are inadequate. Policies and procedures are too weak, or adults working with children are inadequately trained or vigilant to safeguard or promote children's safety. The behaviour of others mean that children feel unsafe, for example they are often exposed to aggressive behaviour or racial abuse. At its worst, the early years provision is disorderly and unsafe.

## Quality and standards of the early years provision

### How effectively are children in the EYFS helped to learn and develop?

Inspectors should take account of the following major aspects of learning and development:

- how well the adults support learning
- how well the learning environment helps children progress towards the early learning goals
- the extent to which there is planned, purposeful play and exploration, both in and out of doors, with a balance of adult-led and child-led activities that results in children being active learners, creative and think critically
- the quality of planning for individuals to ensure that each child receives an enjoyable and challenging experience across the areas of learning
- how well information from observation and assessment is used to ensure that children achieve as much as they can in relation to their starting points and capabilities
- how well additional learning and/or development needs are identified and provided for
- the impact of the involvement of *parents/carers as partners* and other agencies and providers in children's learning and development.

<b>Outstanding (1)</b>	Inspirational provision – with exceptional organisation of the educational programmes and the <i>learning environment</i> - that is at least good in all major aspects and is exemplary in most respects. As a result, all children make significant gains in their learning and have consistently good and often excellent levels of achievement in relation to their starting points and capabilities.
<b>Good (2)</b>	The provision leads to children making good progress and showing positive attitudes to learning.

	<p>Adults' good knowledge of the EYFS learning and development requirements and guidance means they are confident in helping children learn appropriately both in and out of doors.</p> <p>High quality planning and organisation ensure that every child enjoys and is suitably challenged by the learning experiences provided. Based upon thorough and accurate observations, activities are well matched to the full range of children's needs, so that all can succeed including those with learning difficulties and/or disabilities.</p> <p>Children are guided to discuss their work with others. In group settings or where childminders work together or employ assistants, all adults are well deployed to support learning. Good relationships support parents and carers in helping all children to succeed.</p> <p>Overall, the provision enables most children, including those with learning difficulties and/or disabilities, or those who are learning English as an additional language make good progress towards the early learning goals in relation to their starting points. Some may make very good progress.</p>
<p><b>Satisfactory (3)</b></p>	<p>The provision is satisfactory in all major aspects, and may be good in some. As a result, most children enjoy learning and make progress given their starting points, though this may be variable between groups or across areas of learning.</p>
<p><b>Inadequate (4)</b></p>	<p><b>The provision is unsatisfactory so that children generally, or particular groups of them, do not make adequate progress when set against their capability and starting points.</b></p> <p>Adults' knowledge of the learning and development requirements and guidance is inadequate; some requirements having a significant impact on children are unlikely to be met. The methods used do not sufficiently engage and encourage children, so that behaviour may be poor. The pace of learning is too slow for children to make satisfactory gains in knowledge, skills and understanding. Not enough independent learning takes place or children are excessively passive.</p> <p>Observations are not frequent or accurate enough to monitor children's progress, so adults do not have a clear enough understanding of their needs. Other adults, including parents, carers and other providers are not sufficiently involved in promoting children's learning and development.</p>

## How effectively is the welfare of the children in the EYFS promoted?

Inspectors should take account of the following major aspects of provision:

- the steps taken by the *key people* to safeguard and promote the welfare of the children
- how good *health and well-being* is promoted and whether necessary steps are taken to prevent the spread of infection, and appropriate action taken when children are ill
- how well adults teach children about *keeping safe*

- how effectively children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs, and those of others
- the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

<b>Outstanding (1)</b>	<p>The welfare of the children is promoted extremely well in all major aspects and is exemplary in significant elements. It is significantly enhanced by policies, procedures and practice that are individual to the setting, robust and implemented with a high level of consistency.</p>
<b>Good (2)</b>	<p>Good quality care for children is seen in the high level of commitment of staff to implementing effective strategies to promote all children's social, physical and economic well-being regardless of need or background, and their good knowledge and understanding of the welfare requirements and guidance.</p> <p>Behaviour is well managed.</p> <p>Arrangements for safeguarding pupils are robust and regularly reviewed, and risk assessments are carefully organised and well managed. The setting is well-equipped, safe and secure. This safe and supportive environment enables children to thrive. Any children at risk are identified early and effective arrangements put in place to keep them engaged.</p> <p>The setting works effectively with parents/carers and other agencies and providers to ensure that children are cared for well.</p>
<b>Satisfactory (3)</b>	<p>The welfare of the children is promoted adequately and may be good in some respects.</p>
<b>Inadequate (4)</b>	<p><b>The setting does not work to promote the welfare of all children.</b></p> <p>Adults' knowledge of the welfare requirements and guidance is inadequate; some requirements having a significant impact on children are unlikely to be met. Some individual and/or groups of children, such as those with learning difficulties and disabilities, are not fully supported and integrated.</p> <p>Systems are weak and some records, policies or procedures may be missing or out of date. Staff are inadequately trained or insufficiently vigilant to safeguard or promote children's safety and health.</p> <p>The setting does not effectively promote children's physical, social and economic development, or their understanding of appropriate safety and health habits.</p> <p>Children may be at risk of harm.</p>

## How well are children helped to stay safe, be healthy, enjoy and achieve, make a positive contribution, and develop skills that will contribute to their future economic well-being?

Inspectors should evaluate how the quality of the provision for children's learning, and development and welfare helps to promote the following outcomes for children.

Inspectors should take account of the extent to which:

## Stay safe

- Adults teach children to:
  - behave in ways that are safe for themselves and others
  - develop an understanding of dangers and how to stay safe

## Be healthy

- Adults teach children to:
  - be active and understand the benefits of physical activity
  - understand and adopt healthy habits such as good hygiene practices
  - make healthy choices about what they eat and drink

## Enjoy and achieve

- Adults help children to:
  - enjoy their learning
  - make progress towards the early learning goals in relation to their starting points, capabilities and interests
  - be active learners, creative and think critically
  - work independently and with each other

## Make a positive contribution

- Adults encourage children to:
  - develop the habits and behaviour appropriate to good learners, their own needs, and those of others
  - join in, make friends and *respect each other* taking into account their diverse needs and backgrounds.
  - respond to the expectations of those who work with them
  - make choices and decisions

## Skills that contribute to future economic well-being

- Adults help children to:
  - make as much progress as they can in communicating, literacy, numeracy, and information and communication technology
  - develop good habits as active, inquisitive and independent learners
  - develop collaborative skills and problem solving
  - understand the wider world, demonstrated through their play and communications.