**OFSTED HANDBOOK FOR EARLY YEARS INSPECTIONS: JUDGEMENT AREAS**

* **Overall Effectiveness**
* the plan, design and implementation of the EYFS curriculum
* the curriculum and care practices that the setting provides meets the needs of the range of children, particularly children with SEND
* the progress children make in their learning and development relative to their starting points, and their readiness for the next stage of their education
* children’s personal and emotional development, feeling safe and are secure and happy
* the requirements for children’s safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children
* the evaluation of practice to secure continuous development that improves children’s education.
* **Quality of Education**
  + curriculum intentions are met and are sufficiently challenging for the children it serves
  + additional funding used with measured impact on disadvantaged children’s outcomes.
  + secure content, sequencing and progression in the areas of learning are secured
  + children develop, consolidate and deepen knowledge, understanding and skills across the areas of learning
  + the curriculum prepares children for their next stage
  + use of the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. [cultural capital]
* **Behaviour and Attitudes**
  + children demonstrate their attitudes and behaviour through the characteristics of effective learning: playing and exploring; active learning and creating and thinking critically.
  + work with parents to promote children’s attendance so that the children form good habits for future learning, particular focus on the attendance of pupil premium children
  + support for children’s behaviour and attitudes, including how children to manage their own feelings and behaviour, and relate to others. [ with consideration of ages, development and stages of children]
* **Personal Development**
  + successful promotion of children’s personal development and all-round development [mindful of ages and stages of development of children].
* Leadership and Management
* Inspectors will evaluate evidence from the range of different inspection activities set out in Part 1 of the handbook when considering the effectiveness of leadership and management. 158. Inspectors must use their professional judgement to interpret and apply the grade descriptors for leadership and management for childminders