

Appendix A

Good Practice Guide – for New Providers

1. The play-based environment is warm and welcoming; children appear safe and happy in their setting. Quieter areas are visible in the setting where children may need some quiet time.
2. Children are settling well, and staff are taking extra steps to ensure children have a positive transition.
3. All areas of the curriculum are represented in the environment and promoted in the setting through quality interactions between children and adults, and children and other children. Resources are age-appropriate and well-balanced to meet all ages, stages and needs.
4. The environment is well resourced and is beginning to meet the children's interests.
5. All practitioners have a secure knowledge, experience and understanding of how to promote the learning and development of children.
6. Less experienced practitioners are well supported through mentoring, CPD and shadowing to ensure they too have a secure understanding of early years.
7. Staff promote outdoor learning; the outdoor area is opened daily with gross motor and physical development being the most important aspects of this area.
8. Practitioners promote the value of diversity of children's background and experiences.
9. Staff have a key person system that works; parents and children know who their key person is. Strong relationships between children and staff are being established.
10. All staff are ensuring that they get to know parents; there is a trusting relationship between parents and staff members.
11. The key person is able to talk about their key children; they have sound practitioner knowledge about the child's likes, dislikes and beginning to understand their next steps.
12. Staff know how to assess children and how assessment plays a role in everyday practice.
13. Managers monitor and evaluate their setting and are using robust systems to ensure monitoring and evaluating is effective and consistent.

Good Practice Guide – for Current Providers

1. The play-based environment is warm and welcoming; children appear safe and happy in their setting. Quieter areas are visible in the setting where children may need some quiet time.
2. All areas of the curriculum are represented in the environment and promoted in the setting through quality interactions between children and adults, and children and other children. Resources are age-appropriate and well-balanced to meet all ages, stages and needs.
3. The environment is well resourced and meets the children's interests.
4. All practitioners have a secure knowledge, experience and understanding of how to promote the learning and development of children.
5. Less experienced practitioners are well supported through mentoring, CPD and shadowing to ensure they too have a secure understanding of the early years.
6. Staff promote outdoor learning; the outdoor area is opened daily with gross motor and physical development being the most important aspects of this area.
7. Practitioners promote the value of diversity of children's background and experiences.
8. Staff have a key person system that works; parents and children know who their key person is. Relationships between children and staff are strong. Staff have a strong-established partnership with parents.
9. The key person is able to talk about their key children; they have sound practitioner knowledge about the child's likes, dislikes and next steps.
10. Staff know how to assess children and how assessment plays a role in everyday practice.
11. Managers monitor and evaluate their setting using robust systems.