

Creative Development Audit

- This audit should be used alongside the Early Years Outcomes and Development Matters in the Early Years Foundation Stage
- It will support you in providing a curriculum promoting the Characteristics of Effective Learning
- It can be shared with your colleagues to develop practice
- It will support you to identify individual strengths, practices and areas where creativity can be developed further
- It will support you to develop young children’s ability to question, make connections, problem solve, gain confidence, develop possibility thinking skills, engage and express themselves
- It will ensure that children’s creative development is considered holistically and embedded across all areas of learning
- This audit can be used in conjunction with ITERS/ECERS scales.

Date: _____

Do you....	Yes/No	Comments/ What can we do next?
Have a shared understanding of what ‘creativity’ means in your setting?		
Encourage adults to support children in developing their own ideas in arts and activities?		
Give children time to develop their creative ideas?		
Focus on process and starting point of an arts activity, rather than the end product?		
Plan opportunities to include a creative curriculum that includes: <ul style="list-style-type: none"> • Art: drawing, painting, photography, digital media, printing, collage, modelling, constructing with found materials and looking at artists work • Music: singing, making sounds with the body, home-made instruments, found objects and conventional musical instruments, composing and recording sounds, listening to music • Dance: moving in response to music and sound, moving in time, moving with a partner and in a group, watching others dance • Drama: imaginative play, puppets, props, costumes, playing ‘in role’, making up stories, miming, using props to created imagined worlds, watching and listening to plays and stories 		

Ref: Development Matters in the Early Years Foundation Stage, Reflect and Review the Arts and Creativity in the Early Years, Early Years Creativity Toolkit (CD Rom), ECERS, ITERS.

Have a range of materials and activities for*: <ul style="list-style-type: none"> • art • music • dance • drama 		
Create an environment for creativity by....	Yes/No	Comments/ What can we do next?
Providing activities and experiences that do not limit children's exploration in using their senses?		
Having open ended resources, that include cheap recyclable and accessible objects?		
Ensuring the outdoor area is used as resourcefully as the indoor area?		
Using observations of children to plan the effective use of the space and sensory environment?		
Using real life experiences of children and consider range of ages and stages of all children?		
Refresh art materials and activities regularly and respond to children's interests?		
Having relevant books and other visual aids in each activity area, not just in book corner?		
Enabling children to have time to choose an area freely they wish to visit and revisit?		
Continue to develop a positive, supportive and creative culture by...	Yes/No	Comments/ What can we do next?
Knowing what art skills and knowledge each of the adults have in your setting?		
Going to and taking part in arts events?		
Reading books, articles and accessing websites?		
Talking to and visiting other early years' practitioners?		
Trying out new materials and techniques?		

*(see ITERS 17, 18, 20 and/or ECERS 21, 24)