

**Surrey Early Years Quality Improvement Award
Part 2, Section 4
2 Year old QIA Audit (Standards 3 & 4)**



Focus: Settling - in & Partnership with parents

Code: EYFS Statutory Requirements = **SR**, EYFS Development Matters = **DM**, Staff Training and Development Plan = **STDP**

Question	Prompt/Links	Evidence	Ideas for improvement/ What needs to be done
<p>1. Do you have a written settling in policy and procedure?</p>	<p>Policy can be requested from setting in advance of visit.</p> <p>Written policy and/or procedure as guidance for parents and staff. Other ways of recording information during appointments or visits. A process that is easy to follow and is sensitive to needs.</p> <p>Links to: EYFS SR: 1.11, 3.26, 3.72, 3.73 & 3.74</p> <p>/1 Book: 'What does it mean to be two', Jennie Lindon, 2012</p>		
<p>2. Does your procedure offer:</p> <ul style="list-style-type: none"> • A way of gathering information before the child starts: including culturally specific information? • A number of pre-start visits with parent/carer? • Parents/carers to stay with their child for all or part of the sessions on entry? • Shorter length sessions? • A flexible approach for individual needs? 	<p>Clearly written guidance to cover the procedure. All About Me & All About My Child forms including home language, correct pronunciation of child's name and key words in child's home language. Feeding preferences and use of cutlery. Close to start date with appropriate number of visits according to age.</p> <p>Flexible enough to extend settling-in period if needed.</p>		

<ul style="list-style-type: none"> Somewhere for parents to wait when their child is settling-in? Home visits? <p style="text-align: right;">/7</p>	<p>A side room or separate area.</p> <p>With a range of toys and photos to share.</p> <p>Links to: EYFS SR: 1.7, 3.60, 3.66, 3.67, 3.71.</p> <p>DM: PSED, Making Relationships</p>		
<p>3. Have you told parents/carers how the EYFS is being delivered in the setting? By:</p> <ul style="list-style-type: none"> Poster Via website Welcome/info pack Open evening <p style="text-align: right;">/4</p>	<p>Consider whether verbal communication is more appropriate in the first instance.</p> <p>Eye catching poster on display at eye level.</p> <p>Newsletters.</p> <p>Links to: EYFS SR: 3.72</p>		
<p>4. Do you share policies and procedures with parents via:</p> <ul style="list-style-type: none"> Email? Website? Paper copies? At induction? When reviewed? <p style="text-align: right;">/5</p>	<p>Are they readily available on request.</p> <p>Are they readily available in different languages/Braille.</p> <p>Links to: EYFS SR: 3.2, 3.72.</p>		

<p>5. Do you have a Key Person policy or system that offers:</p> <ul style="list-style-type: none"> • A named key person before the child starts? • Key person and parent/carer time together on entry? • Key person and child time together on entry? • Daily contact between Key Person and parent/carer? • Meetings to share settling-in progress? • Time to share key moments from home? <p style="text-align: right;">/6</p>	<p>Letter or written named Key person.</p> <p>Consider deployment of other staff to allow this to take place, so any needs can be discussed.</p> <p>Verbal exchange of information, not just a day sheet.</p> <p>After a week, month and a term. To identify what progress the child is making/any changes as a result of attending the setting.</p> <p>Links to: EYFS SR: 1.11, 3.26, 3.27, 3.72, 3.74.</p>		
<p>6. Do you contact parents to let them know their child is:</p> <ul style="list-style-type: none"> • Unsettled • Settled <p style="text-align: right;">/2</p>	<p>Text or phone call. Regularly until the child is fully settled.</p> <p>EYFS SR: 3.71, 3.73.</p>		
<p>7. Do you encourage parents to bring in:</p> <ul style="list-style-type: none"> • photos of the family, friends and pets • comforters • transitional objects <p style="text-align: right;">/3</p>	<p>These should be available for children to access all the time.</p> <p>DM: PSED, Managing feelings & behaviour</p>		

<p>8. Are new children:</p> <ul style="list-style-type: none"> • Shown around the setting by the Key person? • Shown the routines of the session? • Supported throughout the session by their Key Person? • Comforted immediately if distressed? • Encouraged to access their comforters? • Encouraged and supported to make friends? • Encouraged to interact with others? • Offered activities that they are interested in? • Encouraged to take settling-in objects/books home? <p style="text-align: right;">/9</p>	<p>To help independence and be familiar with the environment. Interactive photo routines.</p> <p>Key person supports and models during snack time to encourage healthy eating and good habits/manners.</p> <p>Children's food trust code of practice checklist</p> <p>PSED checklist</p> <p>Twoness of Two's – June O'Sullivan</p> <p>Sensitive and supportive interactions and interventions. As developmentally appropriate and with support.</p> <p>All About Me information is used to plan and prepare these.</p> <p>Photo books of resources, toy or empathy doll.</p> <p>DM: PSED, Making relationships: Managing feelings & behaviour</p>		
<p>9. Do you provide new parents with:</p> <ul style="list-style-type: none"> • Written Information? • Specific information about settling-in? 	<p>Prospectus, Handbook or Welcome Pack for parents.</p> <p>Clear guidance on how settling-in may take time and may be different for every child.</p>		

<ul style="list-style-type: none"> • Key person information? • Information about local services and children's centre? <p style="text-align: right;">/4</p>	<p>Photos or written information. Who they can go to for more information and advice.</p> <p>EYFS SR: 1.7, 1.11, 3.26, 3.72</p> <p>Admissions policy</p>		
<p>10. Do you review your settling-in procedure:</p> <ul style="list-style-type: none"> • With parents? • With staff? <p style="text-align: right;">/2</p>	<p>A questionnaire or personal discussion. What have you changed as a result of this?</p>		
<p>11. Does the Key person offer support for transitions during the session:</p> <ul style="list-style-type: none"> • From indoors to outdoors • Snack time • End of session <p>and support transitions to another room/pre-school through:</p> <ul style="list-style-type: none"> • Role play? • Circle time? • Stories? • Photo books/albums? <p style="text-align: right;">/7</p>	<p>Photo timeline or pictorial routine</p> <p>NB These should be appropriate to the age and stage of the child.</p> <p>Small group discussion. Themed stories. Photos to share and discuss.</p>		

<p>12. What training/workshops have you attended and what impact has this had?</p>	<p>How is this shared? What impact has it had? How do staff model what they have learned?</p> <p>STDP</p> <p>EYCS – Training</p>		
<p>13. Who supports/mentors the staff who work with/care for the two year olds?</p>	<p>Role modelling Time to share experiences Difficulties and successes</p> <p>EYCS – Training</p>		
<p>14. How do you plan for ongoing training to increase your staff's knowledge of two year olds?</p>	<p>EYCS – Training EYCS – Workforce Development STDP Way Ahead e-bulletin</p>		
<p>Total Score /50</p>			