

Early Years Baby Room Audit Tool



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Developing and Maintaining Quality of Education and Care for 9+ Months Provision

In 2023 the government announced the extension of entitlements for early years funding, including for working parents of babies aged from 9+ months. There is strong evidence that early education makes a positive difference to young children.

The 'Effective provision of pre-school education' study found that high-quality early education has strong impacts on the cognitive and social development of children, which last throughout primary school years. (EPPE 2004)

This tool does not provide an exhaustive list of information; however, it is designed to support you to develop high quality baby provision and help when setting up provision in response to the new funding entitlements.

Leadership and Management		
Questions	Supportive information	Action/Task/Self-assessment
Do you understand the requirements parents need to undertake to access 9+ month funding including claiming and code validation?	Funded early education for babies 9+ months is available to eligible babies the term after they turn 9 months old. A family can receive 15 hours of funded childcare per week across 38 weeks of the year, or as 570 hours over more weeks of the year. Please find more information here: Apply for Early Education Funding (EEF) - Staffordshire County Council	
Do you understand your statutory duty to complete the Staffordshire Childcare Sufficiency questionnaire in the Summer and Autumn terms?	<p>This is defined as sufficient to meet the requirements of parents in the local authority, who require childcare to enable them to: start, or remain in work, undertake education or training which could be expected to assist parents in obtaining work. Local authorities must ensure there is sufficient childcare in their area and show commitment to local level childcare requirements as per the Childcare Act 2006. Elected members must also be updated on sufficiency and the service must also make this information available to the public (Children and Families Act 2014).</p> <p>If you are considering setting up childcare within a Staffordshire district you can get information relating to your local sufficiency data by accessing the latest childcare sufficiency information: - Childcare sufficiency - Staffordshire County Council</p>	
Do you know how to find out which ward your setting is based in Staffordshire?	If you are unsure which ward your provision is within, please check by visiting: UK Postcodes (doogal.co.uk)	
Do you know how to find out if 9+ month provision is required in your area/ward in Staffordshire?	Our Early Years Team have the most recent local district data which can inform childcare settings and professionals on what is going on locally within the early years sector.	

<p>Do you know what you would need to consider when developing 9+ month provision at your setting?</p>	<p>Space – Do you have any spare space in your setting to create more provision? Developing baby provision could be something you may want to consider. Alternatively, you may want to reduce the unoccupied 3 and 4-year-old space if you find this difficult to fill. (please consider the flow of children through the terms within the year).</p> <p>Early years foundation stage statutory framework sets out the floor requirements and staff/child ratios required per child: - Premises: Group and school provision – Indoor space requirements 3.66 Childminders -Indoor space requirements 3.65</p> <p>Ratios: Group and school provision 3.40 Childminders 3.41-3.43</p> <p>For more information: Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</p>	
<p>Do you know how to get information on how to register with Staffordshire County Council to claim for funded places?</p>	<p>Staffordshire County Council provides information on the systems and protocols they require providers use to claim for funded places. For settings to be able to claim for funded places they must register with Staffordshire County Council: -</p> <ul style="list-style-type: none"> • Apply for early education funding: - www.staffordshire.gov.uk/Children-and-early-years • How to use the Early Years Portal: - www.staffordshire.gov.uk/Children-and-early-years • Provider agreement:- www.staffordshire.gov.uk/Children-and-early-years • Attendance policy: -www.staffordshire.gov.uk/Children-and-early-years 	
<p>Do you know how to find the current Staffordshire Early Years Funding rates and entitlements?</p>	<p>To find out what the most up to date funding rates are visit: - Apply for early education funding (EEF) - Staffordshire County Council</p>	
<p>Where can I go for support?</p>	<p>The Early Years Team offer advice, guidance, and support via:</p> <ul style="list-style-type: none"> • Network meetings 	

	<ul style="list-style-type: none"> • Safeguarding Forum meetings • Workshops • Early Years Consultant support visits • Toolkits • Business advice <p>Email: EYQSST@staffordshire.gov.uk or EEAC@staffordshire.gov.uk</p>	
<p>Do you understand your setting's governance?</p>	<p>Is your setting one of the following:</p> <ul style="list-style-type: none"> • Sole trader • Limited company – Directors • Voluntary Managed Committee (VMC) • Charitable Incorporated Organisation (CIO) Trustees <p>Academies wishing to accommodate children aged 2 years old, need to follow the guidance 'Making significant changes to an open academy' Academies: making significant changes or closure by agreement - GOV.UK (www.gov.uk)</p> <p>Maintained School governance - Maintained schools governance guide - Guidance - GOV.UK</p>	
<p>Does your provision comply with Ofsted registration and requirements?</p>	<p>Ofsted is the regulatory body for Early Years and Childcare registration and inspections for group provision. Childminders are regulated by either Ofsted or a childminding agency dependant on who they are registered with. Information and guidance to support current Early Years providers and those considering developing early years provision to include the following:</p> <ul style="list-style-type: none"> • Childminders and childcare providers; register with Ofsted. • Introduction to registration • Registration Exemptions • Before registration • What Ofsted needs to process a registration • How to register • Change to registration • Telling Ofsted about incidents 	

	<ul style="list-style-type: none"> • Fees • Enforcement, objection, and appeals <p>Can be found at: Registered early years providers - GOV.UK</p>	
Do you know who the named person linked to your setting is responsible for meeting the EYFS requirements?	<p>Early years foundation stage statutory framework requires settings to have named persons for roles assigned within the setting: For more information on these roles please visit: Daycare roles that must register with Ofsted - GOV.UK (www.gov.uk)</p>	
Are you aware of further EYFS development opportunities?	<p>The early years education recovery programme: supporting the sector, supports early years practitioners to upskill their current practice, knowledge and understanding.</p> <p>For more information visit Early years education recovery programme - GOV.UK</p>	
Have you analysed the strengths, talents, and areas of development of your current EYFS staffing team?	<p>This links to yearly appraisals, monitoring process and procedures for staff supervisions. Consider the following:</p> <ul style="list-style-type: none"> • Group and school Provision: Qualifications, training, support and skills 3.23 – 3.33 • Childminders: Training, support and skills 3.24 – 3.34 <p>Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</p> <p>The Early Years Inspection Handbook: Early years inspection handbook - GOV.UK</p>	
How does your setting use self-evaluations to ensure high quality care and education is provided for all babies, children and families?	<p>Your setting no longer requires you to have a written self-evaluation (formally known as SEF). Consider how you collate information for the purpose of self-evaluation.</p>	

Does your setting have an action plan or development plan?	<p>Use these to consolidate information which enables the evaluation of future development requirements to maintain/develop a quality provision which focuses sharply on supporting best practice throughout the setting.</p> <p>Useful documents: The Early Years Inspection Handbook Early years inspection handbook - GOV.UK</p> <p>(Use the grade descriptors to support action plans and development plans)</p> <p>Appendix 1 – Action Plan</p>	
Are you meeting staff requirements in your baby room?	<ul style="list-style-type: none"> • How do you decide the staff in your baby room are adequately qualified and experienced? <p>Guidance on Staff: child ratios for working with babies can be found at: Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</p> <p>Childminders who take on assistants must not count assistants in ratio until Ofsted have submitted a suitability letter stating the assistant is now registered and can be counted in ratio. Childminders: report new adults in the home - GOV.UK (www.gov.uk)</p>	
Does your setting have a robust leadership and management structure in place?	Guidance on manager and deputy manager : EYFS statutory framework for group and school-based providers 3.37	
Do you know where to get more information, advice, support and guidance around recruitment and retention in the Early Years?	<p>Staffordshire early years team has produced a support document for the early years sector regarding recruitment and retention.</p> <p>For more information and to download a free toolkit visit: - Recruitment-retention-induction-supervision-toolkit-May-2023-V4.pdf (staffordshire.gov.uk)</p>	
Do you know how to check staff qualifications	Use the link to check staff qualifications: Early years qualification requirements and standards - GOV.UK (www.gov.uk)	

to ensure that they are suitably qualified in the role they will be employed in?	Early years qualification requirements and standards	
Are you aware of the flexibility of entitlement delivery?	<p>When you are considering or planning your offer around the 9+ month entitlement consider:</p> <ul style="list-style-type: none"> • From September 2024 working parents can claim 15hrs entitlement the term after their baby has turned 9 months old. The 15 hours can be delivered either over 38 weeks (term time) or spread over the year, 570 hours over more weeks of the year. • From September 2025 working parents will be able to claim 30hrs. 	
How do you ensure practitioners are accessing high quality CPD opportunities?	<ul style="list-style-type: none"> • Training management system or matrix for statutory training can be found at: • Appendix 2 – Training Matrix • Safeguarding training is available on the Staffordshire Safeguarding Children Partnership learning zone. Learning Zone - Staffordshire Safeguarding Children Partnership • Do you ask staff to complete an evaluation of training completed to support their CPD and that of the setting? This could include an action plan to support the development of the whole setting. • Do senior leaders (SLT team) monitor the effects of any training or information cascaded to support maintaining quality? • Do you ensure training forms part of the setting appraisal and supervision process? • Do you give practitioners information of key websites that they can register with to access information e.g. Ofsted, Staffordshire Safeguarding Children Partnership, Staffordshire Early Years webpage? • How do you share key update information e.g., changes to key documentation, Staffordshire early years updates: - Consider notice boards, information passed on through team meetings, staff email accounts, online secure setting system accounts • The Early Education and Childcare newsletter here: Early Education & Childcare Update - Staffordshire County Council • Staffordshire Safeguarding Children Partnership Newsletter here: Home - Staffordshire Safeguarding Children Partnership 	

<p>Do you have a robust induction program?</p>	<p>With a focus on understanding the needs of Babies:</p> <ul style="list-style-type: none"> • Has the setting developed an induction handbook? • How is information for staff to support them understand their roles and responsibilities, including safeguarding shared? • Are regular whole team meetings used to support high quality practice to include empowering practitioner understanding of safeguarding? • Do room meetings support and identify gaps in practice including safeguarding? • Are staff notice/information boards used to provide ongoing and updated information to support staff understanding, practice and development? 	
<p>Is information shared with all members of staff on a regular basis?</p>	<p>Consider:</p> <ul style="list-style-type: none"> • In regular whole team meetings • Individual 1-2-1 • Room meetings • Staff notice/information boards. 	
<p>Do you place importance on supporting the wellbeing of staff in your setting?</p>	<ul style="list-style-type: none"> • Do you provide opportunities for open conversation without judgement? • Do your staff feel supported? How do you know? • What does your setting have in place to understand and support staff wellbeing? <p>The Department for Education has published an Early Years Practitioner Wellbeing Support resource on the Help for Early Years Providers platform: Early years practitioner wellbeing support - Help for early years providers - GOV.UK (education.gov.uk)</p>	
<p>Safeguarding and Welfare:- Providers must meet and follow all the requirements set out in Section 3 of the Early years statutory framework For group and school based providers and For childminders and can also find further information in the Early Years Inspection Handbook and Home - Staffordshire Safeguarding Children Partnership</p>		
<p>Questions</p>	<p>Supportive information</p>	<p>Action/Task/Self-assessment</p>
<p>Do you use the Local Safeguarding Children</p>	<p>Both Early Years Statutory framework documents 3.5 -3.8 (Groups and schools) 3.5 – 3.8 (Childminders) states that:</p>	

<p>Partnership (SSCP) for information, advice and training around safeguarding?</p>	<ul style="list-style-type: none"> • Providers must be alert to any issues of concern in the child’s life at home or elsewhere. Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). • A practitioner must be designated to take lead responsibility for safeguarding children in every setting. (Group & school and Childminders 3.4) • The lead practitioner is responsible for liaison with local statutory children's services agencies, and with the local safeguarding partners (LSP). All practitioners must be alert to any issues of concern in the child’s life at home or elsewhere. • Childminders working alone or with assistants must take the lead responsibility themselves. • Group and school provision 3.25 The lead practitioners must provide support, advice, and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (as described at paragraph 3.8) <i>(footnote 18 - Taking account of any advice from the LSP or local authority on appropriate training courses)</i>. • Childminder 3.27 must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect <i>(footnote 14 - Taking account of any advice from the LSP or local authority on appropriate training courses)</i>. <p>The Local Safeguarding Authority for Staffordshire is 'Staffordshire Safeguarding Children Partnership' Home - Staffordshire Safeguarding Children Partnership</p>	
<p>Are all practitioners aware of the processes around bruising in non-mobile babies?</p>	<ul style="list-style-type: none"> • Have practitioners completed the 7-minute briefing on bruising in non-mobile babies and understood the key messages? • How are the practitioners supported and knowledge checked around bruising in non-mobile babies? 	

	<ul style="list-style-type: none"> • Are the flowchart and guidance document displayed and used to upskill all baby room practitioners? • Have practitioners completed the ICON training on head trauma? Abusive Head Trauma - Staffordshire Safeguarding Children Partnership <p>Bruising in Non-Mobile Babies and Children - Staffordshire Safeguarding Children Partnership</p> <p>Bruising in Non-Mobile Babies & Children - Flow Chart - Staffordshire Safeguarding Children Partnership</p> <p>https://www.staffsscp.org.uk/wp-content/uploads/2024/10/Bruising-in-Non-mobile-Babies-7-Min-Briefing-Final.pdf</p>	
Do you regularly review the Staffordshire Safeguarding Self-Assessment Tool?	<p>The Staffordshire Safeguarding Self-Assessment Tool has been developed to help ensure that your provision and practice are compliant with current legislation including the Children Act 1989 and 2004, Early years statutory framework for group and school-based providers and for childminders and Working Together to Safeguarding Children. This tool will support your setting to prepare for future Ofsted inspections.</p> <p>Early-Years-Safeguarding-Self-Assessment-Tool-V11-Aug-2024.pdf</p>	
Do you understand the importance of 'safer sleep' practices?	<p>For more information and training on Safer Sleep the Staffordshire Safeguarding Children Partnership has accessible training and information.</p> <p>Learning Zone - Staffordshire Safeguarding Children Partnership</p> <ul style="list-style-type: none"> • Safer sleep training • Lullaby baby trust • Safer sleep leaflets • Temperature control is taken and recorded • 10-minute checks • Always in sight/hearing 	
Do you understand the importance of Oral health?	<p>The government has produced a range of advice:</p> <ul style="list-style-type: none"> • Limit dummy use • Do not give juice in a bottle • Introducing babies to tooth brushing as early as possible • Limit high sugar food and liquid 	

	<ul style="list-style-type: none"> Information to help early years providers that you can access online Help for early years providers : Oral health Looking after your baby's teeth - NHS 	
Do you understand the importance of Food Safety?	<p>The government has produced a range of information to help early years providers that you can access online</p> <p>What to do if Your Baby is Choking - First Aid Training - St John Ambulance (youtube.com) Safer food, better business for childminders Food Standards Agency Safer food, better business (SFBB) Food Standards Agency Help for early years providers : Food safety</p>	
Do you understand the importance of dietary requirements?	<p>The government has produced a range of information to help early years providers that you can access online</p> <p>Example menus for early years settings in England - GOV.UK British Nutrition Foundation - Homepage</p> <p>More information BBC https://www.bbc.co.uk/food/diets/healthy</p>	
Do you understand the importance of safer nappy changing?	<p>Points to consider for a robust nappy changing procedure:</p> <ul style="list-style-type: none"> Effective restriction of use of mobile phones, camera and other electronic devices with imaging and sharing capabilities Dignity of baby to be maintained, whilst considering the spaces used to ensure staff can be protected against allegations Procedure in place to include the hygiene and cleanliness of area, changing units and mats and disposing of any changing mats that are spilt/ripped, this poses a health and safety hygiene risk Procedure in place for the safe use and storage of cleaning materials, nappy bags and plastic aprons Records kept of name of child and person completing the nappy change, including time and date Rotating nappy changing duties to ensure all staff take responsibility 	

	<ul style="list-style-type: none"> • Complete with or without words SSCP E-learning training: eLearning : Staffordshire-FREE-With-or-Without-Words---Listening-to-the-Voice-of-the-Child • Using the nappy change time to engage and be observant of the baby 1-1 to include noticing a change in babies' behaviour and responses and any unusual marks 	
How do you maintain a high level of cleanliness (hygiene) requirements in the baby room	<p>Points to consider:</p> <ul style="list-style-type: none"> • A daily and weekly cleaning rota in place for all soft furnishings including mats, flooring, and highchairs • Daily and weekly cleaning rota for resources and toys • Implement a no outdoor shoes policy to protect the floor when babies are crawling and rolling on the floor • Ensure that dummies are sterilised and not left on top of a cupboards or shelves or in a bag, for an example labelled dummy pots • Record the fridge temperature daily, weekly cleaning of the fridge implement checklist to monitor this • An adequate supply of clean bedding 	
Do you understand food and drink hygiene requirements including the kitchenette area?	<p>Points to consider</p> <ul style="list-style-type: none"> • Are baby room practitioners, who are preparing and handling food, competent to do so, including the correct way of preparing bottles following the guidelines set out by NHS England? • Suitable facilities for the hygienic preparation of food for children including suitable sterilisation equipment for babies • Do baby room practitioners know and understand the latest weening advice for babies? • Do baby room practitioners understand the latest advice about introducing feeder cups with handles and the importance of moving away from using drinks bottles. • Are all baby room practitioners familiar with the latest advice around choking and how to deal with a choking baby? • Who takes responsibility within the setting for ensuring all practitioners remain upskilled with how to deal with a choking baby. 	

	<p>Weaning - Start for Life - NHS How to make up baby formula - NHS (www.nhs.uk) Bottle feeding advice - NHS (www.nhs.uk) What to do if Your Baby is Choking - First Aid Training - St John Ambulance (youtube.com) Protect-Your-Little-Bundle-Booklet-2023-1.pdf Safe from choking How to prevent choking in children</p>	
<p>Do you understand health and safety requirements?</p>	<p>Points to consider:</p> <ul style="list-style-type: none"> • Have baby room practitioners practiced safe exit of babies in case of a fire or other emergencies? Consider the number of babies and how to safely move non-mobile babies. • Are the fire exits free of obstructions and can be easily opened from the inside? • Do daily visual checks include checking highchair straps to ensure they remain in good working order? • Are bouncy chairs checked for safety? This must include checking weight allowance, checking straps remain in good working order and that babies who can pull themselves up into a sitting position are not placed in them. • Are baby mobiles checked to ensure they are in good working order? • Are baby walkers regularly cleaned and checked that they remain in good working order? This must include safety straps, wheels, seat, and trays including those with fixed activity units attached. • Are baby walkers only used for the age-appropriate age range as advised by the manufacturer’s instructions? • Are soft mats regularly checked? This must include checking they are not curled at the edges causing a trip hazard. • Are car seats appropriate for the car they are being used in? • Are car seats kept clean and regularly checked to ensure they remain in good working order? This must include checking the seat belts, straps and fixing units to ensure they remain in working or and that they are used in line with the manufacturer’s instructions. <p>How do you share health and safety tips with parents?</p> <p>Baby and toddler safety - NHS (www.nhs.uk)</p>	

Quality of Education and Care		
In this section we will using the four overarching guiding principles that should shape practice and maintain quality of education and care in early years settings.		
Learning and Development: -		
Questions	Supportive information	Action/Task/Self-assessment
<p>Does your curriculum reflect and support the youngest babies in your setting?</p> <p>Is it based on the Educational Programmes set out in the EYFS statutory framework?</p>	<p>Planning for learning must respond to the needs of babies and involve interactions, activities, and experiences for babies, with a focus on the prime areas of learning. Two-way flow of information between parents and settings is crucial to fully support continuous learning. Practitioners working with babies must be able to talk about how their curriculum is sequenced to promote and secure progression.</p> <p>EYFS statutory framework for group and school-based providers EYFS statutory framework for childminders Curriculum planning - Help for early years providers - GOV.UK (education.gov.uk)</p>	
<p>Are practitioners able to speak confidently about the expected development of the babies in their care, where individual babies are on that developmental pathway, and what they need next?</p>	<p>Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) Overarching Principles</p> <p>Development matters Development matters doc. Birth to five matters Birth to 5 matters doc. What to expect in the EYFS-guide for parents</p> <p>What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf</p> <p>Early years child development training: Home page</p>	

	YouTube: Putting the EYFS Curriculum into practice (Julian Grenier)	
Are activities well planned in response to what key persons know about their babies? Do activities and resources elicit curiosity, and a strong sense of exploration?	Ideas and support can be accessed via: Tiny Happy People - All about baby's development Help for early years providers : Get help for your setting (education.gov.uk) Meeting the needs of all children Tiny Happy People - Activities	
Does each key person demonstrate a deep understanding of their key children's individual needs, cultural background, likes and interests	Points to consider: <ul style="list-style-type: none"> • What do you have in place to gather information from parents/carers? • How often is this information updated? • How is each child's own experiences, interests, likes and dislikes reflected in the setting environment, activity planning, caring/teaching approaches? 	
Are routines based around the needs of babies, for example, eating, sleeping, toileting, being active? Do your routines support the growing independence and development of babies?	Points to consider: <ul style="list-style-type: none"> • How is information about routines at home shared with the setting? • How is a child's nursery routine shared with parents, for example what they have eaten, how long they have slept etc? • When might you encourage parents to consider adapting their routine, for example sleep and mealtimes that coincide with nursery? • How do you support parents to encourage growing independence and perhaps adapt their approach to support the development of their child, for example stopping the use of a dummy or begin weaning? 	

<p>How do you provide for movement and physical activity with babies?</p> <p>Do you follow the NHS guidelines for daily activity requirements for 0–2-year-olds?</p>	<p>Points to consider: Opportunities for crawling, pulling up to stand etc Physical activity guidelines for children (under 5 years) - NHS</p>	
A Unique Child		
Questions	Supportive information	Action/Task/Self-assessment
<p>Do you ensure that you implement a key person system in your setting?</p>	<p>The EYFS states that each child must be assigned a key person. Settings may consider a 'buddy system' for when a key person is absent from the setting: - For more information: - Early years foundation stage Statutory framework for group and school provision Key person 3.34, Early years foundation stage statutory framework for childminder 3.38 EYFS statutory framework for group and school-based providers EYFS statutory framework for childminders</p>	
<p>Do you have a variety of resources to support babies to learn new skills, develop, and consolidate their learning?</p>	<p>When we talk about quality resources, we are not just considering accessible activities and equipment. We also need to consider human resources - your staffing experience, qualifications, and training to enable them to provide the best outcomes when babies/children are accessing activities, resources, equipment through their daily routines and experiences in the setting. (Also see Environments)</p>	
<p>Do you understand how the characteristics of effective teaching and learning contribute to the unique baby?</p>	<p>In planning and guiding what babies/children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The characteristics of effective teaching and learning are: -<i>Learning and development considerations</i>. Group and school provision pg.17 1.18/ childminders pg.11 1.13</p>	

	EYFS statutory framework for group and school-based providers EYFS statutory framework for childminders For further information and guidance of the CoETL:- Development matters Development matters doc. Birth to five matters Birth to 5 matters doc. https://birthto5matters.org.uk/learners-for-life-characteristics-of-effective-learning/	
How do you provide for babies' emotional development and wellbeing?	For further information please click on the following links: Help for early years providers : Emotions	
Do you understand why sense of self is important for the development of babies?	Help for early years providers : Sense of self	
Do you understand the importance of Early intervention?	Staffordshire Early Years SENIS information Staffordshire Connects There is further information and guidance on check points: - Development matters Development matters doc. Birth to five matters Birth to 5 matters doc.	
Do you know how to listen to a child's voice? Do you know how to listen to a child's voice even when they cannot talk?	Every practitioner must be provided with the skills which enables them to look at what babies lived day-to-day life looks like. With or Without Words eLearning is available FREE to everyone working in the children's landscape across Staffordshire For more information visit: - eLearning : Staffordshire-FREE-With-or-Without-Words---Listening-to-the-Voice-of-the-Child	
Positive Relationships		
Questions	Supportive information	Action/Task/Self-assessment
Do you require more information on working in partnership with parents and carers?	The government has produced a wealth of support information and guidance to help to improve practice around working in partnership with parents and carers.	

	<p>EYFS statutory framework for group and school-based providers Help for early years providers : Working in partnership with parents and carers</p> <ul style="list-style-type: none"> • What are the benefits of a good relationships with parents and carers? • How effective is your communication with parents and carers? • How do you share information about the babies? 	
<p>Do you know what the requirements state around information including policies and procedures that your setting must provide to parents and/or carers?</p>	<p>The statutory framework states that providers must make the following information available to parents and/or carers and there must be regular two-way flow of information:</p> <ul style="list-style-type: none"> • How the EYFS is being delivered • The range and types of activities and experiences provided • The daily routines • How you will share information • How the setting will support special education needs • Food and drink provided • Information around setting policies and procedures • Staff in the setting • Emergency contacts <p>For more information:- <i>Information for parents and carers</i> 3.74 EYFS statutory framework for group and school-based providers</p>	
<p>Do you know where parents can access more information around the Early Years Foundation Stage?</p>	<p>The main guidance for the Early Years Foundation Stage is the statutory framework Early years foundation stage (EYFS) statutory framework - GOV.UK Parents can be directed to the What to expect in the early years foundation stage Updated guidance to support the EYFS - Foundation Years</p>	

Do you signpost parents to information on funding and the benefits of Early Years Education?	To support all parents around benefits and childcare entitlements 'Childcare Choices' is the government website to support Childcare Choices 30 Hours Free Childcare, Tax-Free Childcare and More Help with Costs GOV.UK Staffordshire connects	
Do you gather information from parents to support the setting in their self-evaluation and to maintain and support practice?	This can be done in many ways, here are just few suggestions: - <ul style="list-style-type: none"> • Parent questionnaires • Feedback forms • Transition information • Parent consultations 	
Do you have a robust transition procedure for babies/children and parents?	Information and records Birth to five matters (Transitions) Birth to 5 matters doc.	
Do you work in partnership with parents in supporting babies/children's speech and language, including those with English as an additional language.	For further information please click on the following links: https://www.staffordshire.gov.uk/SLC/Home.aspx https://www.stokespeaks.org/ https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/english-as-an-additional-language-eal Language help for early years providers	
Enabling Environments		
Questions	Supportive information	Action/Task/Self-assessment
Are you considering developing baby provision in the same environment as other age group provision?	Do you need further help and support with the development of space in your setting. You can access support from the Staffordshire Early Years Quality and Market Development team. Email: eyqsst@staffordshire.gov.uk	

	<p>If you have other age groups and are considering mixing the age group in one space then you might need to consider the unique needs of these children regarding learning and development, floor space, staffing ratios and practical issues e.g. changing areas. Email: eyqsst@staffordshire.gov.uk</p> <p>The EYFS states that providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises:- <i>Safety and suitability of premises, environment and equipment</i> Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)</p>	
<p>Is the space identified for babies appropriate for their age group?</p>	<p>Do you need further help and support with the development of space in your setting?</p> <p>You can access support from the Staffordshire Early Years Quality and Market Development team. Email: eyqsst@staffordshire.gov.uk</p>	
<p>Do you understand flexibility of the 9 +month entitlements?</p>	<p>When you are considering or planning your offer around the 9+ month entitlement these are a few things to consider:</p> <ul style="list-style-type: none"> • The 9+ month old 15hrs (from September 2024 and 30hrs entitlement from September 2025) is to support working parents, so the more flexible you can be for parents the more this will support working parents. • Consider that 9+ month babies will require space where they can rest and sleep during the day. (See Space/ Environments), therefore this must be considered in the space requirements. 	

	For more information visit Staffordshire County Council – Early Years and Childcare web pages: - www.staffordshire.gov.uk	
Do you understand the importance of the enabling environment to support babies?	<p>Points to consider:</p> <ul style="list-style-type: none"> • How can babies learn to experience natural and social world around them? • Is there a separate space for babies to explore? • Is there cosy and quiet spaces for sleeping, resting and exploring sensory activities. <p>Tiny Happy People - Tips and Advice Getting Outdoors</p>	
Do you have access to an outdoor environment?	<p>The EYFS states providers must provide access to an outdoor play area. If that is not possible, they must ensure that outdoor activities are planned and taken on a daily basis.</p> <p>EYFS statutory framework for group and school-based providers</p> <p>You will need to consider a risk assessment for any outings. You need to consider any prams or pushchairs are clean and strap work.</p>	

*1 – childminders must be compliant to ratios set out in the EYFS statutory guidance

*2 - Providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant local safeguarding partners (LSP). [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

Appendix 1

Action plan This is a generic action plan for you to use or to change to meet the needs of your setting. *(This is 'Word Doc')*
 Please click on the icon below for the embedded format. *(You will need Microsoft Word).*



Action plan.docx

Action plan This is a generic action plan for you to use or to change to meet the needs of your setting.

Setting name		Action plan name: Supporting toddler entitlements				
Date	Action or task	Person to Action	Persons/group to action	Timescale	Date completed	Evaluation and/or further actions
Sample	To share the GOV 'Recovery program' Training and information with all practitioners to support their own CPD. Send the email link to the Gov website to all the teams email boxes.	Manager	All staff	Follow up with practitioner at next supervisions	11/18/2023	Sent the link to gov RP to admin to send out to practitioners.
Sample	To re measure all the rooms in setting to ensure that we have the correct floor space to support ratios and staffing	Admin	All staff		11/9/2023	Email was sent out to all practitioner's emails, discussed at room meetings
Sample	To re develop the baby and toddler rooms – staff to put plans forward for the redevelopment including new equipment and designs to support the move.	Manager	Room leaders	By 30/09/2023	30/09/2023	All rooms have been re measured, toddler room will move to the baby room, both rooms to be re developed in Oct 2023.
Sample	To redevelop the baby and toddler rooms – staff to put plans forward for the redevelopment including new equipment and designs to support the move.	Managers discuss with room leads	Room leads	By 10/10/2023	15/10/2023	New layout and designs have been agreed and a move timeline has been established new equipment and resources to be order.
Sample	Get quotes and fitting dates for new flooring in both the baby and toddler rooms	Manager	Manager	20/10/2023	27/10/2023	New flooring will be fitted in each room on different days in Oct Half Term children to be cared for in one room while number are low. (Staffing and ratio's discussed).

Appendix 2

Training Matrix This is a generic training Matrix for you to use or to change to meet the needs of your setting. (This is 'excel Doc')

The sample training matrix has been developed in Microsoft Excel.
You can add columns for your own training needs.



Training Matrix
Sample Excel.xlsx

Staff member	Induction	DBS	First Aid	Safeguarding Level 1	Safeguarding Level 2	Safeguarding Level 3/4	Food Hygiene
Carol B Manager	Yes 11/02/2011	Company used 12/05/2022	Yes 12/05/2022	Yes 01/11/2023	SSCB - Training sidekick 04/04/2022	SSCB 01/01/2022	Company Used 06/07/2019
Emms P Deputy Manager	Yes 26/01/2013	12/05/2022	Yes 12/05/2022	Yes 01/11/2023	Yes 06/07/2022	Yes 06/06/2021	Yes 06/07/2019
Clare L Baby R Lead	Yes 03/12/2021	Yes	Yes 12/05/2022	Yes 01/11/2023	N/A	N/A	Yes 06/07/2019
Gary A Baby R Level 3				Yes 01/11/2023	N/A	N/A	
Kelly Toddler L Safe L	Yes 02/02/2011	Yes 05/02/2020	Yes 05/02/2020	Trainer 30/10/2023	Yes 15/02/2011	Yes 03/05/2022	Yes 07/06/2022

Appendix 3

What are some of the top tips I need to consider when developing provision for children under the age of 2 years (9+ month funding entitlement)

The toolkit should have hopefully provided you with a road map to navigate the development of your provision for the care of children under the age of two. Hopefully our 'Top Tips' will give you a little reminder of further support and guidance.

- Early Education Funding - Once you are registered with Staffordshire County Council (SCC) to take EEF (Early Education Funding) for 3-year-olds, you do not have to reregister with SCC again to take 2-year-olds and 9+ month olds.
- Staff/child ratios: For children aged under two:
 - There must be at least one member of staff for every three children.
 - At least one member of staff must hold an approved level 3 qualification and be suitably experienced in working with children under two.
 - At least half of all other staff must hold an approved level 2 qualification.
 - At least half of all staff must have received training that specifically addresses the care of babies.
- Where there is a room for under two-year-olds, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.
- Space - The floor space requirements for children under the age of two is 3.5m² for each under two who attends the setting.
- There should be a separate baby room for children under the age of two. However, providers must ensure that children in a baby room have contact with older children and are moved into the older age group when appropriate.
- Do you have a nappy change area in the current children's bathroom or is it not big enough? Please ensure that you protect children's dignity when choosing where this will be.
- Outdoors - Are the under 2-year-olds going to use the same outdoor environment as the older children or are you planning to have separate areas (these can be the same)
- Staffing and qualifications - The ratio of staff to children is 1:3. Please note that childminders can care for no more than one baby under the age of 12 months old unless an exception to ratio's is being applied.
- How will you ensure that the staff working with children under the age of two, have not only full and relevant qualifications as stated in the EYFS (2024), but also have the experience or continuous professional development to do so?
- Quality interactions with children: [The ShREC approach – Four evidence informed strategies to... | EEF \(educationendowmentfoundation.org.uk\)](#)
- Ofsted - If you are already registered on the Early Years Register - This is from birth to 31 August after the child's fifth birthday (Early Years age group). Therefore, does not require another registration. However, you must notify Ofsted of any changes.
- Marketing – Parents in Staffordshire can search for provision through 'Staffordshire Connects' please see the link: [search for childcare](#) Staffordshire Connects provides a free marketing tool for your provision, it is crucial that you keep any information on this up to date.

(Accessed: 6 November 2024)