



## Quality in the Early Years

- Staff have a sound knowledge of child development
- Staff know what children understand, know and can do
- Staff learn from parents' knowledge of their own children
- Watch and listen, observing children in their play
- Have high expectations of the children
- Engage in dialogue with children
- Model language well
- Read aloud and tell stories to children
- Encourage children to sing songs, nursery rhymes and musical games
- Encourage children to express their thoughts and use new words
- Encourage children to try new activities and experiences
- Support independence and confidence
- Encourage children to speculate and test ideas through trial and error
- Enable children to explore and solve problems
- Behave as an excellent role model for children
- Support children to recognise and respond to their own physical needs
- Show interest and celebrate with children their interests and achievements
- Ensure children have sustained time to develop child-initiated activities
- Arrange resources and make time for children to make use of rich indoor and outdoor spaces with open-ended materials; so they can be used, moved and combined in a variety of ways
- Provide experiences which are meaningful and motivating to the child
- Play with children
- Be sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent play
- Help children as needed to do what they are trying to do, without taking over or directing
- Scaffold children's learning through conversation, discussing strategies and ideas, suggesting possibilities and modelling approaches
- Comment on what the child is doing, extending the child's language
- Ask open-ended questions
- Provide interesting, motivating and challenging experiences

- Provide brief, well-planned focused learning opportunities in response to observed interests, learning and development
- Directly teach, through demonstrating or explaining
- Use daily events within the routine to provide worthwhile real-life experiences
- Provide first-hand experiences to explore and discover
- Encourage and support children to persevere through difficulties, to take risks, to ask questions and problem-solve. Talk more about the process than products.
- Opportunity to be challenged as well as to consolidate ideas and refine skills
- Show your own interest in discovering new things
- Talk about how you and the children get better at things through effort and practice, and what we can all learn when things go wrong
- Help children concentrate by limiting noise, and making spaces visually calm and orderly
- Encourage children to learn together and from each other
- Model being thinker; showing that you don't always know the answer and are curious.

References;

[Ofsted Early Years Inspection Handbook.](#)

[Teaching and Play in the Early Years](#)

[Learning, Playing, Interacting](#)

[EYFS Development Matters](#)

[Birth to 5 Matters](#)