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| **Quality Development Visit Form for Nursery Classes and Early Years Settings**  **Summer Term 2025** | | | | | | | |
| **School/Setting** | | | **Moderator/ Quality Development Officer** | | | **Date** | |
| **Teacher/Practitioner** | | | **TA(s) and or Nursery Officers/ Practitioners** | | | **No of children**  **in cohort**  (NEF for Registered EYs settings) | |
| Cohort Breakdown | | | | | | | |
| **SEND** | **MLL**  (multi-lingual learner) | **JP**  Schools only | | **M** | **F** | | **SB** (from May 1st) |
| Indicative % of cohort/or number of children working at Age Related Expectations (please ensure the Early Years Profile Spreadsheet has been completed for discussion)  This **must** reflect the data that is submitted to the department at the end of year. Please highlight any concerns and have end of year data from the previous year available for comparison. Please note specific areas are not required from Nursery and pre-school for data submission.  Well-being  Involvement  Demonstrating Characteristics of Effective Learning  Working at Age Related Expectations (ARE) in Prime areas | | | | | | | |

**For Nursery and Early Years Settings** please indicate the child as Yes or No (working at age related expectations). Use non-statutory Guidance (Birth to 5/Development Matters)

Where practitioner judgements could not be agreed and have been changed following discussion you will record this in the box e.g. Yes changed to No(YCN)

Where changes have been made it is the school’s/settings responsibility to review the whole cohort to ensure data submitted to the Education Department is accurate.

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| **Area of Learning** | **Early Learning Goal** | **Aspect** | **Nursery**  Insert Y (yes) or N (no) for working at age related expectations | | | |
| **Child 1** | **Child 2** | **Child 1** | **Child 2** |
| Communication and  Language | 01 | Listening, Attention and Understanding |  |  |  |  |
| 02 | Speaking |  |  |  |  |
| Personal, Social and  Emotional Development | 03 | Self-Regulation |  |  |  |  |
| 04 | Managing Self |  |  |  |  |
| 05 | Building Relationships |  |  |  |  |
| Physical Development | 06 | Gross Motor Skills |  |  |  |  |
| 07 | Fine Motor Skills |  |  |  |  |
| Literacy | 08 | Reading |  |  |  |  |
| 09 | Writing |  |  |  |  |
| Specific areas can be discussed as part of the Quality Development visit, but data is not submitted to the department for these areas of learning. | | | | | | |
| **Observation of, and opportunities for development all areas (40 mins observation)**   * How does the environment and continuous provision support communication and language? * How do adults support and maximise children’s learning and development through effective interactions? * How do children engage with the environment, their peers and adults? | | | | | | |

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| Evidence of Well being and Involvement, and charcteristics of effective learning observed and discussed.  Please include level of Well-being and Involvment for the children disussed. (High, Medium, Low)  Does the description of the child’s characteristics of effective learning match the child’s overall attainment? | |
|  | |
| **Discussion about children’s progress since September 2024** | |
| EYFS Profile Judgements – through conversation and looking at evidene of children’s learning | |
| Is there a balance of evidence? Is evidence child led? Does it demonstrate independence and autonomy? Does evidence demonstrate effective interactions that support, stretch, and challenge thinking and learning? |  |
| Does the evidence capture the voice of the child and comments that they have made about their experiences, interests, learning and understanding.  Is there evidence of early literacy? Mark making and an interest in books. |  |
| Did internal moderation/linking with other settings take place?  (Attendance at cluster meetings, any other CPD to support) |  |
| Contributors to the process | |
| Who contributes to the children’s profiles and how are they (staff, parents, children) valued and included? |  |
| Comments and Signatures | |
| **Quality Development Officer/Moderator** | |
| **Teacher / Practitioner** | |
| **Headteacher / Senior Leader/ Manager** | |