

Criteria for categorisation of Islington Early Years Settings

Criteria	Welfare requirements	Staffing and leadership	Learning and development requirements	Outcomes for children	Partnership with parents, carers and partner professionals	SEN provision/Inclusion	Training and CPD	Transition	Level of support
Green	Meeting the Welfare requirements with continuous improvement	<p>No significant staff changes for 18 months</p> <p>Consistently good to outstanding leadership and management</p> <p>Graduate practitioners in place or plans in place showing commitment to extending qualifications.</p> <p>Adult/child ratios are met effectively and with continuous improvements</p> <p>SEF completed and setting training and development plan in place</p>	<p>Good or better implementation of EYFS</p> <p>The learning and development requirements are addressed well and continuously improved</p> <p>Adult/child interactions are well thought out and staff provides strong interactions, use open ended questions and challenge children's thinking and learning.</p>	<p>Children are making good progress towards the five every child matters outcomes/development Matters and the Early Years Foundation Stage Learning Goals</p> <p>Early identification and appropriately targeted support for vulnerable children and those at risk of low achievement</p> <p>Observation, assessment and planning processes consistently link to children's individual interests and levels of development, and are embedded into everyday practice.</p>	<p>Information regularly exchanged with parents</p> <p>strong parental engagement with innovative practice</p> <p>Strong working relationships with partner professionals, sign posting parents to other support services to promote child well-being</p>	<p>Vulnerable children are targeted and supported effectively</p> <p>SEN code of practice implemented effectively</p> <p>Full and relevant experience of the role and there is evidence of attendance at SENCO training and evidence of impact and continuous improvement</p>	<p>Staff attendance at CPD training is more than the minimum requirement of 3 training days per year, and clear evidence of the impact of CPD training on the staff and setting</p> <p>Graduate in place or Plan in place to recruit or train a graduate/EYP</p> <p>CPD & qualification plans in place, related to settings development plan</p> <p>5 inset days in place</p>	<p>information sent to next provision</p> <p>settling in procedures in place for new transitions and transitional activities are implemented</p> <p>awareness and acknowledgement of a 'peer' provision (e.g. child attends Childminder and nursery) and regular sharing of information</p> <p>Strong partnerships between settings</p>	To Be Agreed