

Early Years Leader Checklist

Task	Notes
Read the statutory EYFS guidance	
Complete an Early Years Action Plan (which forms part of SDP)	
Ensure Risk Assessments are up to date (inside risk assessment, outside risk assessment, daily check list)	
Ensure Key Person approach is embedded	
Communication with parents (share termly overviews i.e. topic letter, share a snapshot of learning journey i.e. Tapestry)	
Lead on EYFS curriculum, including curriculum design. Liaise with subject leads/curriculum leaders to ensure whole school understanding of how each subject begins.	
Transitions for children (appropriate “all about me” information gathered and settling in planned, liaising with parents/previous settings, liaising with Y1)	
Have a current overview of whole Early Years cohort (PP, SEND, EAL, summer born, overview of latest summative data)	
System in place to know what each child’s “next steps” are	
<p>Develop staff training to improve the quality of provision, including staff supervision meetings, team meetings, team CPD.</p> <p>Make sure all essential knowledge is in place, for example paediatric first aid, food hygiene and safeguarding</p>	
Make sure you’re complying with your staff to child ratio requirements (see framework)	

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<p>Develop an appropriate early years environment, placing equal value on both indoor and outdoor learning environments (both of which should be available to EYFS children)</p>	
<p style="text-align: center;">Questions for further reflection</p>	<p style="text-align: center;">Notes</p>
<p>How is the reception baseline assessment being conducted and used? Do staff need support here?</p> <p>How can you make the recording of observations manageable and meaningful in line with the latest EYFS Framework? (Focus on quality interactions with children and not doing an excessive amount of paperwork).</p> <p>What do you want all staff to know about the EYFS? (Refer to the overarching principles on page 6 of the EYFS framework).</p> <p>Do all EYFS staff know and understand school safeguarding policies and procedures, including who their designated safeguarding lead (DSL) is?</p> <p>What support will any children with SEND and their families need?</p> <p>How will you support parents in home learning activities in an accessible and reasonable way? What support is in place for families who find this difficult?</p> <p>How will quality improvement be monitored and recorded?</p> <p>Can the outdoor learning environment be used in all weathers? If not, what needs to happen to improve it? For example, do you need to provide or require the right clothing and/or footwear, or install shelters?</p> <p>Do you need to consider any necessary special arrangements for EYFS children attending before- and after-school clubs and/or holiday clubs?</p>	