

**Early Years Quality and Attainment Team  
Support Criteria for Settings**

**This information will be used to determine the level of support offered to  
settings by the Quality and Attainment team**

| <b>Quality Criteria for settings needing intensive support</b>                               | <b>Quality Criteria for settings needing targeted support</b>   | <b>Quality Criteria for settings needing universal support</b>  |
|--|---|---|
| 'Inadequate' Ofsted grading or more than one 'Requires Improvement'                          | 'Requires Improvement' Ofsted grading   | 'Good' or 'Outstanding' Ofsted grading  |
| Significant issues with management, leadership or ownership                                  | Number of issues with management, leadership or ownership   | No issues around management, leadership or ownership  |
| No improvement plan or evidence of reflective practice                                       | Improvement plan started and some evidence of effective practice  | Completed Improvement plan and evidence of effective practice   |
| Staff appraisals and Support and Supervisions in place                                       | Staff appraisals and Support and Supervisions in place but not fully linked to CPD or development plan for the setting to meet children's needs | Staff appraisals and Support and Supervisions lead to performance management targets that impact the quality of teaching and learning evidence through CPD and development plans.                   |
| High numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding)  | Significant numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding) but practice is effective                    | Low numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding),<br><b>Or</b> significant numbers, but where practice with these groups is highly effective and embedded |
| SENCo identified   | SENCo in place  | SENCo effective and experienced   |
| Significant concerns over safeguarding practice  |   | Safeguarding practice is effective and embedded   |
| No evidence of transition planning or working in partnership with parents or other settings  | Some evidence of transition planning and working in partnership with parents and other settings   | Good transition planning with strong networking in place and working in partnership with parents and other settings   |
| Better Start and EYFSP data shows a high percentage of children not making expected progress | Better Start and EYFSP data shows a proportion of children not making expected progress   | Better Start and EYFSP data shows a high proportion of children making expected progress  |
| Better Start and EYFSP data shows a widening gap between vulnerable groups and others        | Better Start and EYFSP data shows no closing of gap between vulnerable groups and others  | Better Start and EYFSP data shows gap between vulnerable groups and others is closing   |
| Poor attendance at relevant meetings   | Limited attendance at relevant meetings   | Good attendance at relevant meetings/events   |

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|--|--|---|
| Staffing concerns regarding high turnover, low qualifications and staff ratios | Some staffing concerns regarding turnover, qualifications and staff ratios | Few staffing concerns regarding turnover, qualifications and staff ratios |
| No evidence of a working committee   | New committee  | Committee well established  |