

**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**

Criteria for settings on intensive support	Criteria for settings on targeted support	Criteria for settings on universal support
'Inadequate' Ofsted grading, more than one 'Requires Improvement' or not yet inspected and with no previous Ofsted experience	'Requires Improvement' Ofsted grading or not yet inspected but with previous Ofsted inspection experience	'Good' or 'Outstanding' Ofsted grading
Concerns over safeguarding practice		Safeguarding practice is effective and embedded
Health and safety concerns		Health and Safety practice is effective and embedded
Significant concerns with management, leadership or ownership	Number of concerns with management, leadership or ownership	No concerns with management, leadership or ownership
New manager / owner without prior experience and new to Nottinghamshire	New manager without prior experience or new to Nottinghamshire with management experience	New manager with prior experience and from within Nottinghamshire
No development plan or evidence of reflective practice	Development plan started and some evidence of effective practice	Development plan with ongoing reflection and implementation and evidence of effective practice
No staff appraisals and Support and Supervisions in place	Staff appraisals and Support and Supervisions in place but not fully linked to Continuous Professional Development, discussions about individual children (when appropriate) or development plan	Staff appraisals and Support and Supervisions lead to appraisal targets that impact the quality of teaching and learning evidenced through Continuous Professional Development, development plans and meeting the individual needs of all children
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

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High numbers of funded children in vulnerable groups (e.g. supported 2-year-olds, SEND, EAL, safeguarding)	Significant numbers of children in vulnerable groups (e.g. supported 2 year olds, SEND, EAL, safeguarding) but practice is effective	Low numbers of children in vulnerable groups (e.g. supported 2-year-olds, SEND, EAL, safeguarding), Or significant numbers, but where practice with these groups is highly effective and embedded
No awareness of supplementary funding	Limited awareness of supplementary funding and how used	Awareness of supplementary funding and effective use
No engagement with other professionals e.g. SALT, SFSS, Early Years and Family Hubs, Quality and Attainment Team	Limited engagement with other professionals e.g. SALT, SFSS, Early Y ears and Family Hubs, Quality and Attainment Team	Effective engagement with other professionals e.g. SALT, SFSS, Early Years and Family Hubs, Quality and Attainment Team
Poor attendance at relevant meetings e.g. DSL and SENCo networks and child specific meetings	Limited attendance at relevant meetings e.g. DSL and SENCo networks and child specific meetings	Good attendance at relevant meetings/events e.g. DSL and SENCo networks and child specific meetings
Designated Safeguarding Lead identified	Designated Safeguarding Lead in place	Designated Safeguarding Lead effective and experienced
SENCo identified	SENCo in place	SENCo effective and experienced
Emotional Well-being Champion identified	Emotional Well-being Champion in place	Emotional Well-being Champion effective and experienced
No evidence of working in partnership with parents or other settings	Some evidence of working in partnership with parents or other settings	Strong practice in working in partnership with parents or other settings
No evidence of transition planning	Some evidence of transition planning	Good transition planning with strong networking in place
Lack of clarity on Intent, Implementation and Impact	Developing practice on Intent, Implementation and Impact	Clear statement of Intent, Implementation and Impact
No evidence of a working committee	New committee	Committee well established