

Inspection audit tool for Out of School Clubs

Date Completed			Date for review		
Questions to consider	What do you have in place already	Identify evidence to support practice	What needs to be done	Impact	Completed
Early Years Register					
How well do you know and understand what children can do, their interests, knowledge and skills and how you seek to support children to develop further.	Observations Verbal communication with children Suggestion tree/box Key person Starting points Information from school	Practitioner knowledge Registration forms from parents all about me booklet Information sheet from settings / school Observations Transition forms Trackers	More contact with feeder schools and settings verbal feedback from parents and children	Children feel they are being listened to they progress because they are interested skills are developed by supportive practitioners and planning	
How do you help children feel safe and secure and promote their good health					
Consider the range and type of activities you provide and whether these support children's progress in the prime areas of learning					

How you help children to be happy and enjoy what they are doing, behave well and form positive relationships with adults and their peers.					
Where children receive their main early years experience and the contact you have with that provider or providers					
How you are informed about what is provided in the other settings the children attend.					
Notes					

How you share information about: - children's interests and achievements, - any concerns affecting children including any safeguarding					
How you evidence/show an inspector that you work in partnership with parents and carers and other providers.					
Qualifications and ratios - https://www.gov.uk/guidance/early-years-qualifications-finder					
Notes					

Early Years Register - Manager has at least full and relevant level 3 (agreed by Teaching Agency meeting requirements for early years age group.					
Someone with full and relevant level 3 to work directly with children					
At least half your other staff with relevant level 2 qualification					
All children within early years age group have a key person					

Staff who work with the early years age group meet requirements of qualifications and ratios at all times.					
How do you deliver the EYFS in your setting					
How do you record your observations and planning					
How do you support the children's PSED					

How do you support children to get along with each other and behave appropriately					
How do you develop the children's independence					
How do you improve children's talking and listening skills					
How do you provide opportunities for physical activities					

How well you meet each child's needs in particular social and emotional					
How do you balance the children's experiences with those from their other setting					
How do you ensure children achieve well and make progress in their chosen play					
How do you know what the children like and do not like					

How do you find out about what the children can and can't do					
How do you plan for the children to make progress.					
Notes					