

Promoting social and emotional development and appropriate behaviour – audit for early years settings

	All the time	Most of the time	Sometimes	Never	How do you know? What do you see?	How can it be made better?
Do all staff model expected behaviours e.g. not shouting to each other or at children across the room?						
Is your session structured so that children <u>do not</u> have to sit for long periods on the floor or mat several times per session (a long period is anything over 10 minutes!)?						
Is there time for extended child led play (not interrupted by adult routines)?						
Do you use visual aids – puppets, story sacks, props for songs – during story and singing times?						
Are your resources, equipment, toy boxes etc labelled with words and pictures so children can find what they need and tidy away afterwards?						

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Do you have a visual time table showing children what will happen during the session?						
Do members of staff use specific praise e.g. 'Good listening George!'?						
Is there free flow to outside? (If this isn't possible are there regular periods of time for extended play outside – especially for more active children?)						
Does snack time support children's involvement in the activities and encourage social connection between children and adults?						
Do you prepare children for changes in routine?						

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Do members of staff always notice if a child is getting bored? Do they know what to do about it?						
Can children decide what work or activities to keep out or save?						
Can children let you know what they like and don't like (even those who aren't yet talking well)?						
Are behaviour policies up-to-date and used by all members of staff?						