

Provision checklist

This tool can be used to guide the provision you have ordinarily available to support the varying needs (emerging or identified) of all children who attend or are looking to attend your provision. It is important to consider that whether your provision has children with an identified need or disability or not these should all be aspects readily available to your children and families. Your ordinarily available provision can be further enhanced through any reasonable adjustments you may need to make to meet a child's individual needs.

Unique Child

- Opportunities for parents and child to meet the team and view the provision
- All about me information gathering completed with parents
- Information gathered regarding EAL or family culture
- Clear information sharing where another provision or other professionals are already involved
- Flexible settling in process to meet the child and family's needs
- Inclusive admission policy is in place with reference to when reasonable adjustments should be made
- A routine of assessment is embedded within practice (this does not need to be written)
- Two-year checks are completed between the age of 2 and 3 years
- A named SENCo is appointed for the provision and is aware of the assess, plan, do, review process

Positive relationships

- Every child has a named Key Person that is known by the parent/ carer
- Information about what the children are learning is readily available to parents/ carers
- The key person or buddy ensures a child's individual needs are met throughout the day
- There is a quiet place to have sensitive conversations and meetings with parents/ carers/ professionals
- Practitioners demonstrate understanding of emotional literacy and promoting wellbeing
- Practitioners demonstrate respectful relationships with one another and the children
- Transitions to new rooms/ settings/ schools are planned with parents/ carers and adapted to meet a child's individual needs

Enabling environments

- Visual labels for resources storage and organisation are clear
- Indoor and outdoor environments can be accessed when requested
- Quiet or calm spaces are made available within the environments
- Consideration is taken of the impact of use of colour within the environment
- Consideration is taken of the noises that can be heard within the environment
- Learning experiences are set or can be easily moved between different level surfaces to meet differing mobility needs or physical comfort for the child
- Furniture is distinguishable from floors or walls, to enable visually impaired children to navigate the space more effectively
- Furniture is placed with reasonable space around to support children manoeuvring in different ways, including those who may use a chair or frame
- Multiples of the same resource are provided

Learning and development

- Practitioners have attended training with reference to language acquisition or alternative communication methods
- A visual timeline is present to support understanding of the flow of the day
- Regulation resources are present and accessible, such as blankets, comforters, fidget toys, books
- Visual or audio timers are available to support turn taking
- The seven senses have been considered when engaging children in play
- Practitioners follow the same consistent boundaries to support understanding of rules and expectations