Stage 1 of the audit: Language provision in your setting

This is the second tool for auditing the language provision in your setting. You only need to carry out one audit. Choose the one which seems to most suit your needs. If you are also part of the Communication, Language and Literacy (CLLD) programme, you may have already completed an audit. If so, you may choose to continue to use it as your starting point for development.

This audit is also based on the four themes of the EYFS:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

Each section has a set of questions or prompts about practitioners' awareness, knowledge and skills and the provision in the setting which supports children's speech, language and communication development. There are also links to the EYFS Principles into Practice cards, the Speech, Language and Communication Framework (SLCF) and suggestions of where to access training and learning opportunities to help you and your team to develop essential skills for developing high quality early language provision.

You will need to work through the questions together as a staff group, with the help of your Early Language consultant. You should think carefully about what the provision in your setting is like currently, and note down whether it is successful and what else you could do to improve. That is the first stage of the process. Once you have completed the audit you will need to use the next section, 'Identifying priorities', to decide the most important steps to take for your setting.

A Unique Child

EYFS Principles into Practice Card: 1.1 Child Development	SLCF	Continuing Professional Development	What is the evidence?	What is successful and why?	What improvements are needed?
How well do practitioners demonstrate their understanding of children's typical speech, language and communication development and understand that language skills underpin learning? Can you give examples of children who you have observed and describe where their development is when compared with typical development?	Universal competences: A2/A3/A5/A6/A9	Practitioners may need to access training on young children's speech, language and communication development; research information on typical development; and work with peers or managers on observation skills			

EYFS Principles into Practice Cards:	SLCF	Continuing Professional Development	What is the evidence?	What is successful and why?	What improvements are needed?
1.2 Inclusive Practice **1.3 Keeping Safe** How well do practitioners promote equal access to children and families? Can you give examples of how you value, welcome and support families? This may include: • welcome information • displays in the setting which show staff photographs and names, timetables, welcome greetings and curriculum information • discussions with parents to ensure that the needs of every child are met • providing opportunities for parents to discuss their concerns • a warm welcome for all visitors	Universal competences: G1	Practitioners may need to access training for: Equal opportunities and Working in partnership with parent/carers The setting practitioners to develop and maintain a policy for the support and welcome of families and children			
EYFS Principles into Practice Card: **1.4 Health and Well-being** How well do the practitioners support children's communication needs in a group and/or individually? Can you give examples?	Universal competences: D1/D2	Practitioners may need to access training for behavioural, emotional and social development and research local policies for involvement of outside agencies where appropriate			