



Instructions for Completing the Whole Setting Audit

1. Make a copy of the Whole Setting Audit.
2. Read the Levels instructions.
3. Read each of the headings in turn e.g. Environmental Print: letters and words, and each statement.
4. Decide the level your setting is at for each statement, and fill the corresponding number in the box provided beside each statement
5. When you have completed your audit, share your findings with the staff. Discuss the areas of strengths, and areas that need change.
6. Discuss these areas also with parents and ask them and the children what they like about areas of strength, and what ideas they have to improve areas that need change.
7. Take pictures of the areas of strength and put them in a public space, with comments from staff, parents and children as to why these areas are liked.
8. Discuss whether you will make major changes straight away, or focus on changing one aspect of the setting at a time and seeing what happens.
9. Set a time-line for the changes you have planned. Decide on when you will review the changes e.g. after 6 months; in Term 3.
10. Make your plans for change public by displaying information about your plans for change in public areas. Encourage parents to be involved by asking them for their ideas.
11. Review the setting, using the audit, at the time decided. Make a fresh copy of the Whole Setting Audit. Complete the audit as before – compare the levels and the evidence with your first audit and celebrate the improvements!
12. The Whole Setting Audit should be undertaken at regular intervals – you, the staff, parents and children can come up with new ideas to improve the setting.

The Whole Setting Audit was developed by Barnardos and Happy Talk from a template developed by the UK National Literacy Trust (www.nationalliteracytrust.org.uk)



Name of Service:

Contact Person:

Contact Number: _____

Setting Type (Please tick):

- Full Day Care
- Sessional Crèche
- Sessional Pre-school
- Other – Please specify _____

Total Number of Children attending the setting: _____

Age Range of Children: _____

Please indicate, using the following scale, the level you consider your setting to be at, in relation to each of the following statements:

Level 1: There is no evidence of this within the setting.

Level 2: There is some evidence of this within the setting.

Level 3: There is significant evidence of this within the setting.

Level 4: There is extensive evidence of this within the setting.

Environmental print: letters and words

- The setting is bright, well-organised and inviting to walk into
- Welcome messages and any notices are provided in every language spoken in the setting
- All resources and play areas are clearly labelled with symbols and/or pictures as well as words
- The resources reflect the range of families and cultures in the area
- Children's names and high frequency words are displayed at child height
- Greetings/days/plans of the week are displayed in English and other languages spoken in the setting
- There is an attractive picture alphabet frieze displayed at child height
- Poems, songs, children's writing and extracts from shared texts are displayed
- Adults read and refer to the print that is displayed around the setting
- Displays include typed and handwritten text and captions from adults and children
- Children are encouraged and supported to 'read around the room' regularly

Opportunities for children to read independently and for adults to read with children

- Reading and writing happen inside and outdoors
- Adults engage in reading with the children most days
- There are lots of opportunities to hear, sing and discuss rhymes
- The book can be easily seen by all children during reading
- The children take an active role in group reading
- The children are building a good bank of known texts

- Dressing-up clothes, props etc are provided so children can act out the stories they enjoy
- There are puppets for children to use as characters in their own stories or to tell stories to show how beneficial puppets can be for children's development
- Story sacks are made/bought which relate to specific stories and contain character models and relevant objects from the story as well as a copy of the book and related non-fiction books
- Parents are welcome to come into the setting and share a story or join in with literacy activities with their children
- Dads are given extra encouragement and are welcome to come into the setting and take part in language development activities with their babies and children
- Parents for whom English is an Additional Language (EAL) are given extra encouragement and are welcome to come into the setting and take part in language development activities with their babies and children
- Working parents are given specific support to encourage them to share language development activities with their babies and children