

EYFS · RECEPTION / PRE-K / K

Provision Audit

Pretty isn't the same as effective

How to use

Walk around your room with this list. Tick what's there. Note what's missing. Don't try to fix everything — pick three gaps to address by half-term. EYFS provision is never finished; it just gets more thoughtful over time.

Communication and Language

Item	Status
Story corner with rotated books, comfortable seating	_____
Vocabulary cards / word walls relevant to current focus	_____
Quiet space for talking in pairs / small groups	_____
Puppets, soft toys for narrative play	_____
Recording devices (talk tins, voice boxes)	_____
Adult-led 'talk' opportunities planned weekly	_____
Time-and-space for sustained shared thinking	_____

Physical Development (Fine + Gross Motor)

Item	Status
Mark-making with multiple grip options	_____



Item	Status
Tweezers, pegs, threading for fine motor	_____
Scissors and skill-appropriate cutting tasks	_____
Outdoor space for climbing, running, balancing	_____
Equipment for ball skills (varied sizes, textures)	_____
Wheeled toys for outdoor coordination	_____
Self-help opportunities (own coats, snacks, toilet)	_____

Personal, Social and Emotional

Item	Status
Quiet/calm area children can choose	_____
Visible class agreements / kind words posters	_____
Mirrors for self-awareness	_____
Photos of children in class displays	_____
Time for free choice (not over-scheduled)	_____
Adult modelling of regulation strategies	_____
Resources reflecting many cultures, families, abilities	_____

Literacy

Item	Status
Phonics-related provision (sound bags, name cards)	_____
Letters available in multiple media (foam, sand, paint)	_____
Books with words AND books without (wordless)	_____
Children's own writing displayed (any level)	_____
Names visible — children's, family members'	_____



Item	Status
Print in environment (signs, labels, lists)	_____
Story-telling props (story stones, story sacks)	_____

Mathematics

Item	Status
Number-rich environment (numbers visible, counted)	_____
Subitising opportunities (dice, dominoes, cards)	_____
Loose parts for counting / patterns	_____
Shape and pattern in displays	_____
Measuring opportunities (ribbons, scales, cups)	_____
Spatial reasoning (puzzles, construction, maps)	_____

Understanding the World

Item	Status
Natural materials (wood, stone, fabric, leaves)	_____
Investigation area (magnifying glasses, magnets)	_____
Maps, globes, photos of different places	_____
Living things (plants, ideally a class pet/snail)	_____
Photos of children's families and homes	_____
Resources reflecting diverse cultures	_____
Real tools (whisks, hand-drills, pestle and mortar)	_____

Expressive Arts and Design

Item	Status
Quality art materials (good paper, real paint)	_____



Item	Status
Time for sustained creating (not just 5 minutes)	_____
Display celebrates process, not just product	_____
Music-making opportunities (instruments, body percussion)	_____
Role-play / imagination spaces	_____
Loose parts that don't have a 'right' use	_____
Adult-modelled creating, not just child-directed	_____

After the audit

Don't try to fix everything. EYFS provision improves slowly, by accretion. Pick three items you ticked NO and address them this half-term. Audit again next term. Improvement compounds.

