The Role of the Adult in EYFS
Source; Early Years Inspection Handbook August 2018 (Page 15)

When observing interactions between staff and children, inspectors should consider how well staff:

- engage in dialogue with children
  Allowing children time to speak and thinking time, open ended questioning, questioning that promotes higher level thinking and gives challenge to learning

- watch, listen and respond to children
  During observations being reflective about what you are seeing, understanding children’s play and engaging at their level, being aware when is a good moment to respond and being sensitive to the times when it is best not to interrupt the moment

- model language well
  All adults to model clearly spoken language, enunciation, pronunciation, recasting or remodelling, providing a narrative, using language in a familiar and relevant context

- encourage children to express their thoughts and use new words
  Open-ended questioning ‘What did you feel when…’; ‘Do you remember when…’, model interesting and exciting vocabulary when talking with children, introduce Mathematical language

- support independence and confidence
  Careful planning for opportunities for children so they can exercise their independence, providing risks in a safe environment, modelling of resources and equipment, praise the journey of learning ‘I liked it when you…’ motivating parents to support independence in their child

- encourage children to speculate and test ideas through trial and error
  Giving time and space, seeing opportunities in everything, modelling the testing of ideas, allow children to go off track, providing opportunities for spontaneity, what, how, why questions, pondering, connecting ideas, thinking aloud

- enable children to explore and solve problems
  Planning and giving children time, encourage trial and error, explore alongside children, its ok being wrong, supporting children to make choices and decisions, facilitating accessibility of resources, supporting open ended tasks

- behave as an excellent role model for children to copy
  Continuation of clear modelling of language, open-ended questions, being an all-weather adult, having fun too, finding out what you don’t know alongside the children, having high expectations, showing respect to everyone in words, actions and behaviours, being an effective role model around parents and families.

Words in italics are additions from Cambridgeshire practitioners