

Ofsted webinar for Early Years: improving the way Ofsted inspects education

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Welcome



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Outline

- Background to consultation
- About the consultation
- Our proposals
 - Report cards
 - Education inspection toolkits
 - Inspection methodology
 - Types of inspection
- What our proposals mean for early years
- Our proposed focus on inclusion
- How to participate
- Question and answer session



Background to consultation

T h e O f s t e d B i g L i s t e n

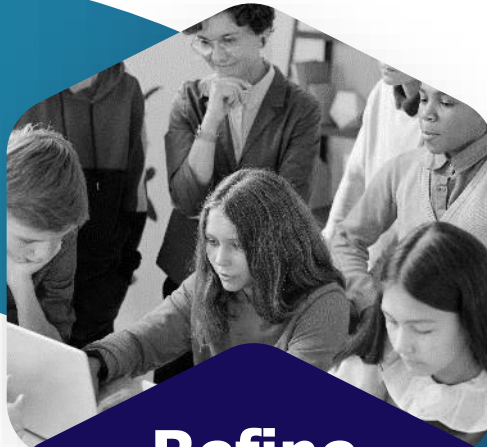
Building a better Ofsted

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Reset

our priorities



Refine

our practices



Rebuild

relationships



Collectively, what do we want to achieve?

- High-quality, inclusive education for every child, pupil and learner.
- Great outcomes for everyone, including those with SEND or those who are disadvantaged and/or vulnerable.
- Better information for parents.
- A collaborative and transparent approach to inspection.
- High and rising standards.

Our education inspections

We want to make changes to our EY, Schools, FE&S and ITE inspections to respond to what we heard in the Big Listen:

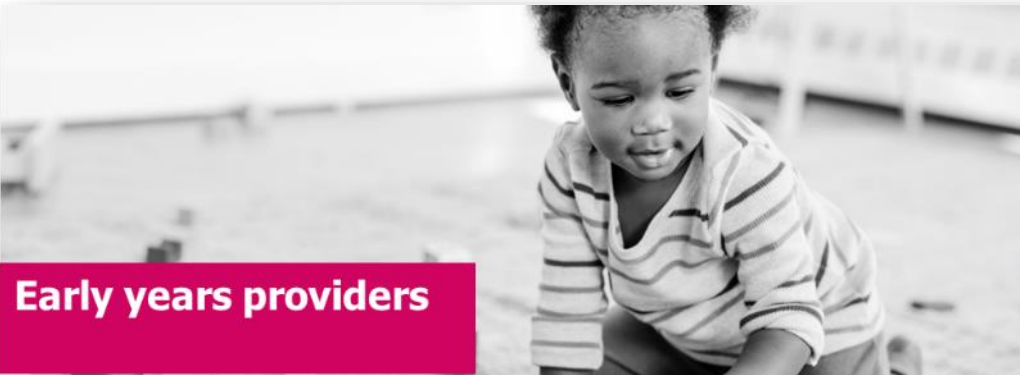
- We will base our inspections and reports on **children's, pupils and learners' development, experiences and outcomes.**
- Introduce **clearer criteria** to support leaders on their continuous improvement journey.
- Make the inspection process **more collaborative and transparent.**
- **Make clearer what providers should improve** – while also recognising leaders' independence and expertise.
- **Tailor the inspection process** and criteria to the education provider.





About the consultation

Who the 2025 Education reforms will impact



Timeline



- Early years providers
- Further education providers
- Schools
- Initial Teacher Education providers





Our proposals

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Inspections that **look and feel** different
for everyone



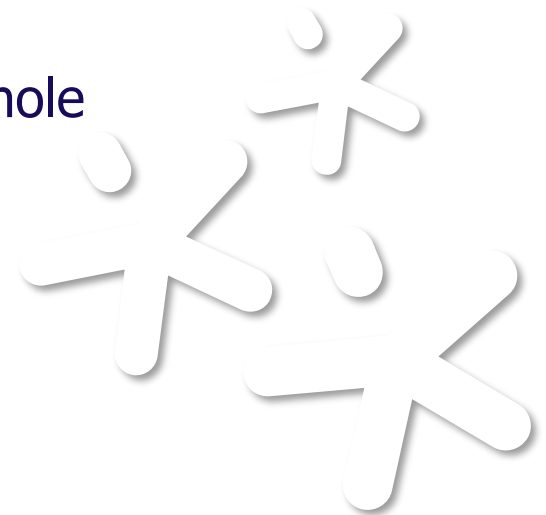


We are proposing to conduct inspections in a way that:

- **promotes** professional conversation and collaboration
- **starts** with the premise that everyone is working within the legal expectations and professional frameworks expected of them
- **understands** and accounts for the unique context in which you work and have made decisions
- **seeks** to build a rounded picture of what you do, always seeking to find out what it's typically like to work, learn and care in your setting
- **accepts** that there will always be some aspects of what you do that are better and more developed than others
- **promotes** a self-improving system, that is inclusive of all and drives high and rising standards.

Proposed changes that impact all remits

- **New Report Cards:** We want to give parents and stakeholders better information about a provider's **strengths and areas for improvement**
- Inspectors will evaluate more areas of a provider's work, using a **five-point scale**
- Introduction of **toolkits**
- Inspectors will apply **the toolkit evaluation areas, themes and standards**, tailoring evaluations to each provider's context.
- Inspectors will evaluate whether **safeguarding** is met or unmet at the whole provider level.
- Inspectors will no longer carry out deep dives in schools and FE&S.



Proposed report cards

Clear information for parents/carers and relevant stakeholders from the sectors we inspect. Including:

- Clear grades and detailed descriptions.
- Easy to navigate to find the information that is required.



Proposed toolkits

The inspection framework and separate handbook will be replaced by **one, remit-specific product** which will have three parts:

1. The inspection Framework (**Why**)
2. The Operating Guide (**How**)
3. The Toolkits (**What**)





What the proposals mean for **early years**



Early years providers

We will continue to:

- Inspect the overall quality and standards of early years provision in line with the principles and requirements of the 'Statutory framework for the early years foundation stage' (EYFS). **These standards are not changing.**
- Focus on priorities such as the quality of adult interactions and the importance of communication and language and keeping children safe and happy.
- Report on what it is like to be a child at this early years setting.
- Focus on the priorities, actions and impact of settings.

Early years providers

What we are proposing to change...

- New **evaluation areas**
- Two-part notification call
- More professional dialogue
- Introducing the '**Nominee**'
- Sharpening our focus on children with SEND and those who are disadvantaged and/or vulnerable.
- Aligning the renewed framework more closely to the EYFS





Proposed evaluation areas for registered **early years providers**

- leadership and governance
- curriculum
- developing teaching
- achievement
- behaviour, attitudes and establishing routines
- children's welfare and well-being
- inclusion
- safeguarding



Our proposed focus on inclusion

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Our working definition of inclusion

Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.



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Our working definition of inclusion

Leaders set a clear and ambitious vision for inclusion at the provider. They communicate this to children, learners, staff, and parents and carers. They create a culture in which every child and learner belongs, and feels safe, welcomed and valued. They make sure that all children and learners access a high-quality education, taught by experts with high ambition who strive to develop every child and learner's potential.



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Our working definition of inclusion

Leaders work in a close and effective partnership with parents and carers and other agencies to secure the best possible outcomes for every child and learner, regardless of their starting points.

Inclusive providers are relentless in identifying and removing barriers to participation and learning, so that all children and learners can achieve and thrive.



Developing teaching

Breaches in EYFS requirements		Meeting EYFS requirements		
Causing concern	Attention needed	Secure	Strong	Exemplary
Developing teaching is likely to be causing concern if one or more of the following applies: Leaders are not doing enough to tackle weaknesses in the quality of teaching. They have an inaccurate view of practitioners' knowledge, experience or confidence. There is no professional development programme for staff, and/or leaders are ineffective in supporting staff to develop their knowledge, experience and/or confidence to support children's	Leadership of teaching			Where the setting is secure in all evaluation areas, and strong across all the themes in developing teaching, inspectors may consider a feature of leaders' work to be exemplary. All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is: <ul style="list-style-type: none">▪ embedded and sustained over time▪ making a tangible difference to children's learning, development and well-being
	Leaders take action to improve the quality of teaching, but this is not always effective in remedying the underlying causes of practitioners' gaps in knowledge and/or experiences, or in improving their confidence. Their actions are overly generic and/or superficial.	Leaders have an accurate and informed understanding of the quality of teaching, including for children with SEND and/or those who are disadvantaged. Leaders identify gaps in practitioners' knowledge and/or experience, or areas where they lack confidence, and tackle these through effective mitigation, training and/or support. Leaders understand the limitations of assessment and avoid burdening practitioners.	Leaders have created a culture of continuous improvement. It is based on open and honest feedback and on relentlessly pursuing what will make the most difference to children's learning and development. Regular reviews make sure that any changes improve children's learning.	
	Professional development			
	The professional development that leaders provide for staff is sporadic and/or not followed up in a timely manner. The impact on practitioners' knowledge, experience or confidence is	Leaders provide regular, relevant and effective professional development for all practitioners. This equips them to carry out their roles successfully and has a positive impact on teaching.	The quality of the training, coaching and support provided helps practitioners to improve their practice rapidly and to a high standard.	

		<p>respond effectively to improve their learning.</p> <p>Practitioners use their day-to-day interactions with children to check what they know and can do to inform their teaching.</p>		
Inclusive teaching				
<p>Teaching is not fully inclusive, including for children with SEND and/or who are disadvantaged. Any adaptations made and/or support provided for these children are not as successful as they need to be.</p> <p>Teaching does not prioritise the children who need the most support or the aspects of learning with which they need the most help.</p>	<p>Children with SEND and/or who are disadvantaged benefit from high-quality, inclusive teaching across the intended curriculum.</p> <p>Practitioners respond sensitively to children’s learning needs and rates of learning, identifying any barriers. Teaching prioritises the aspects that children need most support with, making sure that they receive the right help at the right time.</p>	<p>Practitioners have a clear and unwavering focus on the children who need the most support, including children with SEND and/or who are disadvantaged.</p>		

An inclusive curriculum

The curriculum is ambitious and developmentally appropriate for all children, including those with SEND and those who are disadvantaged. The curriculum is sufficiently flexible to take account of children's different starting points, individual needs, rates of learning and stages of development. The curriculum recognises and promotes equality and diversity. It supports children to reflect on their similarities and to understand what makes them unique.





Inclusive achievement

Children with SEND and those who are disadvantaged achieve well. Gaps between the achievement of these groups of children and that of others are narrowing quickly. Children with SEND make good progress, particularly in developing their communication and language skills.



Inclusive behaviour

Practitioners understand and consider each child's context, needs and challenges when managing behaviour and make reasonable adjustments. Any adaptations maintain the high expectations of behaviour that reflect children's age and/or stage of development.



Inclusive approaches to children's welfare and well-being

Children, including those with SEND and/or who are disadvantaged, develop a strong sense of belonging through respectful, warm and positive relationships that promote their well-being effectively.

Where barriers to positive well-being and welfare exist for some babies and children, practitioners work closely with families and other agencies to support their good development.

Inclusion

- Inclusive practices (across all toolkits)
- Identifying and meeting needs to remove barriers to learning
- Supporting disadvantaged children and those with SEND (those receiving additional funding)
- Inclusive culture





How to share your views

Scan me



Have Your Say

- Consultation document
- Example of a report card
- Education inspection toolkits
- Inspection methodology
- Give your views

www.gov.uk/Ofsted





Question and answer session

Scan me



A final reminder of how to have your say

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