



# Education inspection framework

## Our renewed approach

Registered early years settings such as a nursery or pre-school



# Welcome



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## Outline of session

- Our journey so far
- Moving forward: our new approach
- What the changes mean for your setting
- A steady and assured start
- Measuring impact
- Questions



## **Collectively, we want to achieve:**

- high-quality, inclusive education for every child
- great outcomes for every child, including for those who are disadvantaged, those with SEND, those known, or previously known to children's social care and those who face other barriers to their learning and/or well-being
- better information for parents
- a collaborative and transparent approach to inspection
- high and rising standards of education and care.



# Our journey so far

## The journey so far



# Summary of changes

7

New report card

A five-point  
grading scale

A renewed  
focus on  
inclusion

New toolkits

New inspection  
methodology

Taking steps to  
reduce workload

More closely aligned to  
the EYFS

A sharper focus on  
regulation

New online insights  
platform





# Moving forward: renewed approach

# Our new approach



Breaking  
barriers to  
learning

Improved  
reporting

More  
collaboration



More focus  
on well-  
being

Taking context  
into account



Consistent  
approach

Providing  
constructive  
next steps

Different by  
design



# We have strengthened our approach to inclusion

Breaking down barriers to learning and/or well-being



## Focusing on barriers

to learning and well-being especially for those who are disadvantaged, have SEND, or are known to children's social care.



## Understanding context

By using contextual information and discussions with leaders to understand their particular community and the opportunities and challenges this brings to their work.



## Woven throughout the framework

Inclusion is woven through evaluation areas, as well as having a standalone inclusion area.



# **We will evaluate early years settings against the following:**

- Inclusion
- Curriculum and teaching\*\*
- Achievement\*\*
- Behaviour, attitudes and establishing routines
- Children's welfare and well-being
- Leadership and governance\*
- Safeguarding

\* When there are no early years children present and/or on roll, we will only evaluate this evaluation area.

\*\* These evaluation areas do not apply to out-of-school and holiday providers.

# In early years we will look at inclusion by...

12

## Observing

Observing children's routines and experiences.



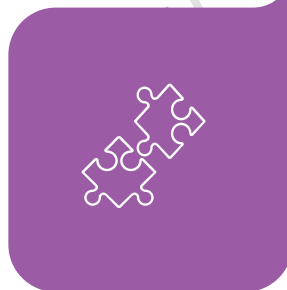
## Discussing

Speaking with leaders, staff and parents.



## Considering

Considering the context of the setting.



## Case sampling

Case sampling to evaluate how support works in practice.



# We will introduce toolkits



- Toolkits **replace the grade descriptors** that are currently in our inspection handbooks.
- Toolkits show providers and inspectors the **evaluation areas that we'll focus** on and how we'll evaluate and grade providers.
- The **general structure of the toolkit is the same** whatever sector you are working in, but we have **carefully reflected on** how our evaluation areas should apply for different sectors.

# Toolkit

The toolkit is broken down into different evaluation areas. Each evaluation area starts with a covering page.

## Curriculum and teaching

This evaluation area considers:

- whether leaders ensure that they provide all children with a high-quality, ambitious curriculum
- whether leaders and practitioners plan, design and implement the educational programmes of the EYFS statutory framework to create a coherent and sequential curriculum that builds on what children know and can do
- the extent to which the setting's curriculum meets the needs of the range of ages and stages of children who attend, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being

Inspectors focus on gathering evidence relating to the factors that statutory requirements and non-statutory guidance, research and inspection evidence indicate contribute most strongly to high-quality curriculum and teaching.

These factors are:

- constructing an ambitious curriculum that fully meets the intentions, breadth and ambition of the EYFS and is designed to give children the knowledge they need to be ready for their next stage in education, including school, where relevant
- planning and sequencing the curriculum carefully so that children gain knowledge and skills incrementally to reach its ambitious aims

1. A summative statement of what the evaluation area considers – to help leaders and inspectors to understand what the evaluation area is 'at a glance'.

2. A reminder that our grading standards are based on research, inspection evidence, and statutory and non-statutory guidance set by the DfE.

3. Following that the toolkit sets out the most significant contributory factors that underpin our approaches to evidence gathering and grading

# Toolkit

## Considering achievement for different ages and provision types

When evaluating the achievement of **different ages of children**, inspectors consider that:

- children develop and learn at different rates
- achievement in the prime areas of learning is vital for all children because these areas of learning underpin all later learning
- development in the prime areas of learning is interlinked
- some children need more targeted time and attention than others
- achievement in the specific areas of learning provides children with opportunities to strengthen and apply the prime areas of learning and helps prepare them for later learning

When evaluating achievement in **childminder settings**, inspectors recognise that:

- childminders are the leaders and practitioners in their setting and, therefore, any references to leaders apply to the childminder; references to practitioners or staff apply to the childminder and any assistants
- childminders often work alone, so inspectors are sensitive to the context of each childminder and work flexibly to ensure that the childminder is able to continue to meet the needs of the children in their care

Each evaluation area then has a section to explain how this area is applied for different ages of children and provision types.

# Toolkit

The next part of each evaluation area explains the evidence inspectors will gather.

## Theme



### Leadership of the curriculum and teaching

In gathering evidence about the leadership of the curriculum and teaching, inspectors consider the extent to which leaders:

- understand child development and children's age-appropriate learning and development needs and use this knowledge to set ambitious goals for children to achieve and to be ready for their next stage in education, including school, where relevant
- ensure that the curriculum identifies and sequences the key knowledge that children learn across the EYFS educational programmes

## Evidence gathering prompts



# Toolkits

17

Grades we expect to see **most frequently** on inspection

Grades across a  
5-point scale

Needs attention	Expected standard	Strong standard
<p>Curriculum and teaching are likely to be graded 'needs attention' when the 'expected standard' has not been met but breaches of the EYFS requirements do not have a significant impact on children's learning and development.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"><li>■ Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on children's progress overall and/or that of particular groups of children.</li><li>■ Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work.</li><li>■ Leaders and practitioners have high ambitions for disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. However, support does not</li></ul>	<p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <p>Leaders have an accurate understanding of the quality of the curriculum and teaching in their setting. They have a clear action plan to bring about improvement.</p> <p>The curriculum is designed so that, across all areas of learning and development, it is clear what leaders and practitioners want children to know and be able to do. The order in which to teach this, to give children the knowledge and skills they need for their future learning and development, including being ready for school, where appropriate, is also clear.</p> <p>The curriculum is an entitlement for every child. Leaders take effective action to make sure that children access an equally ambitious curriculum. This includes those attending part time or attending more than one setting, disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p>	<p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders ensure that the curriculum is inclusive and of consistently high quality. High expectations for what children can achieve are embedded across the provision. This includes during routines and at all times of the day, such as when children's care needs are being dealt with, at mealtimes and when tidying up.</p> <p>Leaders ensure that highly effective teaching and interactions with children are embedded. Practitioners understand that every interaction they have with a child is an opportunity for teaching and learning. They are skilled at teaching and adapting in the moment to respond to children's emerging thinking, their curiosity and any misunderstanding, providing opportunities for children to excel in their learning and development.</p> <p>Leaders' and practitioners' approach to the curriculum and teaching is focused accurately on children's age-appropriate learning and development needs and draws on expert guidance.</p>

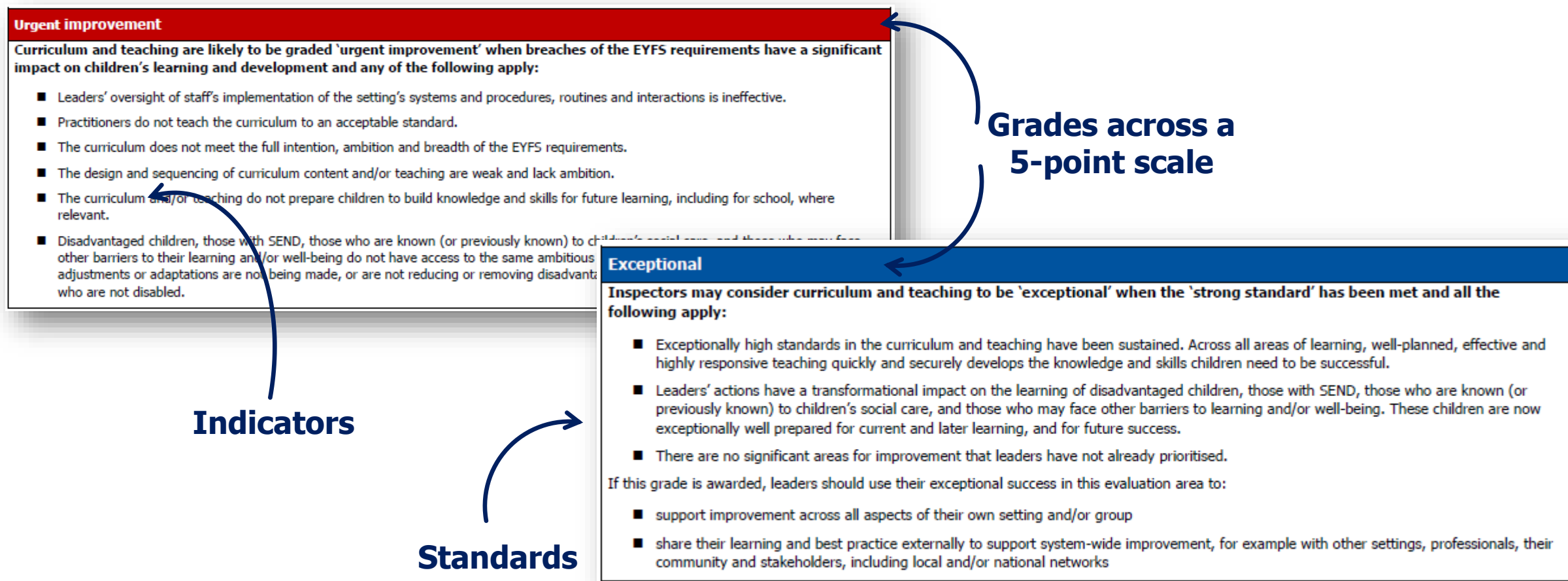
Indicators

Grading  
standards

# Toolkits

18

Grades we expect to see **less frequently** on inspection





## Inspections will look and feel different

- **Context** taken into account.
- A more **collaborative** approach.
- A **consistent** approach to inspection.
- **Clear next steps** on what to improve.
- A continued **focus on well-being**.

# What's changing for registered early years settings

Inspectors will:

- consider data in understanding the provider's context
- make the notification call before 10am
- use an email for sharing information before the inspection
- have a planning call with leaders ahead of the inspection
- no longer complete a learning walk with leaders
- make shared observations and have increased and ongoing professional dialogue with leaders throughout the inspection
- inform childminders of the day they will be inspected
- no longer grade out-of-school providers 'met' or 'not met'.

The Ofsted logo is displayed within a white circular graphic. It features the word "Ofsted" in a dark blue, sans-serif font. Above the letter "f" are three stylized human figures in a light blue color, each with arms raised in a V-shape, suggesting a group of children or a celebratory gesture.

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# Before an inspector arrives

## Notification call

To notify the setting of their inspection and arrange the planning call



## Timetable for inspection

To enable the inspector to gather evidence relevant to the areas of inspection focus.

## Notification email

To give leaders helpful information before the inspection

## Planning call

The inspector will work collaboratively with leaders to identify any necessary reasonable adjustments and understand the context of the setting

## What we will do on inspection

- Begins with a brief introduction to leaders and staff.
- Hold discussions with the practitioner designated to take lead responsibility for safeguarding.
- Speak with practitioners and leaders.
- Gather first-hand evidence of children's experiences through:
  - shared observations with leaders
  - discussions with parents
  - case sampling of children.
- Evaluative reflective discussions with leaders.
- Concludes with a grading discussion followed by final feedback.



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Home > Search > Nursery

## Nursery

Address: Broad Road, Shiretown, Anyshire, SA4 5TC  
 Unique reference number (URN): EG12345  
 Type: Childcare on non-domestic premises  
 Registered with Ofsted: 12 February 2008  
 Registers: Early Years Register, Compulsory childcare register, Voluntary childcare register  
 Registered person: John Smith

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### Inspection report: 25 June 2024

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ **Safeguarding standards met**

✓ [Show](#)

**Strong standard** ● [What does this mean](#) ⓘ

Behaviour, attitudes and establishing routines	✓ <a href="#">Show</a>
Children's welfare and well-being	✓ <a href="#">Show</a>

**Expected standard** ● [What does this mean](#) ⓘ

Achievement	✓ <a href="#">Show</a>
Curriculum and teaching	✓ <a href="#">Show</a>
Inclusion	✓ <a href="#">Show</a>

## Report cards

- Our new report card will make findings clear and accessible.
- The report card will provide a summary overview as well as a detailed explanation for each of the evaluation areas the setting has been evaluated against.
- Colours ranging from red, for urgent improvement, to blue, for exceptional will provide a visual overview.
- The next steps for improvement, including actions, will be written in a constructive way to make clear what the improvement priorities are for the setting.



## After the inspection

- Arrangements for publishing report cards will continue as before.
- Draft report cards are usually shared within 18 working days of the inspection.
- Providers have 5 working days to comment on the draft report card or submit a complaint.
- Final report cards are usually published within 30 working days of the inspection (but may be longer where there is a complaint).



Steady and assured start

# The timeline for change





## Ensuring a steady and assured start to inspections

- Fewer Inspections, initially led by our most experienced inspectors.
- Random sample of providers invited to take part in 'exit interviews' with HMCI, the National Director, and senior Ofsted officials to hear about their inspection experience and reflect on the implementation of the reforms.
- HMCI will also invite sector representatives to a series of roundtable meetings to share their feedback.

## Ensuring a steady and assured start to inspections

- During this time, all requests for an inspection deferral will be reviewed by Ofsted's Deputy Chief Inspector.
- Telephone helpline will be open before, during and after an inspection.
- No routine inspections in the week before Christmas to allow for further training.





# Measuring impact



## Programme of evaluation

- An **externally commissioned evaluation** of the renewed inspection framework.
- **Engagement with stakeholders** about the implementation of the framework.

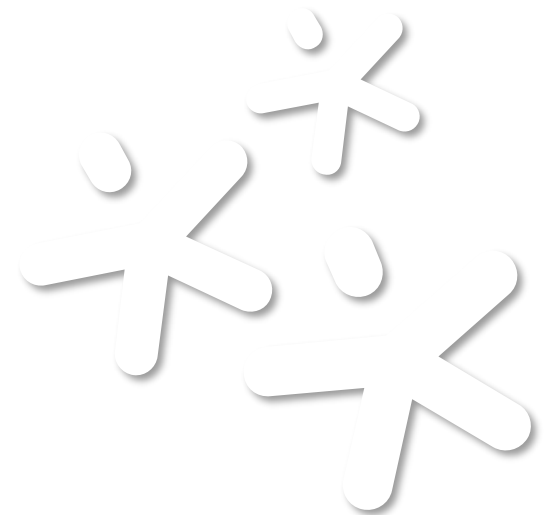
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## Resources and further information

- Formal response to consultation
- Toolkits for:
  - early years
  - Schools
  - Further education and skills
  - Initial teacher education
- Supporting research and evidence

[www.gov.uk/ofsted](https://www.gov.uk/ofsted)





# Questions

# Thank you

— ...

