



# Education inspection framework

## Our renewed approach

Out of school providers registered on the Early Years Register



# 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

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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...

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## Observing

Observing children's routines and experiences.



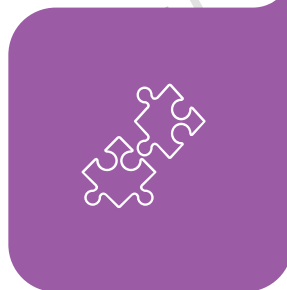
## Discussing

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.

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## Children's welfare and well-being

This evaluation area considers how the setting:

- promotes children's welfare and well-being
- ensures that children receive the care and support they need to achieve and thrive in the setting and beyond

Inspectors focus on gathering evidence relating to the factors that statutory requirements and non-statutory guidance, research and inspection evidence, and learning from internal reviews indicate contribute most strongly to children's welfare and well-being, giving them the greatest possible opportunity to thrive in all aspects of their lives.

These factors are:

- establishing warm, positive relationships between key persons and babies and children, so that they are enabled to form secure attachments
- developing children's understanding of how to keep physically healthy and maintain an active lifestyle by providing them with ample opportunities to be active during the day and promoting a healthy diet

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 children's welfare and well-being for different ages and provision types

When evaluating children's welfare and well-being 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 babies and children in their care

When evaluating children's welfare and well-being in **before- and after- school settings and holiday provision**, inspectors recognise that in these group settings, which are solely for children who normally attend the Reception class, it is up to providers to determine the number of staff they require to ensure the safety and welfare of those attending, taking into account the children's ages, stages and needs and the activities being provided.

When evaluating children's welfare and well-being in settings where there are **no children attending who are disadvantaged, or who have SEND, or who are known (or previously known) to children's social care, or who may face other barriers to their learning and/or well-being**, inspectors consider the potential impact on these children, should they attend in the future. This means that these settings are not limited to the 'expected standard'.

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 children's welfare and well-being

**In gathering evidence about children's welfare and well-being, inspectors consider the extent to which leaders:**

- ensure that policies, procedures and practices are suitable, robust and followed rigorously, so that the welfare, mental health and well-being of all children are promoted
- give particular regard to routines for babies' sleeping, weaning and feeding

## Evidence gathering prompts



# Toolkits

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

Grades across a 5-point scale

Needs attention	Expected standard	Strong standard
<p><b>Children’s welfare and well-being 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 safety and welfare.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"><li>■ Leaders ensure that there are appropriate policies and procedures in place, but these are not developed or implemented well enough to promote children’s welfare and well-being.</li><li>■ Relationships between practitioners, children and parents are generally effective in promoting secure attachments, well-being, a sense of belonging and individual care needs. However, there is some inconsistency and/or a lack of intended impact for particular groups of children, including 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.</li></ul>	<p><b>Children’s welfare and well-being meet the ‘expected standard’ when all the following apply:</b></p> <p>Leaders establish policies and practices that support children’s welfare, mental health and well-being. These are generally understood by staff and parents and implemented well across the setting.</p> <p>Leaders create a safe, welcoming space where children typically enjoy play, learning and social activities and have daily access to outdoor learning.</p> <p>Hygiene practices ensure that the personal needs of babies and children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.</p> <p>Practitioners teach children about making healthy choices about food, rest, exercise and screen time.</p> <p>Leaders and practitioners provide a healthy diet. Practitioners make sure that mealtimes are opportunities to promote children’s good manners and social skills.</p>	<p><b>Children’s welfare and well-being meet the ‘strong standard’ when the ‘expected standard’ has been met and all the following apply:</b></p> <p>Leaders consistently prioritise children’s welfare and well-being, ensuring that policies, procedures and practices are rigorously reviewed, strategically adapted and effectively amended.</p> <p>Leaders and practitioners have a comprehensive knowledge and understanding of the setting’s children. They are highly responsive to the varying needs and changing circumstances of individual children and families.</p> <p>Embedded and well-structured routines motivate children to develop long-lasting healthy habits, fostering a solid foundation for self-care, physical health and emotional well-being. As a result, children consistently make their own healthy choices and decisions.</p>

Indicators

Grading standards

# Toolkits

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

**Urgent improvement**

**Children's welfare and well-being are likely to be graded 'urgent improvement' when breaches of the EYFS requirements have a significant impact on children's welfare and well-being and any of the following apply:**

- Practitioners do not support children's social and emotional well-being or prepare them for transitions, whether those are within the setting or to other settings, including schools.
- The key person system does not work effectively to ensure that every child's care is tailored to meet their individual needs. It does not support children's emotional well-being, and children do not develop secure attachments with relevant carers. Leaders and practitioners fail to notice when children need attention.
- Leaders' policies, procedures and practice do not promote children's health and welfare. As a result, children do not know how to keep themselves safe and healthy.

**Grades across a 5-point scale**

**Indicators**

**Standards**

**Exceptional**

**Inspectors may consider leaders' work in children's welfare and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply:**

- Exceptionally high standards of children's welfare well-being have been sustained. Children and families feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the setting's inclusive culture and are exceptionally well prepared for their next steps, including for school, where appropriate.
- Leaders' actions have a transformational impact on the welfare and well-being of 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. These children are now able to thrive in the setting and beyond.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own setting and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other settings, professionals, their community and stakeholders, including local and/or national networks



## 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.

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# Before an inspector arrives

## Notification call

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



## 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

## Timetable for inspection

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

## 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

### 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

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