



Preparing for Ofsted

- Leadership and Management
- Quality of Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes for Children



Before the inspection?

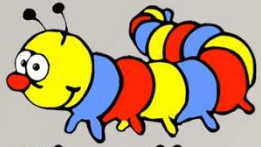
The inspector will prepare by gaining a broad overview of the setting and its history, they'll check...

- Which register we are on...
- Details of any concerns received and specifically those they have been asked to follow up...
- Progress the provider has made since the last inspection visit...
- The providers website...
- The internet, to see if there are any safeguarding or other issues relating to the provider...
- Any other information held about the provider...



The Notification Call...

- The call will be made at or just after midday on the working day before the start of inspection...
- The inspector will ask to speak to the most senior member of staff available...
- The telephone call is the first opportunity to initiate a professional relationship between the inspector and the setting. It will be short and focused on practical issues...



Charlies

The Purpose of the Call...

- To inform the setting of the inspection
- Confirm the setting's registration status
- To Clarify any issues relating to the registration
- Make the setting aware of its statutory duty to inform parents of the inspection
- Make arrangements for the inspection, this includes an invitation to the provider or representative to participate in the joint observation
- Make arrangements for a meeting with the nominated person to be present at the feedback meeting
- Ask that relevant documents are available
- Provide an opportunity for the setting to ask questions about the inspection
- Establish age range of children on roll and opening times
- Find out about funded places and/or EYPP funding
- To find out about additional support/arrangements for children with SEND



Relevant Documentation...

- Current list and staff qualifications, including first aid
- A register/list showing the date of birth of all children on roll and staff arrangements
- A list of children present at the setting during inspection
- Information about pre-planned interruptions ie. Off-site visits
- DBS records and any other documents summarising the checks on, the vetting and employment arrangements of all staff working at the setting
- All logs that record accidents, exclusions, children taken off roll and incidents of poor behaviour
- All logs of incidents of discrimination including racist incidents
- Complaint log and/or evidence of any complaints and resolutions
- Safeguarding and child protection policies
- Risk assessment, fire safety, and other policies relating to health and safety
- A list of referrals made to the designated person for safeguarding with brief details of the resolution



Relevant Documentation...

- A list of children who are an open case to social care/children's services and for whom there is a multi-agency plan
- Information about the supervision of staff
- Information about the training and/or career professional development of staff
- Any reports of external evaluation



On the day of Inspection...

- Inspectors must introduce themselves and show their identification
- The inspector will allow the provider time to check the identification

The inspector will meet with the setting representative briefly to;

- Confirm the accuracy of, or any changes to, the information about the setting
- Ask for information about staff absences, children on roll and other practical matters
- Ask the provider to provide display notice of inspection so that parents are aware
- Agree timetable for inspection activities, to include joint observations
- Tour the premises in order to follow up any issues that arise during the inspection
- Make arrangements for a longer meeting at a convenient time with the provider to discuss the setting's SEF and other matters relating to leadership and management
- Confirm arrangements for feedback at the end of the inspection
- Make arrangements to talk to parents – this may be almost immediately if parents are present



Gathering and recording evidence...

- Observing the children at play
- Talking to the children and practitioners about the activities provided
- Observing interactions between practitioners and children
- Gauging children's levels of understanding and their engagement in learning
- Talking to practitioners about their assessment of children's knowledge, skills and abilities and how they are extending them
- Observing care routines and how they are used to support children's personal development
- Evaluating the practitioners' knowledge of the early years curriculum



The inspector will track at least two children...

The inspector will discuss the two children's starting points...

The inspector will look at the two children's assessment evidence....

The inspector will look at the two children's progress...

Choosing the children – If any children are eligible for EYPP, one of them must be tracked.

- The quality of the practitioner's assessment knowledge of each child
- The progress check for any children aged two
- The impact of any early years pupil premium funding on the children's progress
- Any records the provision keeps that show how they have tracked the progress children make, including recording any concerns about the children's development in the prime or specific areas of learning or both
- Whether children are developing skills in the prime areas that help them to be ready for their next stage of education, including school



Self-evaluation...

- Leaders and managers have an accurate view of the quality and know how to improve
- Inspectors will consider how well a setting evaluates and knows strengths and weaknesses
- Providers don't need a written evaluation but should be prepared to discuss the quality of the environment and activities and how well they meet the learning needs of the children
- The inspector will meet the manager to discuss how they evaluate their practice
- The inspector will observe children learning, staff caring and teaching, the safety and suitability of the premises against the accuracy of the SEF
- The inspector will discuss how the provider evaluates the quality checking whether the views of the parents and the progress of the children are taken into account, does this reflect in what needs to improve
- Inspector will use the information provided through self-evaluation to test whether our view of the quality of the setting is realistic



Observation and Discussion...

- Inspectors must not advocate a particular method of planning, teaching or assessment
- Inspectors must not look for a preferred methodology
- Inspectors must record aspects of teaching and learning that they consider are effective and identify ways in which it can be improved
- Inspectors must not expect practitioners to prepare documentation for the inspection
- Inspectors will gather evidence from observations to help judge the overall quality of the curriculum provided for children
- Inspectors must gather first-hand evidence by observing the quality of the daily routines and activities with children and staff
- Inspectors will observe to judge the contribution practitioners make to children's learning, progress, safety and well-being
- Inspectors will use observations to support detailed and specific recommendations about improvements needed to teaching and learning, personal development, behaviour and welfare, and leadership and management



Observation and Discussion...

- Inspectors should observe as many staff members as possible to ensure that an accurate picture of overall quality of interactions between practitioners and children can be gained
- Engage in dialogue with children
- Watch, listen and respond to children
- Model language well
- Encourage children to express their thoughts and use new words
- Support independence and confidence
- Encourage children to speculate and test ideas through trial and error
- Enable children to explore and solve problems
- Behave as an excellent role model for children to copy
- Support children to recognise and respond to their own physical needs
- Attend to children's personal needs
- Deal with children's care arrangements, including intimate care, the levels of privacy afforded to children, and supervision arrangements when undertaking personal hygiene tasks



Observation and Discussion...

- Inspectors will discuss children's development with staff whilst observing the children at play and interactions between the children and adults
- The inspector will invite the nominated senior member of staff to participate in one or more joint observations of activities, care routines and/or scrutiny of the progress children make
- Joint observation is to give the inspector an insight into the effectiveness of the provisions professional development programme for practitioners
- Joint observation is to assess the quality of monitoring and evaluating staff practice
- Joint observation is to check the providers view of staff interactions with children
- Joint observation is to assess how effectively the manager supports staff to promote the learning and development of all children
- If the provider offers a written record of the observation, the inspector should look at this, any differences in the analysis of practice should be discussed
- The quality of the providers evaluation will be recorded as evidence



Policies and Procedures...

- Providers are required to have written policies and procedures as set out in the EYFS and other legislation relating to safeguarding, employment, anti-discrimination, health and safety, and data collection
- Inspector does not need to check all the settings policies, procedures and documentation however, the inspector must check all DBS records and paediatric first aid certificates

The inspector should consider;

- A sample of planning and assessment documents
- A sample of induction, training and professional development records
- The provision's self-evaluation
- Recruitment records
- Staff qualifications and deployment
- Staff training for safeguarding practice and procedures
- Records of complaints
- Inspector may also check a small sample of policies, procedures and documentation if non-compliance is identified



Performance Management...

- Inspector will ask for evidence to evaluate the effectiveness of staff supervision, performance management, training and continuing professional development and the impact on children's well-being, learning and development
- Inspector must use their professional judgement to assess whether the setting is using performance targets well to improve the quality of its provision and outcomes for children
- Inspectors should consider how effectively senior leaders use performance management and self-evaluation to provide a focus for professional development activities



Inspector will raise actions where...

- Not meeting one or more of the learning and development requirements
- Not meeting one or more of the safeguarding requirements