

# The first year of inspections of the Early Years Foundation Stage



Patrick Leeson

Director, Education and Care

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## Key features of inspections of the Early Years Foundation Stage

- Self-evaluation form for all schools and settings
- Four common judgements wherever inspected
- Four-point grading scale with common guidance and grade descriptors
- One inspection event for all Early Years Foundation Stage provision made directly by a school or located on a school site



## Key findings from first year – registered provision

- The proportion of good and outstanding childcare has increased
- Childminders have implemented the Early Years Foundation Stage well
- Many previously satisfactory or good providers have improved their grades
- The number of providers judged as inadequate remains the same
- Children in deprived areas receive poorer quality provision



## Key findings from first year – schools

- A very high proportion of schools, including maintained nursery schools are good or outstanding in delivering the Early Years Foundation Stage
- Children's personal development and wellbeing are particular strengths in both maintained and independent schools



## Inspection findings – quality improvement

- Participation in quality assurance schemes
- Reflecting on practice and establishing priorities for improvement
- Self-evaluation
- Capacity to improve
- Inadequate practice



# Changes to inspections

- Some revisions to the self-evaluation form for private, voluntary and independent providers
- New school inspection framework
- Minor changes to inspection judgements
- Greater emphasis on self-evaluation



## Changes to inspection judgements

- How well does the setting meet the needs of children in the Early Years Foundation Stage?
- The effectiveness of leadership and management of the Early Years Foundation Stage
- The quality of provision in the Early Years Foundation Stage
- Outcomes for children in the Early Years Foundation Stage



## Self-evaluation form – good practice

Practitioners should:

- refer to the Early Years Foundation Stage framework and practice guidance
- involve staff, assistants, mothers, fathers and children
- think carefully about what they do and how well they do it
- consider the impact of what they do on outcomes for children
- consider how they meet the needs of all the children they care for
- include examples of practice
- evaluate and don't just describe
- think about what could be done better and what their priorities for improvement are



## Inspection - what we look for

What is it like for a child here?

Inspectors assess how well:

- the uniqueness of each child is recognised
- procedures and practice keep children safe
- children make progress and achieve well
- parents and children are involved in decisions
- partnerships promote good quality
- planning including self-evaluation is effective
- there is an established and ambitious vision that brings about sustained improvement



# Preparing for inspection

Can I show that:

- I have a good understanding of how to keep children safe
- children are beginning to understand and manage their behaviour and relationships
- my planning takes account of children's starting points and interests
- I work with parents to make sure children's needs are met, and I act on parents' views
- my self-evaluation has led to better outcomes for the children in my care?



## Key documents

- *Are you ready for your inspection*
- *Guidance on completing an effective early years self-evaluation form*
- *Using the early years evaluation schedule*
- *Conducting early years inspections*
- *Inspecting the Early Years Foundation Stage – guidance for inspecting schools*
- *Early years: leading to excellence*
- *Childcare: a passion to be outstanding*

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