

The Common Inspection Framework

Inspection
Safeguarding
British Values



Inspection



The common inspection framework – September 2015



- We introduced the four inspection judgements we have now and that are aligned with school and further education inspections.
- We introduced a notification telephone call for most inspections, again in line with our other remits.
- We introduced specific focus on some new aspects, including British Values and EYPP.

Who are the vulnerable groups?

- children living in poverty
- two-year-olds in receipt of funding
- children in receipt of EYPP
- boys
- some ethnic groups e.g. Black children, White working class boys
- children who have special needs
- children born in the summer

The common inspection framework – the inspection experience

What can you expect during
an inspection under the
common inspection
framework?



Safeguarding



Safeguarding – the early years foundation stage says:

- providers must have and implement a policy, and procedures, to safeguard children. These should be in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting (3.4)
- a practitioner must be designated to take lead responsibility for safeguarding (3.5)

Safeguarding – the early years foundation stage says:

- providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues (3.6)
- providers must have regard to the Government's statutory guidance 'Working Together to Safeguard Children' (3.7)

Safeguarding – the early years foundation stage says:

- providers must ensure that people looking after children are suitable (3.9)
- providers must obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who; works directly with children; lives on the premises on which the childcare is provided; and/or works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

Safeguarding – the early years foundation stage says:

- providers must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records disclosure reference number, the date a disclosure was obtained and details of who obtained it) (3.12).

British values



British values – what are they?

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

British values – what does this mean for inspection?

- actively promote equality and diversity, tackle poor behaviour towards others, including bullying and discrimination, and narrow any gaps in outcomes between different groups of children (Early years inspection handbook – leadership and management)
- actively promote British values (Early years inspection handbook – leadership and management)

British values – what does this mean for inspection?

- equality of opportunity and recognition of diversity are promoted through teaching and learning (Early years inspection handbook – teaching, learning and assessment)
- Supporting children’s development so that they are well prepared to respect others and contribute to wider society and life in Britain (Early years inspection handbook – personal development, behaviour and welfare)

Inspection themes?



Inspection – the latest themes?



- The Early years inspection handbook

How effective is staff management?



In your setting do leaders:

- have high expectations;
- communicate effectively and lead by example;
- and hold staff to account?

Do you have effective systems for supervision and performance management? Are practitioners monitored regularly and is underperformance tackled swiftly?

Do you have an effective and well-established programme of professional development to help practitioners to improve their knowledge understanding and practice?

Is teaching consistent and is assessment accurate?

- The definition of teaching – The Early years inspection handbook

- A simple definition:

teaching is the many different ways in which adults help young children to learn.

Characteristics of effective teaching and learning – the daily routine

- There is sufficient time for children to create their own play and explore their ideas.
- Children's play and thought processes are not interrupted.
- Time is allowed for children's play and creativity to reach their own conclusions.
- Children have the time and necessary resources to solve their own problems.
- Children have opportunities to explore different ways of doing things and find alternative uses for objects.

Characteristics of effective teaching and learning – the environment

- A wide range of resources are readily accessible and visible to children.
- Practitioners allow children to move resources around freely to support their play and ideas.
- Play and learning consistently take place in all areas, including the outside.
- Practitioners observe and support children's play without inhibiting learning and creativity.
- Resources are provided which have no intended outcome.

Characteristics of effective teaching and learning – assessment

Integral to teaching is assessment that:

- identifies what children know, understand and can do
- takes account of children's interests and dispositions to learning (characteristics of effective learning)
- is used to plan children's next steps in learning and to monitor their progress.

Thank you



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