

# The EYFS Inspection in practice

Your guide to the Education Inspection  
Framework

by Jenny Barber and Sharon Paul-Smith

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Design: Mary Holmes **fonthillcreative** 01722 717036

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## Introduction

The book will also look at the three 'Is': Intent, Implementation and Impact for you as a practitioner.

**Intent - why are you doing what you do** and how is this supporting the unique child to reach their full potential.

**Implementation – how you can achieve** what you set out to do.

**Impact – how does this affect the children** in your care, including how to close the inequality gap between the less advantaged and children with SEND, in comparison with more advantaged children.

This is followed by a section on what the day of the Ofsted inspection may look like, and gives useful tips on how to ensure that this is a positive and beneficial experience.

Finally, the book explains what you are required to do following your inspection, depending on your judgement grade.

There is a wide range of terminology and jargon in the Ofsted Inspection Handbook. The book aims to unpick and explain these terms throughout, but below is a brief outline for easy reference.

Term	Definition
Cultural Capital	The essential knowledge that children need to prepare them for future success.
Off-rolling	The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. You might signpost them to a more appropriate setting. In an early years setting this would be making a SEND child unwelcome by saying there is not enough space or saying they would be better suited elsewhere.
Emotional Literacy	The ability to understand and communicate feelings.
Awe and wonder	Do you remember that feeling as a child when seeing something so amazing that you said: "Wow, that's awesome!?" A rich opportunity of learning.
Unique child	Babies and young children mature in every area of development at their own pace and in their own individual ways. Inclusion means that individuals and communities are valued and no child or family is discriminated.
Intent	What you want the children to learn and develop.
Implementation	How you use the curriculum so that children make progress in the seven areas of learning.
Impact	Checking what children know and can do.
Cumulatively	Building up of experiences and skills one step at a time.
Curriculum	Education programme to enhance learning experiences and opportunities available to children.
Learning walk	Formal or informal observation of teaching while it is taking place.
Pedagogy	Method and practice of teaching children.
Disadvantage	Unfavourable circumstance or condition that reduces the chances of success or effectiveness.



# Before the Inspection

The new Education Inspection Framework sits alongside the Statutory framework for the Early Years Foundation Stage (EYFS) which remains compulsory, and is regularly updated; therefore you need to ensure that you are aware of any changes to ensure compliance; the Statutory Framework for the EYFS, takes precedence over all other documents.

You will also still use the EYFS document where you will find Development Matters. As part of your practice, you may use other relevant documents for example if you follow the Montessori method or the Reggio Emilia approach, you might use Phase One of *Letters and Sounds*. This and other EYFS guidance as well as knowledge of your children, will help you to form a curriculum.

## Safeguarding

Keeping the children in our care safe and well protected has always been and remains a priority. In the new framework this requirement has become even more robust.

Safeguarding will no longer be judged separately, but will run through the entire inspection, with inspectors looking at safeguarding in all areas. This is therefore a crucial part of your work. Inspectors will look at how well children are protected and kept safe.

*'Everything that Ofsted does should be in the interest of children and young people.'* (Taken from *Inspecting safeguarding in early years, education and skills settings*.)

The inspectors will discuss any concerns you have about children, what you have done to address them, discuss who was involved and then look at any documentation. They will also be interested in how the child is doing 'now'. Inspectors always write a judgement within the report on how effective safeguarding is in the provision and this will appear under *Leadership and management*. Throughout the inspection, the inspector will also look for a 'culture' of keeping children safe, for example, children being able to identify risks.

## Before Inspection

### Risk Taking

To understand and learn how to manage risk, children need to take risks. They need to take risks physically, emotionally and intellectually. Consider the importance of self efficacy, which is about children approaching tasks with the pre-conceived idea that they can do it and be successful. This means that they are more likely to persevere.

Here are examples of how children might experience and manage risk in the setting:

- Separating from parent/carer.
- Forming an attachment with their key carer.
- Balancing, climbing, pulling self to standing.
- Trying a new activity, using a new resource.
- Cutting their snack with a metal knife.
- Use real objects and china cups and plates in the home corner.
- Woodwork.
- Crawling into a coracle.
- Sensory activities.
- Making a choice or a decision.
- Developing self help skills.



- Talking about their feelings and emotions.
- Comforting or helping another child.
- Joining in with a group.
- Resolving their own problems and conflicts.
- Using scissors.
- Cooking activities.
- Trying new foods.
- Giving an opinion.
- Accepting a task or responsibility and carrying out.

In the setting, there should be a culture of safeguarding that facilitates and allows identification of a child who may need help, or is at risk. This means that preventative action needs to be taken, including working with other professional at an early stage.

Inspectors will look closely at children's behaviour and how it is managed, particularly in relation to issues such as children being excluded, so that this can be avoided. The focus has changed to the fact that poor behaviour could be a symptom that something bad may have happened. The "Inspecting safeguarding" document now states that adults need to understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse. An indicator of an effective safeguarding system would be the adult understanding of the signs that a child is vulnerable or at risk and what is the necessary action to take – this must be in accordance with statutory guidance and local procedures. When considering child behaviour, inspectors will be asking why they are behaving as they are and what has been or is being done to support them. For example, if a child is having a tantrum they will ask: *Why haven't you done something to prevent this from happening?* They will come back to the question of 'what it is like to be a child in this setting?'

We must be careful not to confuse safeguarding with 'health and safety', so that children are still able to take risks and manage these by themselves.

The Ofsted document **Inspecting safeguarding in early years, education and skills settings** (reference number 190014) sets out in details how inspectors will go about inspecting safeguarding in the early years sector. They will take into account the statutory guidance "Working together to safeguard children" and the requirements from the EYFS Framework.

They will ensure that there is a shared understanding and responsibility for protecting children. "Keeping children safe in education" is another document that supports this area. Inspectors will not look specifically at your policies, but they will pay particular regard to safe recruitment, staff qualifications and training. There is also an expectation that staff are protected from harassment, bullying and discrimination.

Where a setting is ineffective in safeguarding it will probably lead to an inadequate judgement in *Leadership and management*. However, if the issue is minor and no harm is likely to come to a child, or the issue can be simply fixed, it will most likely lead to a judgement of 'requires improvement'.

Ofsted will recognise effective safeguarding practice where adults know and understand the indicators that may suggest a child is suffering abuse or neglect or is vulnerable to these, and where they have taken the necessary action.

You will need a designated safeguarding officer who is appropriately trained, as well as a trained deputy designated officer. It is recommended that safeguarding training is updated every two years.

The new framework mentions **County Lines**, which is a term used to refer to children involved in criminal exploitation, such as trafficking, sexual exploitation, radicalisation and the selling of drugs by urban gangs.

The modern world has presented new safeguarding risks that are also outlined in the new framework. These are:

- Online bullying
- Grooming online for radicalisation or exploitation
- Risk of accessing and generating inappropriate content, for example, sexting.

Before the inspection, the inspector will check the records held by Ofsted about the the setting to ensure that there are no safeguarding concerns that need to be followed up on the day of inspection. If during the inspection the inspector notices any cause for concern relating to safeguarding, they must notify their regional duty desk. There, a decision will be made regarding what needs to happen next and if other agencies need to be notified.

The inspector will also look at staff recruitment, and their training for safeguarding practice and procedures. You will need a five-year employment history for all staff, including references. It is your role to check suitability of staff and committee, including requesting a Disclosure and Barring Service check (DBS).

## Online and technology safety

Settings need to have a strong regard and adequate policies to ensure online safety, for both the staff and children.

The following section is taken from the UK council of internet safety – Safeguarding children and protecting professionals in early years settings – online safety considerations for manager:

### Managers should evidence that:

- Online safety is recognised as part of the setting's safeguarding responsibilities - the Designated Safeguarding Lead (DSL) should take lead responsibility for online safety concerns.



## Before Inspection

sure how they will feel throughout it, so you will need to keep monitoring the situation. You also need to decide if they should be in the setting at all and if so, how you can support them.

Try to foster an atmosphere whereby staff feel comfortable telling you if they are having problems. Consider having a trained mental health first aider in your setting.

As a Good descriptor under *Leadership and management* the new framework says that 'Leaders engage with their staff and are aware of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.' We believe that this descriptor includes pressures in domestic life – for example if low wages are forcing practitioners to work in more than one job. Remember that different people are motivated by different things, for some it will be the pay, for others it will be simply being with children, for other practitioners is the prospect of promotion that is motivating.

If staff are having a tough time at home they may also need more support to be able to focus at work.



A happy workforce leads to a happy setting, where children can thrive. You want your staff to wake up in the morning eager to come to work. A neurotransmitter called catecholamine is released when laughing. This hormone takes part in crucial brain functions, such as movement, emotions, learning and memory.

*'At the height of laughter, the universe is flung into a kaleidoscope of new possibilities'.*

Jean Houston, American Author and co-founder of 'The Foundation for Mind Research'

## Fundamental British values

As an early years setting you should already be promoting the fundamental British values of: Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance. These are all represented within the Human Right Act 1998 and the United Nations Convention on the Rights of the Child (UNCRC), 1989.

When thinking about how we define the four British values it helps if we consider how you promote Human rights legislation. Introducing British values to young children is the same as introducing them to their rights and responsibilities. See tables on pp19-20 to see how these values can be promoted in the setting.

Governments are responsible for ensuring that anyone caring for or working with children promotes their human rights. The UK government is upholding these rights by asking schools settings to actively promote British values. Lots of planning paperwork and displays are not needed, it is more important to be aware of how you already or might start to promote British values in your setting. It's not enough for children to just hear about values, they must experience them.

The four fundamental British values as outlined in the EYFS are:

- Promoting Democracy (making decisions together).
- Promoting the Rule of Law (understanding rules and boundaries – PSED).
- Individual Liberty (freedom for all).
- Mutual Respect and Tolerance (treat others as you want to be treated yourself).

**Democracy** - As children living in a democratic society they need to begin to learn the rules of democracy at an early age. You can introduce them to these rules, for example, by letting them vote on which toy to get out or which activity to do and the toy or activity that gets the most votes is the one that you do. You would need to talk this through with children to explain how democracy works.

**Rule of Law** - This is an understanding that a democratic society can only succeed if citizens abide by the rules.

**Individual Liberty** - This is the freedom to make choices and voice opinions without fear of oppression.

**Mutual Respect and Tolerance** - This means helping children learn about similarities and differences between people, and helping them appreciate why they should not discriminate against anyone on any basis.

*'Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.'*

UNCRC, Article 29.



## What Ofsted may want to see

Can you demonstrate that children are in a learning environment where they feel confident to voice their opinions? ***(The Inspector will observe and talk to the children).***

Do staff intervene, challenge and guide children who express discriminatory views or behaviour contrary to the British values? ***(The Inspector will observe and talk to the children).***

Do you plan activities to develop children's PSE? ***(The Inspector may look at planning to see that the children are experiencing a well-balanced curriculum).***

Can you evidence that you have identified achievement gaps between different groups of children, and you are taking steps to narrow them? ***(Cultural Capital is now a large part of the inspection).***

Do learning resources, equipment, displays and images reflect diversity? ***(The Inspector may look at the physical environment and assess how well it supports children's learning: do images reflect different cultures, genders, ages, abilities?).***

Do leaders and managers effectively evaluate practice, and then feedback to the staff on how to make improvements? ***(The Inspector will carry out joint observations with manager/lead practitioner to evaluate leadership and management).***

Have all staff received Safeguarding and Prevent training and know what to do if they have concerns?

Can you evidence that all families are made to feel valued, are supported and consulted, and that they are confident about the welfare of their children as well as involved in the life of the setting?

## Will the new framework reduce paperwork?

The intention is that workload for your staff must be reasonable, and that Ofsted will focus less on your