

# Early years inspection handbook

Handbook for inspecting early years in England under sections 49 and 50 of the  
Childcare Act 2006

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## Introduction

1. This handbook describes the main activities inspectors undertake when they conduct inspections of early years providers in England under sections 49 and 50 of the Childcare Act 2006. The handbook also sets out the judgements inspectors will make and on which they will report.
2. The handbook has two parts:
  - Part 1. How we will inspect early years providers  
This contains instructions and guidance for inspectors on preparing for and conducting early years registered inspections.
  - Part 2. The evaluation schedule  
This contains guidance for inspectors on judging the quality and standards of early years settings and indicates the main types of evidence used.
3. This handbook is available to providers and other organisations to make sure that they know about inspection processes and procedures. It balances the need for consistent inspection with the flexibility needed to respond to each provider's particular circumstances. It should be regarded as an explanation of normal procedures, as inspections will vary according to the evidence provided. This handbook applies from September 2019.

## Privacy notice

4. During an inspection, inspectors will collect information about staff and children at the setting by looking at records and observing the everyday life of the setting. Ofsted uses this information to prepare its report and for the purposes set out in its privacy policy.<sup>1</sup>

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<sup>1</sup> 'Childcare: Ofsted privacy notice', Ofsted, June 2018; [www.gov.uk/government/publications/ofsted-privacy-notice](http://www.gov.uk/government/publications/ofsted-privacy-notice)

## Part 1. How we will inspect early years providers

### How we select providers for inspection

5. Once a provider is registered on the Early Years Register, we carry out regular inspections to evaluate the overall quality and standards of its early years provision in line with the principles and requirements of the 'Statutory framework for the early years foundation stage' (EYFS).<sup>2</sup> The current inspection cycle runs from 1 August 2016 to 31 July 2020. Providers on the Early Years Register will normally have their setting inspected at least once within this four-year cycle. Newly registered providers will normally be inspected within 30 months of their registration date.
6. Ofsted prioritises inspections and/or inspects more frequently when it receives a concern about a setting, and risk assessment concludes that an inspection is needed.
7. All provision judged as inadequate will be re-inspected within six months.
8. All pre-school and nursery provision judged as requires improvement will be re-inspected within 12 months.
9. Provision that has been given two previous 'requires improvement' judgements is likely to be judged inadequate if there is no improvement at the next inspection. Provision that has been given two previous 'inadequate' judgements is likely to have its registration cancelled if there is no improvement at the next inspection. We may also take steps to cancel a provider's registration at any point if it is no longer meeting requirements.<sup>3</sup>
10. The information we receive about early years provision is subject to risk assessment. If this shows that the information is significant enough, it will trigger an inspection or a regulatory visit. We may carry out an inspection within seven days of receiving the information. Depending on the urgency, regulatory visits may take place on the day the information is received. Information about regulatory visits is available in the 'Early years compliance handbook'.
11. In inspections that are prioritised as a result of the risk assessment, inspectors must gather evidence that relates back to the concern. They should plan activities – including an interview with the provider – and observations that enable them to gather sufficient evidence. The provision may subsequently be

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<sup>2</sup> 'Statutory framework for the early years foundation stage', Department for Education, 2017; [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

<sup>3</sup> Enforcement requires the provider to take action to remain compliant with the requirements of the 'Statutory framework for the early years foundation stage'. Our enforcement actions are set out in our 'Early years compliance handbook', Ofsted, August 2015; [www.gov.uk/government/publications/early-years-provider-non-compliance-action-by-ofsted](http://www.gov.uk/government/publications/early-years-provider-non-compliance-action-by-ofsted).

judged to be outstanding, good, requires improvement or inadequate, according to the evidence, even if the inspection is taking place because of possible non-compliance. Judgements are not pre-determined. The fact that a provider notifies us of an incident and uses the learning from it to improve the quality of the provision is generally considered to be a sign of a responsible provider. However, a number of notifications, particularly within a short space of time, or that relate to similar incidents, may be indicative of wider weaknesses within the setting. The inspector should consider this when reaching their judgement.

12. When the inspection follows other regulatory action we have taken, the inspector should check that the provider is compliant with any actions or other enforcement measures that result from that action.

### **No children on roll or present on the day of inspection**

13. Some childcare providers and childminders may have no children on roll at the time the inspection is carried out, either because they are not operating fully or because children are not actually present, even though they are on roll.
14. In either circumstance, the inspection must not be deferred. However, if it becomes clear during the initial notification telephone call that the provider cares for children only on certain days or part-days, the inspection should be scheduled on one of those days, if practicable. While the provider remains registered with us, they should expect to be inspected at any time.
15. Where there are no children on roll, the inspector must make it clear at the start of the inspection (or during the initial notification telephone call) that the inspection will not be a full inspection but a check that the provider continues to be suitable to remain registered. As a result, no grades will be given against the four key judgements. The inspector will make a judgement only on the 'Overall quality and standards of the early years provision', with one of three possible outcomes:
  - met
  - not met with actions
  - not met with enforcement.
16. Where a judgement is 'met', the inspector will not make recommendations.
17. In instances where the provider does not meet one or more of the learning and development requirements and/or safeguarding and welfare requirements, the inspector must consider a judgement of 'not met' and either issue actions for the provider to take or consider enforcement action. In these cases, the inspector must follow the guidance for inadequate judgements set out later in this handbook.

18. The majority of inspections affected will be of childminders. A small number may be childcare providers. The main purpose of the inspection is to fulfil our legal duty to inspect registered providers within a defined period and to report in writing on certain matters. The inspection will report on whether the provider continues to demonstrate suitability to remain on the Early Years Register (and, if applicable, the Childcare Register).
19. For these inspections, the inspector must assess whether the provider:
  - has premises suitable for the education and care of children
  - can demonstrate sufficient understanding of the EYFS requirements
  - is able to meet the care, learning and development needs of children.
20. Providers must confirm that they meet the requirements of the Childcare Register, if applicable.
21. The provider must demonstrate how they will:
  - meet the learning and development requirements, if appropriate<sup>4</sup>
  - meet the safeguarding and welfare requirements
  - develop and deliver the educational programmes, if appropriate
  - identify children's starting points and ensure that children make progress in their learning through effective planning, observation and assessment, if appropriate
  - safeguard children
  - work in partnership with parents, carers and others
  - offer an inclusive service
  - evaluate their service and strive for continuous improvement.
22. The provider should tell the inspector how they have addressed any actions and/or recommendations from the last inspection and how this will improve the provision for children's care and learning.
23. If, during the inspection, the provider decides to resign from the Early Years Register and remain registered only on the Childcare Register, the inspector must collect sufficient evidence of compliance with the Childcare Register requirements by referring to the 'Childcare Register requirements: childcare providers on non-domestic or domestic premises'.

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<sup>4</sup> Some providers do not have to deliver the learning and development requirements. See the 'Statutory framework for the early years foundation stage'.

## Early years or childcare provision on a school site<sup>5</sup>

24. Schools that take children aged two years and over as part of their early years provision do not normally need to register that provision with Ofsted. The provision for these children will be inspected under the school inspection arrangements.
25. Schools that take children younger than two years need to register with Ofsted. This provision will be inspected under the early years inspection arrangements.

## Before the inspection

### Inspectors' planning and preparation

26. The inspector must prepare for the inspection by gaining a broad overview of the setting and its history. As part of this preparation, inspectors must check and evaluate information to inform likely lines of inspection enquiry:
  - which register(s) the provider is on and confirm the registration details. If there is any uncertainty about the registration, the inspector must contact their regional duty desk and try to resolve the issue promptly. If this is not possible, the inspector may delay carrying out the inspection until the matter is resolved
  - the accuracy of the information about individuals connected with the registration
  - all the information held on our database
  - details of any concerns received and specifically those they have been asked to follow up
  - previous inspection reports
  - any published information, such as outcome summaries and monitoring letters
  - the progress the provider has made with any actions or recommendations raised at the last inspection or visit
  - the provider's website, if they have one
  - the internet, to see whether any safeguarding or other issues relating to the provider may need to be followed up during the inspection
  - any other information held about the provider.
27. Inspectors **must** update the information about the setting in their evidence base and agree this with the provider.

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<sup>5</sup> 'Registering school-based provision', Ofsted, February 2017;  
[www.gov.uk/government/publications/factsheet-childcare-registering-school-based-provision](http://www.gov.uk/government/publications/factsheet-childcare-registering-school-based-provision)



28. Inspectors must take account of the provider's history when planning the inspection and note any concerns in their evidence. These will normally be shared with the provider.

### **Notification of inspection**

29. 'Group provision' will normally receive a telephone call at around midday on the working day before the start of the inspection.
30. In group provision, if the provider or their representative is unavailable when the inspection notification call is made to the setting, the inspector should ask to speak to the most senior member of staff available.
31. If all reasonable steps have been taken to make contact with the setting but the inspector has not been able to speak to anyone, then the inspection will continue the following day without notice.
32. Childminders or group providers that do not operate regularly, such as summer play schemes, will usually receive a call no more than five days before the inspection to check which days they are operating and whether there are children on roll and present. The inspector must not specify any proposed dates for the inspection but should indicate the time of day by when the inspection will start. This will allow the childminder to leave the house if the inspector has not arrived by that time.
33. The telephone call is the first opportunity to initiate a professional relationship between the inspector and the provider or their representative. It should be short and focused on practical issues. Inspectors should not use this conversation to probe for information or start inspecting.
34. The purpose of the notification call is to:
- inform the setting of the inspection
  - make the setting aware of Ofsted's privacy notice
  - confirm the setting's registration status and 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 their representative (normally the manager) to take part in joint observations
  - make arrangements for discussions with key staff, including the manager or the named deputy in the manager's absence
  - make arrangements for a meeting with the nominated person, where appropriate, to give them the opportunity to be present at the feedback meeting

- ask that relevant documents are made available as soon as possible from the start of the inspection (see list below)
  - provide an opportunity for the setting to ask questions about the inspection
  - find out the age range of children, numbers on roll and the times at which the setting is open
  - find out whether the setting provides any funded places and/or receives early years pupil premium funding
  - find out about any additional support and/or arrangements for children with special educational needs and/or disabilities (SEND)
  - find out whether any children attending the setting are subject to a child protection plan or child in need plan
  - find out whether the setting is either providing support for or receiving support from other settings. If so, inspectors should include this information, giving the names of the setting(s) in the 'setting details' section of the report. This should include any such activity over the previous 12 months.
35. Inspectors should tell the provider that the relevant documentation and information they are likely to need access to includes:
- a list of current staff and their qualifications, including in paediatric first aid
  - a register/list showing the date of birth of all children on roll and routine staffing arrangements
  - a list of children present at the setting during the inspection (if not shown on the register)
  - any information about pre-planned interruptions to normal routines during the inspection, such as off-site visits
  - the Disclosure and Barring Service (DBS) records and any other documents summarising the checks on, and 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
  - complaints log and/or evidence of any complaints and their resolutions
  - safeguarding and child protection policies
  - risk assessment, fire-safety arrangements and other policies relating to health and safety
  - a list of any referrals made to the designated person for safeguarding, with brief details of the resolutions
  - a list of all 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 (in group provision)
- information about training and/or career professional development of staff
- any reports of external evaluation of the setting.

36. Childminders are not required to provide inspectors with written policies but must be able to explain their procedures in relation to the above.

### **Requests for deferral or rescheduled inspection**

37. If a setting requests a deferral of its inspection, the inspector must immediately make Ofsted aware of this. We will decide whether the request should be granted in line with our deferral policy.<sup>6</sup> The absence of the provider or manager, or having no children on roll, are not valid reasons for deferral. Decisions will be made on a case-by-case basis.
38. Where possible, a setting that has no children present on the planned day of inspection, but is operating at other times during the week, should have its inspection rescheduled for one of those days.
39. Inspections that are prioritised as a result of risk assessment will not be deferred, even if there are no children on roll or present at the time of the visit.

### **Inspection without prior notification**

40. We may conduct inspections without notice. This normally, but not exclusively, happens when inspections are prioritised because of concerns that have been expressed about the setting. When the inspection is conducted without notice, the inspector will:
- introduce themselves and show the provider their identification; the inspector must allow the provider time to look at their identification and to contact us to confirm the identity of the inspector should they wish to do so
  - ask the provider to display the **notice of inspection** so that parents are aware that an inspection is taking place
  - make arrangements to talk to parents; this may be almost immediately if parents are present
  - confirm the accuracy of – or any changes to – the information about the setting
  - agree a timetable for inspection activities, to include joint observations if these have been agreed
  - conduct a tour of the premises to follow up any issues that arise

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<sup>6</sup> 'Deferral of Ofsted inspections: information for providers', Ofsted, June 2016; [www.gov.uk/government/publications/deferring-ofsted-inspections](http://www.gov.uk/government/publications/deferring-ofsted-inspections).

- check staff qualifications, including paediatric first aid, and record them in their evidence base
- arrange meetings with the provider and/or their representative at a mutually convenient time during the inspection
- refer to any concerns that have led to the inspection being prioritised, remaining mindful of the need to maintain confidentiality and to protect sensitive information and the identities of any complainants
- arrange meetings with staff.

## Safeguarding

41. Inspectors will always have regard to how well children are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this key aspect of a provider's work, they will always make a written judgement in the leadership and management section of the report about whether or not the arrangements for safeguarding children are effective.
42. We have published a document that sets out the approach inspectors should take to inspecting safeguarding in all the settings covered by the framework. It should be read alongside the framework and handbooks:
  - 'Inspecting safeguarding in early years, education and skills settings'.<sup>7</sup>
43. It is also essential that inspectors are familiar with and take into account the statutory guidance in relation to safeguarding:
  - 'Working together to safeguard children'.<sup>8</sup>

## During the inspection

### Days allocated to inspection and inspection team members

44. The time spent on inspection normally depends on the size of the provision. Most inspections are carried out by one inspector.
45. When inspecting:
  - a childminder, the inspector will normally be on site for about three hours
  - group provision that operates sessional restricted hours, the inspector will normally be present for about four hours
  - group provision open for a full day, the inspector will normally be on site for at least six hours

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<sup>7</sup> 'Inspecting safeguarding in early years, education and skills settings', Ofsted, October 2018; [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015).

<sup>8</sup> 'Working together to safeguard children', Department for Education, July 2018; [www.gov.uk/government/publications/working-together-to-safeguard-children--2](http://www.gov.uk/government/publications/working-together-to-safeguard-children--2).

- large provision, the inspection may be carried out by more than one inspector or be carried out over more than one day.

### **The start of the on-site inspection**

46. On entering the setting, inspectors must introduce themselves and show the provider their identification. The inspector must allow the provider time to check the identification and to contact us to confirm it, should they wish to do so. In group settings, the inspector must ensure that the provider has been informed of their arrival.
47. The inspector should meet the provider or representative briefly at the beginning of the inspection 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 display the notice of inspection – if this has not already been done – so that parents are aware that an inspection is taking place
  - agree a timetable for inspection activities, including joint observations; inspectors must offer the provider or their representative the opportunity to take part in joint observations and their response must be recorded
  - tour the premises to follow up any issues that arise during the inspection
  - make arrangements for a longer meeting at a convenient time with the provider or their representative to discuss the setting's evaluation of the quality of provision and other matters relating to leadership and management
  - confirm arrangements for providing feedback at the end of the inspection and, for group provision, request that the nominated individual or their representative is invited
  - make arrangements to talk to parents – this may be almost immediately if parents are present – and to check that the provider has informed them about the inspection
  - check staff qualifications and record them in the evidence base.
48. If the inspection is being conducted without notice, the inspector should refer to any concerns that have led to the inspection being prioritised. The inspector should be aware of the need to maintain confidentiality and to protect fully any sensitive information relating to complainants.
49. If there is more than one inspector, a short team meeting should clarify inspection activities, the areas to be explored initially and individual roles and responsibilities.

## Gathering and recording evidence

50. Inspectors must spend as much time as possible gathering evidence about the quality of care, teaching and learning by:
- observing the children at play
  - talking to the children and practitioners about the activities provided
  - talking to parents to gain their views on the quality of care and education provided
  - observing the interactions between practitioners and children
  - gauging children's levels of understanding and their engagement in learning
  - talking to practitioners about their assessment of what children know and can do and how they are building on it
  - observing care routines and how they are used to support children's personal development
  - evaluating the practitioners' knowledge of the statutory early years curriculum.
51. In **group provision**, the inspector **must** track the experiences and development levels of a representative sample of children. The inspector must track two or more children. The inspector should discuss with the provider the relevant children's starting points and their progress. The evidence collected **must** refer to:
- the practitioner's 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 development
  - the quality of support for any children with SEND
  - the discussions held with each child's key person and how they decide what to teach
  - how well children are developing in the prime and specific areas of learning that help them to be ready for their next stage of education, including school
  - the reason why children may not receive their full entitlement to early education and the impact that has on them, particularly those from disadvantaged backgrounds and those with SEND. If any of the children are eligible for the early years pupil premium or subject to a child protection plan or child in need plan, at least one of them must be included in the sample of those tracked.
52. As childminders have only a small number of children, inspectors are not able to track a sample of children in the same way. Nevertheless, the same

principles apply in terms of evaluating the childminder's practice and its impact on children's learning, development and well-being.

53. Inspectors must record their evidence clearly and succinctly. All sections of the evidence base must be completed before the end of the inspection. Inspectors may make handwritten notes, but these must be transferred to the electronic evidence as soon as possible after the end of the inspection. It is essential that the evidence accurately reflects discussions with staff and managers. Individuals can be named in inspection evidence if it is necessary to identify them and to avoid confusion. Inspectors should identify clearly any information that was provided in confidence.
54. The evidence underpinning the judgements and areas for improvement must be used to summarise the main points for feedback and to write the report.
55. The electronic evidence and any handwritten notes may be scrutinised for the purposes of retrieval or quality assurance monitoring or as a source of evidence in the event of a complaint or a Freedom of Information request.

### **Using the setting's own analysis of its strengths and weaknesses during the inspection**

56. Leaders and managers of settings should have an accurate view of the quality of their provision and know what to improve. They do not need to produce a written self-evaluation, but should be prepared to discuss the quality of education they provide – and how well they meet the development and care needs of the children – with the inspector. Inspectors will consider how well leaders and managers evaluate their provision and know how they can improve it or maintain its high standards.
57. The inspector must meet the provider or their representative to discuss how they evaluate their practice. Normally, the discussion should be at a point in the inspection that gives the inspector enough time to follow up any matters discussed. To test the accuracy of the setting's analysis, the inspector will observe children learning, staff caring and teaching, and the safety and suitability of the premises. The inspector will discuss how the provider evaluates the quality of its provision, checking whether they take account of the views of parents and the progress made by the children to determine what it needs to improve.
58. During the inspection, inspectors will use the information provided to test whether the provider's view of the quality of the setting is realistic and to gauge what needs to improve.

### **Observation and discussion**

59. Inspectors must discuss with leaders and practitioners what they intend children to learn, know and do as a result of the curriculum offer. They must

follow this discussion through in their observations and discussions with children at play and staff interactions.

60. Inspectors must not advocate a particular method of planning, teaching or assessment. They must not look for a preferred methodology but must record aspects of teaching and learning that they observe to be effective and identify what needs to improve.
61. Inspectors do not expect to see documentation other than that set out in the EYFS. They will use the evidence gathered from discussions and observations to help judge the overall quality of the curriculum provided for children.
62. Inspectors must spend most of the inspection time gathering first-hand evidence by observing the quality of the daily routines and activities of children and staff. These observations enable inspectors to judge the contribution practitioners make to children's learning, progress, safety and well-being. They should enable them to collect sufficient evidence to support detailed and specific recommendations about improvements needed to the quality of education, personal development, behaviour and attitudes, and leadership and management.
63. In group settings, inspectors should observe as many staff as possible to ensure that an accurate picture of the overall quality of interactions between practitioners and children can be gained.
64. When observing interactions between staff and children, inspectors should consider how well staff:
  - engage in dialogue with children
  - watch, listen and respond to children
  - model language well
  - read aloud and tell stories to children
  - sing action songs, nursery rhymes and games
  - 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 the supervision arrangements when undertaking personal hygiene tasks.



65. Inspectors will also discuss children’s development with staff as part of the inspection. Much of this will be through incidental conversations prompted by observing the children at play and the interactions between them and adults.
66. Where the quality of practice is weak, the inspector must talk to the provider about what has been observed. The inspector should also ask about any action the provider is taking to bring about improvement.
67. The inspector should always invite the provider or a nominated senior member of staff – such as the manager or early years professional – to take part in one or more **joint observations** of activities, care routines and/or scrutiny of the progress children make. If the provider declines the opportunity to take part in joint observations, this should be recorded in the evidence base, along with the reason given.
68. Joint observations should enable the inspector to:
  - gain an insight into the effectiveness of the provision’s professional development programme for practitioners
  - check the provider’s view of staff’s interactions with children
  - assess the quality of the implementation of the **curriculum**/educational programmes
  - assess how effectively the manager supports staff to promote the learning and development of all children.
69. Following a joint observation, the inspector should note any differences or similarities between the provider’s evaluation and their own.
70. When childminders work alone, it is not possible to carry out joint observations in the same way. However, it is possible for the inspector and childminder to observe individual children together and discuss their learning, progress and behaviour as part of the activities that the children are engaged in. The inspector should follow this up with a further discussion about what the child has learned and what the childminder might do next to help the child make progress. If childminders have assistants, a joint observation of one assistant may be possible.

### **Evaluating policies and procedures**

71. Childcare providers are required to have written policies and procedures, as set out in the ‘Statutory framework for the early years foundation stage’. Childminders are not required to have these in writing, but they must make sure that they have effective policies and procedures in place and that any assistants are aware of these and can explain them to parents and others when requested.
72. All providers, including childminders, are expected to keep their written records in English.

73. If, during an inspection, providers ask whether they may keep documents off the premises, the inspector may agree to this as long as the documents can be made easily available by the end of any visit or inspection. The inspector should record such agreements and liaise with their regional point of contact within Ofsted to confirm that these agreements are in place.
74. In addition to meeting the EYFS requirements, providers must comply with other legislation. This includes legislation relating to **safeguarding**, employment, anti-discrimination, health and safety, and data collection. If the inspector identifies concerns that may relate to other legislation, they must notify their regional point of contact within Ofsted. A decision will then be made about what action should be taken and whether there should be liaison with the other agencies.
75. The inspector **must** check all DBS records and paediatric first-aid certificates, and record in the evidence base that they have done so.
76. It is not necessary for an inspector to check all policies held by the provider. However, they should consider:
- a sample of induction, training and professional development records
  - recruitment records
  - staff qualifications and deployment
  - staff training for safeguarding practice and procedures
  - records of complaints.
77. The inspector may also check a small sample of other policies, procedures and documentation if potential non-compliance is identified, especially when inspections have been prioritised.

### **Meetings with parents**

78. Wherever possible, the inspector must find out the views of parents during the inspection, including any parents who ask to speak to them. This will contribute to judgements about how well the provision works in partnership with parents to support children's learning and development, and the promotion of their well-being.
79. If the provision has been notified in advance, parents will know that an inspection is taking place. The inspector should consider the arrival times of children and parents to the setting and should set aside time to speak to parents.
80. If the timing of the inspection means that it is not possible to gain parents' views directly, the inspector must check how the provider obtains and uses their views to improve its service. If there is no evidence relating to this, the inspector must consider whether the partnership with parents is good enough.

## **Meeting with the provider and/or their representative**

81. The inspector must meet the provider or, if the provider is not present, the manager. The inspector must consider the best time to hold this meeting. Normally, it should be early in the inspection so that matters that are being discussed can be followed up.
82. If the provision operates from one room or in the provider's home, it is expected that the meeting will take place when the children are engaged in activities and at appropriate moments during the general observations. The inspector should be mindful that the provider still has to supervise children and continue to meet their needs.
83. If the provider is not working directly with children and the meeting takes place in a room or office, it should take no longer than one hour. In most cases, it will be much shorter. The main evidence comes from direct observation of children.
84. If the manager or nominated person has changed since the last inspection, the inspector must ensure that the provider meets the requirements of the EYFS framework. The inspector must find out whether the roles and responsibilities of the provider and manager are clear. The inspector should also make sure that the provider understands that legal accountability cannot be delegated to the manager.
85. The inspector should hold brief discussions with the provider to discuss the findings that are emerging during the inspection and record all these meetings in the inspection evidence.
86. Before the inspection is complete, the inspector should always check with the provider whether further evidence should be taken into account. If the evidence suggests that the provision might be inadequate, the inspector should give the provider an opportunity to offer further evidence by having early discussions about this.
87. The inspector should seek to diagnose where improvements are needed and make recommendations about how the provision might improve.

## **Performance management and professional development**

88. Inspectors will gather evidence to evaluate the effectiveness of staff supervision, performance management, training and continuing professional development, and the impact of these on children's well-being, learning and development.
89. The early years sector is diverse, ranging from single childminders to large day-care settings. This means that inspectors must use their professional judgement to assess how well the provider improves the quality of provision.

90. Inspectors should consider how effectively senior leaders use performance management and their assessment of strengths and areas for improvement within the setting to provide a focus for professional development activities, particularly in relation to increasing children's vocabulary.

### Reaching final judgements

91. Inspection activity, including observations, should continue throughout the inspection. Inspectors should avoid giving any impression that they have reached final judgements before the inspection has finished.
92. The inspector must set aside sufficient time towards the end of the inspection to consider the evidence and make the final judgements. Final judgement grades should be recorded and key points for feedback should be identified. The inspector should also ensure that time is set aside for the final feedback meeting.
93. Part 2 of this handbook sets out the judgements that the inspector must make and the aspects they should consider when doing so. The inspector must use professional judgement to weigh up the evidence gathered for each key judgement. It should be considered against the descriptors to reach fair and reliable judgements that reflect the quality of the provision.
94. Actions and recommendations for improvement should make clear what the provider needs to do to improve. Actions must refer to the requirements in the EYFS framework but should not simply repeat its wording. Recommendations must focus on areas that are preventing the setting from improving. Settings that are judged to be outstanding are also likely to have areas that can improve further.
95. The inspector is **not** expected to check that each of the statutory requirements of the EYFS framework is being met. However, if, in the course of collecting evidence, the inspector finds that a particular requirement is not being met, they should take this into account when reaching judgements.
96. If one or more of the **statutory requirements is not being met**, this should be reflected in the judgement on leadership and management, as well as in any other judgements where it is relevant.
97. Failure to meet a statutory requirement will not always result in a judgement that the provision is inadequate. The judgement will be made in relation to the impact of the failure to meet requirements on children's safety and well-being, their learning and development, or both of these. Where a provision is judged as requires improvement, this means that it requires improvement to get to good. There does not need to be a breach of a statutory requirement.
98. When a provision does not meet the legal requirements at the time of the inspection, the inspector must take into account any previous non-compliance. A provider may commit a series of minor breaches that, taken individually, do

not have a significant impact on children. However, a history of previous non-compliance in the same, or different, areas is likely to indicate either that the provider lacks knowledge of the requirements or is unwilling to comply with them. In such cases, the inspector is likely to judge the leadership and management to be inadequate because the provider does not understand the statutory requirements sufficiently.

99. Minor administrative errors that can be put right before the inspection is over should not necessarily have a negative impact on the judgements. An example might be that the certificate of registration is not properly displayed (paragraph 3.76 of the 'Statutory framework for the early years foundation stage'). However, where the provider is not meeting a number of administrative requirements, the inspector will need to consider whether these failings, taken together, suggest wider weaknesses within the setting. If this is the case, it is likely to have a negative impact on the judgement on leadership and management.
100. The inspector must take account of all breaches of requirements when determining the judgements. If the inspector judges the provision not to have an acceptable standard of care and learning, the overall effectiveness will be judged **inadequate**. The inspector must decide whether the provider has the capacity to put things right through non-statutory actions or whether the failures are serious enough to warrant enforcement action.
101. The inspector should raise actions where:
- the provider is not meeting one or more of the learning and development requirements and/or safeguarding and welfare requirements (and the inspection report must show the significant impact on children's learning and development and/or well-being and safety)
  - leaders and managers demonstrate an understanding of the requirements and show that they have the ability to make the necessary improvements without the need for statutory enforcement action and this is the first occasion on which the specific requirement(s) has not been met; following an inspection, the actions will be listed in the inspection report.
102. We will issue a welfare requirements notice where there has been a breach of one or more of the safeguarding and welfare requirements that has a significant impact on children and where one or more of the following apply:
- leaders and managers do not demonstrate their understanding of how to meet the safeguarding and welfare requirements of the EYFS
  - there have been previous occasions of non-compliance in relation to the same or different requirement(s)
  - actions relating to existing breaches of safeguarding and welfare requirements have not been completed satisfactorily

- the breach is so serious that the inspector judges that the higher tariff of a welfare requirements notice is appropriate.
103. On making the judgement that the provision is inadequate, the inspector must consult with their appropriate contact in Ofsted where:
- there is evidence of any immediate risk to children or breach of any conditions placed on the registration
  - previous concerns about the provision have not been dealt with in a satisfactory way, including the failure to take satisfactory action to meet actions and/or welfare requirements set at a previous visit
  - application of the enforcement tariff shows that a welfare requirements notice is required
  - the inspector considers that we may need to take other enforcement action, such as suspension, cancellation or prosecution
  - the provider shows insufficient understanding of the responsibility to meet the safeguarding and welfare and/or learning and development requirements of the EYFS
  - the last inspection resulted in a judgement that the overall effectiveness was inadequate.
104. The purpose of the inspector's consultation with their contact in Ofsted is to allow a professional exchange about whether – and what type of – enforcement action should be taken and the kind of monitoring that will be required. The 'Early years compliance handbook' has more information about enforcement options and the arrangements for following up enforcement activity. The discussion will determine what the inspection report will say about the enforcement action.

### **Failure to notify Ofsted and/or meet conditions**

105. It is an offence to fail to notify Ofsted of a significant event or fail to comply with a condition of registration, without good reason. Where the inspector finds such non-compliance, they must refer to the compliance handbook and contact the regional duty desk if necessary. The inspector must also refer to any such failure in the leadership and management section of the report.

### **Providing feedback**

106. Towards the end of the inspection the inspector should talk to the provider to:
- discuss any inadequate or outstanding practice they have seen
  - ensure that the provider understands how the evidence supports the judgements
  - allow the provider to raise any concerns, including those related to the conduct of the inspection or the inspector

- alert the provider to any serious concerns that may lead to the provision being judged inadequate.
107. At the end of the inspection, there must be a feedback meeting that should include the provider and/or their representative. If the provider is not able to attend, the inspector should give feedback to the manager as the provider's representative. The inspector must not defer feedback to another day.
108. The inspector should allow enough time for preparation, making sure that their evidence is clear and fully supports the judgements. They should be ready to provide examples that illustrate the provision's strengths and weaknesses.
109. The inspector should contact the regional duty desk before giving feedback if they have concerns about any of their judgements.
110. At the feedback meeting, the inspector should explain that its purpose is to share the main findings of the inspection and any actions and/or recommendations for improvement. The inspector must make it clear that the findings are restricted and confidential to the relevant senior personnel and that they must remain so until the provider receives the final report. If the provision is judged to be inadequate, however, the provider must inform the local authority immediately after the inspection.
111. Feedback notes must be consistent with the evidence discussed with the provider and the content of the report, and should cover the strengths and areas for improvement about:
- quality of education
  - behaviour and attitudes
  - personal development
  - leadership and management
  - actions and/or recommendations for improvement.
112. The inspector must ensure that the provider or their representative is clear about the grades awarded for each key judgement. The inspector should:
- refer to specific evidence where any judgements differ from the provider's own assessment of the provision's strengths and areas for improvement
  - state clearly if any areas are judged as inadequate and the reasons for this
  - explain the areas for improvement and be prepared to discuss these with the provider so they understand what should or must be improved and the reasons why
  - state that the grades are provisional and so may be subject to change as a result of quality assurance procedures and should, therefore, be treated as restricted and confidential until the provider receives a copy of the

inspection report (except in the case of an inadequate judgement where the provider should inform the local authority)

- where relevant, set out the next steps for provision judged as requires improvement or inadequate
- provide information about Ofsted's complaints procedure.

113. The inspector should summarise in the evidence base the key points raised at the feedback meeting and the responses to these.

### **Before- and after-school care and holiday provision**

114. Providers (including childminders) who only offer care before and after school or during the school holidays for children who normally attend Reception (or older) classes during the school day do not have to meet the learning and development requirements for those children. This means they only have to meet the safeguarding and welfare requirements of the EYFS.

### **Provision that primarily educates children in their home language**

115. Provision that educates children primarily through the medium of their home language must show inspectors that individuals have a sufficient grasp of English to ensure the children's well-being. For example, providers must demonstrate that, where necessary, they could summon help in English in an emergency or keep records required by the EYFS in English and share them with inspectors. They must also be able to read and understand safety instructions, other instructions, information about the administration of medication and information about food allergies.

116. If children are not developing a good standard of spoken English or in their early writing and literacy skills in English, inspectors should consider the impact on their progress and whether this might lead to a judgement that the overall quality of the provision is inadequate.

### **Educational and philosophical approaches**

117. The choice of teaching methods is a decision for providers. The inspector will judge the quality of the provision in relation to the impact it has on children's learning, development and well-being.

118. Some providers will be exempt<sup>9</sup> from some or all aspects of the learning and development requirements of the EYFS. The exemptions may modify or fully exempt providers from delivering the educational programmes, meeting individual learning goals and making the assessment arrangements. During the

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<sup>9</sup> The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) Regulations 2008; [www.legislation.gov.uk/uksi/2008/1743/contents/made](http://www.legislation.gov.uk/uksi/2008/1743/contents/made) and The Early Years Foundation Stage (Exemptions from Learning and Development Requirements) (Amendment) Regulations 2012; [www.legislation.gov.uk/uksi/2012/2463/contents/made](http://www.legislation.gov.uk/uksi/2012/2463/contents/made).



inspection, inspectors should find out if this is the case after reviewing the associated paperwork, which must include confirmation from the Department for Education that the provider is exempt and the extent of any such exemption. Inspectors should use their professional judgement in applying the grade descriptors in these cases and report accordingly. They should expect to gather evidence for the parts of the learning and development requirements that are not exempt.

## After the inspection

### Arrangements for publishing the report

119. The inspector must write the report immediately after the inspection. The text, balance and tone of the report should reflect the judgements made, based on the evidence gathered, and correspond to the feedback given. Guidance on the structure and content of the report is available in 'Reporting requirements for early years inspections'.<sup>10</sup>
120. When writing a report relating to a priority inspection, inspectors should ensure that it explains why the inspection took place and should report accordingly.
121. Where no children are on roll or present at the time of the inspection, inspectors must include a grade only for overall effectiveness. Although there will be no separate supporting judgements, the summary of key findings for parents on the front page must include at least one bullet point for each judgement in the evaluation schedule. The summary must also describe clearly any weaknesses that led to a 'not met' judgement and from which actions have been raised.

### Other information to be completed following an inspection

122. As well as submitting the report and evidence, the inspector must update our database with the following information:
  - the number of places the registered provider offers and the ages of children attending
  - the level and number of qualifications, including paediatric first aid, held by staff at the setting
  - any previous actions that are complete and need to be closed
  - any new actions or recommendations
  - any changes to the people connected with the registration, including a note of any failure to notify us of changes
  - any errors in the registration details, including those relating to the registered person and the register(s) on which the provider is placed.

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<sup>10</sup> 'Reporting requirements for early years inspections', Ofsted, January 2015;  
[www.gov.uk/government/publications/report-template-for-early-years-inspections-with-guidance](http://www.gov.uk/government/publications/report-template-for-early-years-inspections-with-guidance).

## The inspection evidence base

123. The evidence base must be retained for the time specified in our guidance.<sup>11</sup>

This is normally six months from when the report is published. Information must not be disposed of if it is found that we still require it, and inspection evidence must be kept for longer than six months when:

- an action relates to safeguarding
- the provision is being monitored or regulatory action is linked to the inspection
- there is a potential or current litigation claim against Ofsted, such as a judicial review
- the inspection is of a very sensitive nature or is likely to be of national or regional importance due to a high level of political or press interest
- there is an appeal against enforcement action or an ongoing complaint.

## Quality assurance and complaints

### Quality assurance

124. All inspectors are responsible for the quality of their work. The inspector must ensure that all judgements are supported by the evidence gathered and recorded. All inspections, reports and evidence bases may be subject to quality assurance arrangements. In addition, inspectors may be accompanied by their line manager on an inspection as part of their own performance management. The purpose of such visits will be explained to the provider at the start of the inspection.

### Handling concerns and complaints during the inspection

125. The great majority of our work is carried out smoothly and without incident. If concerns do arise during an inspection visit, they should be raised with the inspector present as soon as possible while the inspection is taking place. This provides the opportunity to resolve issues before the inspection is completed.

126. If a provider raises a concern, the inspector should seek to resolve it whenever possible, obtaining advice where necessary. Any concerns raised and actions taken to redress any problems should be recorded in the inspection evidence.

127. If it has not been possible to resolve concerns during the inspection, the provider may wish to lodge a formal complaint. The inspector should ensure that the provider is informed that the procedure for submitting a complaint is available on the Ofsted website.<sup>12</sup>

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<sup>11</sup> Our guidance 'Retention and disposing of information' is available on the Ofsted intranet.

<sup>12</sup> 'Raising concerns and making a complaint about Ofsted', Ofsted, May 2018;  
[www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted).

128. Complaints must be submitted no more than 10 working days after the publication of any inspection report or letter. We do not normally withhold or withdraw publication of an inspection report or letter while complaints are investigated. Complainants should not wait for the outcome of any related Freedom of Information request before making a complaint.

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## Part 2. The evaluation schedule – how early years settings will be judged

### Background to the evaluation schedule

129. The evaluation schedule must be used in conjunction with the guidance set out in Part 1 of this document, 'How we will inspect early years providers', and in the 'Education inspection framework: education, skills and early years' (the EIF).
130. The evaluation schedule is not exhaustive. It does not replace the professional judgement of inspectors. Inspectors must interpret grade descriptors in relation to children's age and stage of education.
131. In line with the EIF, inspectors will make the following judgements:
- overall effectiveness
  - the quality of education
  - behaviour and attitudes
  - personal development
  - leadership and management.
132. The criteria for each of these judgements are drawn from Ofsted's inspection experience, areas of consensus in academic research, and research that Ofsted has itself undertaken. A full note of how the judgement criteria relate to the available research can be found here.<sup>13</sup>
133. Inspectors use a four-point scale to make all judgements.
- grade 1: outstanding
  - grade 2: good
  - grade 3: requires improvement
  - grade 4: inadequate.
134. Inspectors must use their professional judgement to interpret and apply the grade descriptors to the setting they are inspecting. In doing so, they consider the following factors:
- a childminder who has only a very small number of children
  - settings in which only babies and very young children are present

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<sup>13</sup> 'Education inspection framework: overview of research', Ofsted, January 2019, [www.gov.uk/government/publications/education-inspection-framework-overview-of-research](http://www.gov.uk/government/publications/education-inspection-framework-overview-of-research).

- settings that provide for funded two-year-olds or groups who may be disadvantaged
- settings that have children who receive their main EYFS experience elsewhere
- children who are no longer in the early years age range.

135. Where there is a mixed age range, inspectors must note any differences in the quality of education for children<sup>14</sup> of different ages. They will use their professional judgement and take into account all their evidence and give clear reasons for their judgements.

### **Overall effectiveness: the quality and standards of the early years provision**

136. Inspectors must use all their evidence to evaluate what it is like to be a child in the provision. In making their judgements about a provider's overall effectiveness, inspectors will consider whether the standard of education and care is good. If it meets all the criteria for good, then inspectors will consider whether it is outstanding. If good is not the best fit, then inspectors will consider whether it requires improvement or is inadequate.

137. In judging the overall effectiveness, inspectors will take account of the four key judgements. They will also make a judgement about the effectiveness of the arrangements for safeguarding children.

138. Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider:

- the extent to which leaders and providers plan, design and implement the curriculum
- the extent to which the curriculum and care practices that the setting provides meet the needs of the range of children who attend, particularly children with SEND
- the progress all children make in their learning and development relative to their starting points, and their readiness for the next stage of their education
- children's personal and emotional development, including whether they feel safe and are secure and happy
- whether the requirements for children's safeguarding and welfare have been fully met and there is a shared understanding of and responsibility for protecting children

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<sup>14</sup> The term 'children' should be read to include the different ages and stages of children in the early years age range (birth to 31 August following a child's fifth birthday). Inspectors should interpret the grade descriptors according to a child's age and stage of development, therefore taking into account babies and young children.

- the effectiveness of leadership and management in evaluating practice and securing continuous development that improves children’s life chances.

### **Grade descriptors for the provision’s overall effectiveness**

#### **Outstanding (1)**

- The quality of education is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there is convincing evidence that it is improving this area rapidly and securely towards outstanding.
- Safeguarding is effective.
- There are no breaches of statutory requirements.

#### **Good (2)**

- The quality of education is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that it is improving it rapidly and securely towards good.
- Safeguarding is effective.

#### **Requires improvement (3)**

- Where one or more aspects of the provision’s work requires improvement, the overall effectiveness is likely to require improvement.
- Safeguarding is effective, and any weaknesses are easy to rectify because they do not leave children at risk of harm.
- Where there are any breaches of the EYFS requirements, they do not have a significant impact on children’s safety, well-being or learning and development.

#### **Inadequate (4)**

The provision’s overall effectiveness is likely to be inadequate if one or more of the following apply.

- Safeguarding is ineffective.
- Any one of the key judgements is inadequate.
- Breaches of statutory requirements have a significant impact on the safety and well-being and/or the learning and development of the children.
- It has been given two previous ‘requires improvement’ judgements and it is still not good.

## Quality of education

### The curriculum (EYFS)<sup>15</sup>

- The EYFS (educational programmes) provides the curriculum framework that leaders build on to decide what they intend children to learn and develop.
- Leaders and practitioners decide how to implement the curriculum so that children make progress in the seven areas of learning.
- Leaders and practitioners evaluate the impact of the curriculum by checking what children know and can do.

### 139. Inspectors will evaluate how well:

- leaders assure themselves that the setting's curriculum (educational programmes) intentions are met and it is sufficiently challenging for the children it serves
- leaders use additional funding, including the early years pupil premium where applicable, and measure its impact on disadvantaged children's outcomes.
- practitioners ensure that the content, sequencing and progression in the areas of learning are secured and whether they demand enough of children
- children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning
- the provider's curriculum prepares children for their next stage.

### Cultural capital<sup>16</sup>

140. Inspectors will evaluate how well leaders ensure that the curriculum they use or create enhances the experiences and opportunities available to children, particularly the most disadvantaged. Some children arrive at an early years settings with poorer experiences than others, in their learning and play. What a setting does, through its curriculum and interactions with practitioners, potentially makes all the difference for children. It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.

141. To reach a judgement about the quality of education, inspectors must use their professional judgement to consider the ages and stages of children in the setting.

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<sup>15</sup> The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

<sup>16</sup> Ofsted's definition of knowledge and cultural capital matches that found in the aims of the national curriculum. Cultural capital is the essential knowledge that children need to be educated citizens.

## Grade descriptors for the quality of education

### Outstanding (1)

The provider meets **all** the criteria for a good quality of education **securely and consistently**. In addition, the following applies.

#### Intent

- The provider's curriculum intent is strong and is built on secure evidence. Across the provision, all practitioners have a firm, common understanding of the provider's curriculum intent and what it means for their practice.

#### Implementation

- The provider's implementation of the curriculum is consistently strong. Across all parts of the provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.
- Children's experiences over time are consistently and coherently sequenced to build cumulatively sufficient knowledge and skills for their future learning.

#### Impact

- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration.
- Children consistently develop vocabulary that enables them to communicate effectively. They speak with increasing confidence and fluency, which means that they secure strong foundations for future learning, especially in preparation for them to become fluent readers.

142. Inspectors will use their professional judgement and adopt a 'best fit' approach in order to judge whether an early years provider is **good** or **requires improvement**.

### Good (2)

#### Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- The provider's curriculum is coherently planned and sequenced. It builds upon what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- The provider has the same ambitions for almost all children. For children with particular needs, such as those with high levels of SEND, their curriculum is still ambitious and meets their needs.

#### Implementation<sup>17</sup>

<sup>17</sup> Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their



- Children benefit from meaningful learning experiences across the intended curriculum.
- Practitioners understand the areas of learning they teach and the way in which young children learn. Leaders provide effective support for staff with less experience and knowledge of teaching.
- Practitioners present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Practitioners ensure that their own speaking, listening and reading of English enables children to hear and develop their own language and vocabulary well.
- Over the EYFS, teaching is designed to help children remember long-term what they have been taught and to integrate new knowledge into larger concepts.
- Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children.
- Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children’s needs and promote their focus on learning.
- Practitioners provide information for parents to help them to understand how their children are progressing in relation to their stage of development. Effective engagement with parents helps them to support their child’s learning at home.

### **Impact**

- Children develop detailed knowledge and skills across the curriculum and use these in an age-appropriate way. Children develop their vocabulary and understanding of language across the areas of learning.
- Children are ready for the next stage of education, especially school, where applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on.
- Children enjoy, listen attentively and respond with comprehension to familiar

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interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.

stories, rhymes and songs that are appropriate to their age and stage of development.

- Children understand securely the early mathematical concepts appropriate to their age and stage that will enable them to move on to the next stage of learning.
- Children articulate what they know, understand and can do in an age-appropriate way, holding thoughtful conversations with adults and their friends.
- Children are physically active in their play, developing their physiological, cardiovascular and motor skills. They show good control and coordination in both large and small movements appropriate for their stage of development.

### **Requires improvement (3)**

- Provision is not good.
- Any breaches of the statutory requirements do not have a significant impact on children's learning and development.

### **Inadequate (4)**

The quality of education is likely to be inadequate if one or more of the following applies.

- A poorly designed and implemented curriculum does not meet children's needs. The needs of babies and young children are not met.
- Practitioners have a poor understanding of the areas of learning they teach and the way in which young children learn.
- Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.
- Children are not well prepared for school or the next stage of their learning, particularly those who are in receipt of additional funding.
- Breaches of the statutory requirements have a significant impact on children's learning and development.
- Strategies for engaging parents are weak and parents do not know what their child is learning or how they can help them improve.

## **Behaviour and attitudes**

143. Inspectors will consider the ways in which children demonstrate their attitudes and behaviours through the key characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically.

144. Although attendance at the setting is not mandatory, inspectors will explore how well providers work with parents to promote children's attendance so they form good habits for future learning. In particular, inspectors will consider the attendance of children for whom the provider receives early years pupil premium.
145. To reach a judgement about children's behaviour and attitudes, inspectors must use their professional judgement to consider the ages and stages of children in the setting.

### Grade descriptors for behaviour and attitudes

#### Outstanding (1)

The provider meets **all** the criteria for good behaviour and attitudes **securely and consistently**. In addition, the following apply.

- Children have consistently high levels of respect for others. They increasingly show high levels of confidence in social situations. They confidently demonstrate their understanding of why behaviour rules are in place and recognise the impact that their behaviour has on others.
- Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning.
- Children demonstrate high levels of self-control and consistently keep on trying hard, even if they encounter difficulties. Where children struggle with this, leaders and practitioners take intelligent, swift and highly effective action to support them.

146. Inspectors will use their professional judgement and adopt a 'best fit' approach in order to judge whether a provider is **good** or **requires improvement**.

#### Good (2)

- The provider has high expectations for children's behaviour and conduct and applies these expectations consistently and fairly. This is reflected in children's behaviour and conduct. They are beginning to manage their own feelings and behaviour, and to understand how this has an impact on others. They are developing a sense of right and wrong.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children benefit fully from the early education opportunities available to them by participating and responding promptly to requests and instructions from practitioners.
- Relationships among children, parents and staff reflect a positive and respectful culture. Children feel safe and secure.

### Requires improvement (3)

- Children’s behaviour and attitudes are not good.
- Any breaches of the statutory requirements do not have a significant impact on children’s behaviour and attitudes.

### Inadequate (4)

Children’s behaviour and attitudes are likely to be inadequate if one or both of the following apply.

- Children’s behaviour and attitudes to learning are poor. Their frequent lack of engagement in activities and/or poor behaviour lead to a disorderly environment that hinders children’s learning and/or puts them and others at risk.
- Children persistently demonstrate poor self-control and a lack of respect for others, leading to children not feeling safe and secure.

## Personal development

147. To reach an overall judgement about how the provision promotes children’s personal development, inspectors must use their professional judgement to consider the impact of the provision on children’s all-round development. In doing so, inspectors must be mindful of the ages and stages of development of the children in the setting.

### Grade descriptors for personal development

#### Outstanding (1)

The provider meets **all** the criteria for good personal development **securely and consistently**. In addition, the following apply.

- The provider is highly successful at giving children a rich set of experiences that promote an understanding of people, families and communities beyond their own.
- Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy.
- Practitioners value and understand the practice and principles of equality and diversity. They are effective at promoting these in an age-appropriate way, which includes routinely challenging stereotypical behaviours and respecting differences. This helps children to reflect on their differences and understand what makes them unique.

148. Inspectors will use their professional judgement and adopt a ‘best fit’ approach in order to judge whether an early years provider is **good** or **requires improvement**.

**Good (2)**

- The curriculum promotes and supports children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.
- The curriculum promotes children's confidence and resilience. Practitioners teach children to take managed risks and challenges as they play and learn, particularly supporting them to develop physically.
- Practitioners provide a healthy diet and exercise for children in their care. They give clear messages to children about why it is important to eat, drink, rest and exercise.
- Practitioners ensure that policies are implemented consistently. Hygiene practices ensure that the personal needs of children of all ages are met appropriately. Practitioners teach children to become increasingly independent in managing their personal needs.
- The provider prepares children for life in modern Britain by: equipping them to be respectful and to recognise those who help us and contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for different people.

**Requires improvement (3)**

- Provision to support children's personal development is not good.
- Any breaches of the statutory requirements for safeguarding and welfare and/or learning and development do not have a significant impact on children's safety, well-being and personal development.

**Inadequate (4)**

Personal development is likely to be inadequate if one or more of the following applies.

- Breaches of the statutory requirements have a significant impact on children's safety, well-being and personal development.
- Practitioners do not support children's social and emotional well-being or prepare them for transitions within the setting and/or to other settings and school.
- The key person system does not work effectively to support children's emotional well-being and children fail to form secure attachments with their carers. Babies are not stimulated.
- Policies, procedures and practice do not promote the health and welfare of children. As a result, children do not know how to keep themselves safe and healthy.
- Children have a narrow experience that does not promote their understanding of people and communities beyond their own or help them to recognise and accept each other's differences.

## Leadership and management

149. Inspectors will evaluate evidence from the range of different inspection activities set out in Part 1 of the handbook when considering the effectiveness of leadership and management.
150. Inspectors must use their professional judgement to interpret and apply the grade descriptors for leadership and management for childminders.

### Grade descriptors for leadership and management

#### Outstanding (1)

The provider meets **all** the criteria for good leadership and management **securely and consistently**. In addition, the following apply.

- Leaders ensure that practitioners receive focused and highly effective professional development. Practitioners' subject, pedagogical content and knowledge consistently builds and develops over time, and this consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and ensure that any issues are identified. When issues are identified – in particular about workload – they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

151. Inspectors will use their professional judgement and adopt a 'best fit' approach in order to judge whether an early years provider is **good** or **requires improvement**.

#### Good (2)

In order for the effectiveness of leadership and management to be judged **good**, it must meet all of the following criteria.

- Leaders have a clear and ambitious vision for providing high-quality, inclusive care and education to all. This is realised through strong shared values, policies and practice.
- Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment. The practice and subject knowledge of practitioners build and improve over time. Leaders have effective systems in place for the supervision and support of staff.
- Leaders act with integrity to ensure that all children, particularly those with SEND, have full access to their entitlement to early education.
- Leaders engage effectively with children, their parents and others in their community, including schools and other local services.
- 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.

- Those with oversight or governance understand their role and carry this out effectively. They have a clear vision and strategy, and hold senior leaders to account for the quality of care and education. They ensure that resources are managed sustainably, effectively and efficiently.
- The provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding.
- Leaders protect staff from harassment, bullying and discrimination.
- The provider has a culture of safeguarding that facilitates effective arrangements to: **identify** children who may need early help or are at risk of neglect, abuse, grooming or exploitation; **help** children to reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to children.

### Requires improvement (3)

- Leadership and management are not yet good.
- Any breaches of statutory requirements do not have a significant impact on children's safety, well-being or learning and development.

### Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- Leaders do not have the capacity to improve the quality of education and care. Actions taken to tackle areas of identified weakness have been insufficient or ineffective. Training for staff is ineffective.
- Leaders are not doing enough to tackle the poor curriculum or teaching, or the inappropriate use of assessment. This has a significant impact on children's progress, particularly those who are disadvantaged and those with SEND.
- Links with parents, other settings and professionals involved in supporting children's care and education do not identify or meet children's individual needs. Children fail to thrive.
- Leaders do not tackle instances of discrimination. Equality, diversity and British values are not actively promoted in practice.
- Safeguarding and welfare requirements are not met. Breaches have a significant impact on the safety and well-being of children.



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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