



Introducing the new
Ofsted Education Inspection Framework (EIF)
September 2019

Early Years Inclusion and Childcare Service

The Education Inspection Framework (EIF)

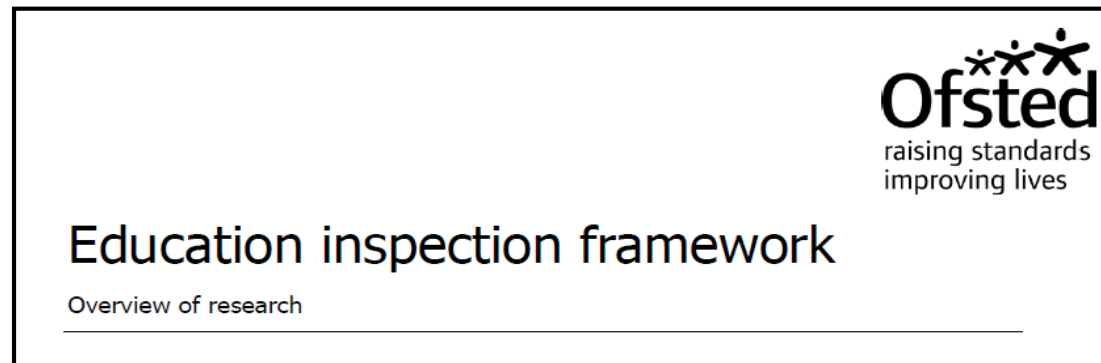


The new framework:

- Places the **curriculum** at the heart of inspection
- No need to produce progress and attainment **data** 'for Ofsted', helping reduce unnecessary workload
- **All** children should have access to high quality care and education

The research behind the changes

- The new EIF is informed by research evidence – related to the 4 Ofsted judgements
- Ofsted used reviews of existing research and conducted their own
- Some of the research is specific to early years
- The “Overview of Research” document provides a summary of the research evidence used to inform the EIF



Essential Documents – www.gov.uk



The education inspection framework

Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.



Early years inspection handbook for Ofsted registered provision

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

This handbook describes the main activities inspectors undertake when they conduct inspections of early years providers in England registered under sections 49 and 50 of the Childcare Act 2006.

Essential Documents – www.gov.uk



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

Effective: 3 April 2017

Documents



[Inspecting safeguarding in early years,
education and skills settings](#)

HTML



[Inspecting safeguarding in early years,
education and skills](#)

PDF, 496KB, 36 pages

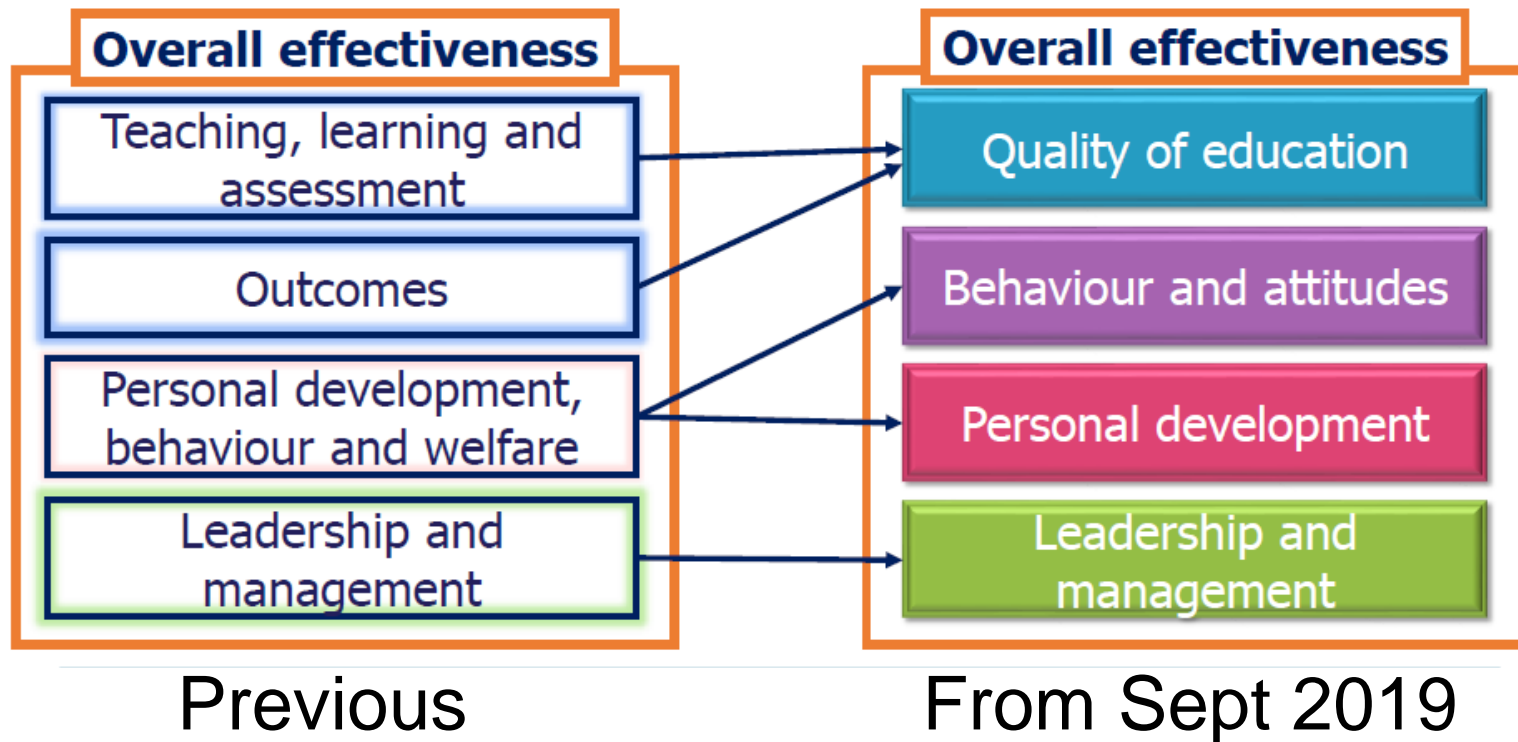


[For September 2019 onwards: Inspecting
safeguarding in early years, education and
skills settings](#)

PDF, 367KB, 38 pages

Inspection Judgements

Judgement areas: evolution, not revolution



Inspection Judgements



Who does this apply to?

- “We will **apply** the new framework to the inspection of all childminders and childcare on both domestic and non-domestic premises.”
- “For those providers who only provide care for children at the beginning and end of the school day or in holiday periods **we will not apply** the quality of education judgement. Inspectors will only make a ‘overall effectiveness’ judgement.”

Overall effectiveness

- The effectiveness of safeguarding is part of overall effectiveness
- This brings together evidence from all 4 judgements



Quality of Education

The EYFS curriculum

- The EYFS (educational programmes) provides the curriculum framework that leaders build on to decide what they **intend** children to learn
- 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

Page 31

Quality of education

Intent

Impact

Implementation



Quality of Education

“**Cultural capital** is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.”



Early years Inspection Frame for Ofsted registers provision, May 2019 (p.32).

Quality of Education

Cultural Capital

- What the setting does, through its curriculum and interactions, potentially makes **all the difference**.
- 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.



“Cultural Capital isn’t a separate ‘thing’ that inspectors will look at during inspections. It’s more a golden thread, woven through everything you do to teach children well...

Will we be judging you on it separately? No.

Will you need to do a cultural capital course?

Of course not”

Amanda Spielman, Ofsted

National Day Nurseries Association, 2019

Behaviour and attitudes

Inspectors will consider:

- the Characteristics of Effective Learning as part of this judgement
- how well providers work with parents to promote children's attendance
- how the provision helps children to manage their own feelings and behaviour and how to relate to others



Personal development

Grade descriptors:

Outstanding

- Practitioners teach children the language of feelings, helping them to appropriately develop their emotional literacy

Good

- Practitioners provide ... consistent messages about healthy choices around food, rest, exercise and screen time



Leadership and management

“Leaders have a clear and ambitious vision for providing high quality inclusive education ...”

The Education Inspection Framework
page 11



Common themes

- Vocabulary, early speech and language, early reading
- Partnership with parents
- Disadvantaged children



Pilot Inspections in Leicestershire

- Carried out in a similar way
- More emphasis on talking with practitioners rather than leaders and managers
- Focus on:
 - Prevent
 - promoting good attendance
 - sharing children's learning and development with parents
 - supporting the development of children's vocabulary and early reading

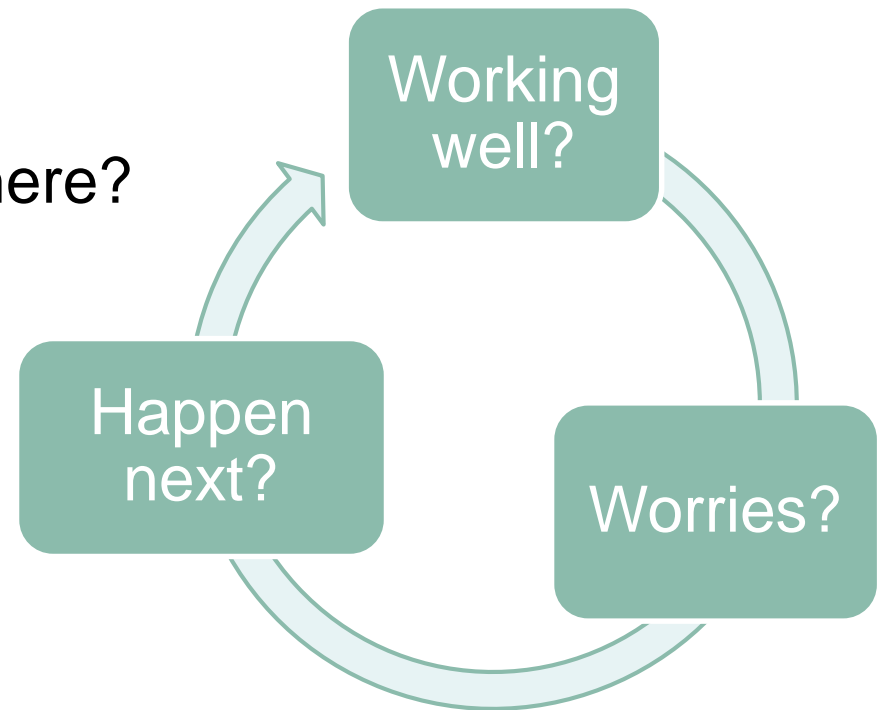


Positive practice tool

What's working well?

What concerns/worries are there?

What needs to happen next?



Early Years Inclusion and Childcare Service

Training is located on **eventbrite**

<https://resources.leicestershire.gov.uk/elc-cpd-eytraining@leics.gov.uk>

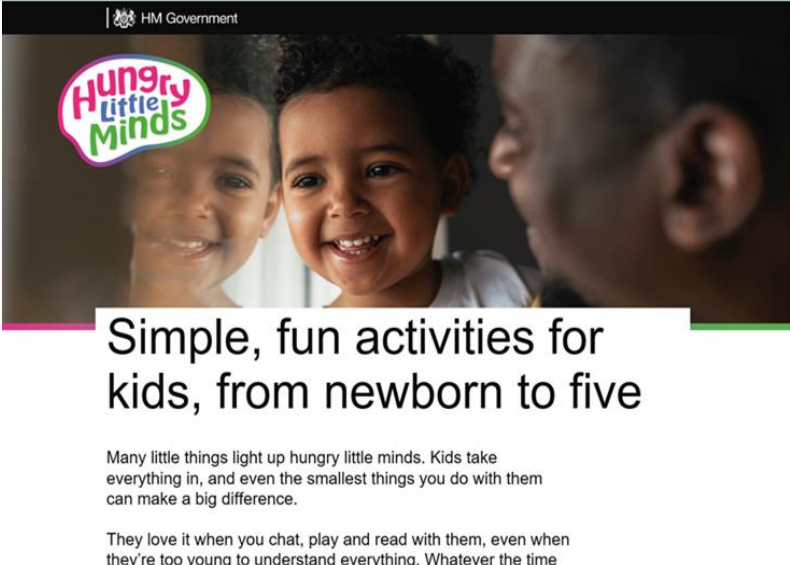
- Set up an account on Eventbrite
- Click 'FOLLOW'
- Book training sooner rather than later
- Cost of training is heavily subsidised

Early Years Inclusion and Childcare Service



Recruitment of Staff

- Free Service
- <https://resources.leicestershire.gov.uk/jobs-in-childcare>

hungrylittleminds.campaign.gov.uk



HM Government



Simple, fun activities for kids, from newborn to five

Many little things light up hungry little minds. Kids take everything in, and even the smallest things you do with them can make a big difference.

They love it when you chat, play and read with them, even when they're too young to understand everything. Whatever the time



HM Government



Campaign Toolkit

July 2019

1001 Critical Days

Top Tips

Planning for pregnancy

- Look after yourself physically and mentally
- this helps to give me the best start

Pregnancy

- Get to know my pattern of wriggles and kicks
- Stroke your bump and talk, sing or read to me
- this will help me to recognise your voice and feel comforted and loved

Babies

- Give me eye contact and talk to me
- this helps me to learn
- Cuddle me often
- this helps me feel safe and loved
- Respond promptly to my cries
- this helps us to bond
- Stay calm and relaxed
- this helps me to be calm too
- Give me chances for tummy time, lying flat and being held upright. Just like you, staying in one position gets uncomfortable

Toddlers

- Slow down - give me your attention
- Relax and be patient
- give me time to respond
- Talk about everyday things with me
- Read books and tell stories with me
- Get down on the floor and play with me

For further help and ideas you could look at

Health for under fives
www.healthforunder5s.co.uk

Talk to your baby
www.talktoyourbaby.org

What to expect when?
www.foundationyears.org.uk/what-to-expect-when

Hungry Little Minds
<https://hungrylittleminds.campaign.gov.uk>

Building a happy baby - a guide for parents
www.unicef.org.uk/babyfriendly/baby-friendly-resources/relationship-building-resources/building-a-happy-baby/

ROSPA Keeping Kids Safe
www.rospa.com/resources/habit/keeping-kids-safe

If you are worried about your baby or about yourself, speak with your midwife or public health nurse (health visitor).

Produced by Leicestershire County Council as part of the Leicestershire Children and Families Partnership
Visit www.leicestershire.gov.uk/LCFP



Respond

Did you know?

Your child loves your attention. They like to see your smile and hear you talking and singing.

Try... turning off the TV or putting down your phone and making eye contact each time you interact with your child.



Relax

Did you know?

When your child feels stressed they need you to help them by trying to be as calm as possible.

Try... finding ways for you and your child to be calm and relaxed together but also take some time for yourself.



Play

Did you know?

Your child needs you to make life interesting for them. Take time to play - this could be in the garden, the park, the bath, on the floor, at the table.

Try... getting down to the same level as your child when you play. Have fun together.



Cuddle

Did you know?

When you cuddle your child, it helps them feel safe, secure and loved. You can't give your child too many cuddles.

Try... using different kinds of touch - cuddling, massaging, stroking and tickling games.

Did you know?

- From around 8 weeks pregnant your baby responds to touch.
- By 23 weeks your baby can hear sounds from the outside world.
- By the age of 2 your child's brain is 80% developed.

That is why their first **1001 days** are so critical.



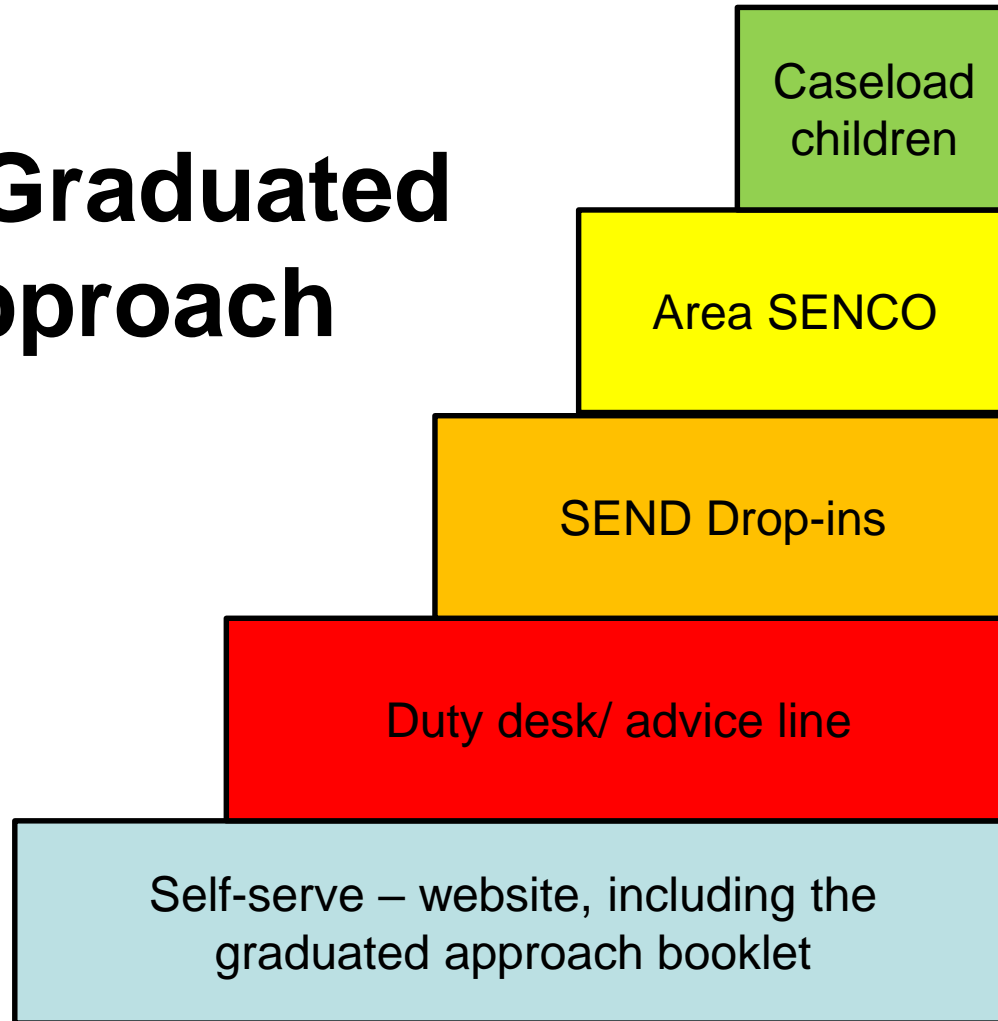
Talk

Did you know?

Your child loves the sound of your voice and can recognise it even before they are born.

Try... taking turns in pulling faces, playing peekaboo, making sounds and talking with your child. Talk about the everyday things that you do together.

The Graduated Approach



Graduated Approach

Self-serve – website, including the graduated approach booklet

The Graduated Approach Booklet is a document for you to refer to.



Leicestershire County Council

Speech Language and Communication Needs (SLCN)

SLCN

When a child presents with Speech, Language and Communication Needs, these could include, but are not limited to:

- Can demonstrate aspects of solitary play
- Can be withdrawn, having little interaction
- May be disengaged/obstructive
- May be attention seeking in inappropriate ways
- May have no or poor eye contact
- May have less expressive communications, such as little facial expressions
- May have a stammer when getting out their words or talking
- May avoid situations with lots of language
- May appear to follow others when given verbal instructions
- May have selective mutism

It does not include children who are learning English as an additional language, children who have sensory impairment or children who have a diagnosis of ASD.

Inclusive Practice for Children with SEND in the Early Years – Quality First Teaching Language

- Adjusting language to suit all children's needs
- Giving children time to process information and respond
- Whenever possible, use visual aids and cues, signing, signs and symbols, objects of reference, Makaton etc
- Create a language rich environment which promotes language development
- A Multi-sensory approach to language is best practice

Environment

- Use visuals within the environment to make every area accessible
- Develop quiet spaces where children can have calming time
- Be aware of over stimulation within your environment, e.g. not too busy displays
- Having a choice board available so children can choose activities that are not available
- Activities should include sensory and tactile play
- Your environment needs to be welcoming to children, parents, carers and professionals

Role of the Adult

- To be an enabler so that children can access the environment, other adults, peers and learning
- To have a good knowledge of child development so that the assess, plan, do, review model can be followed
- Encourage inclusion in all aspects of the day
- To champion the children and to be an advocate for their support
- To plan for reasonable adjustments so children can access the learning and environment
- Be prepared to be flexible

Supporting Behaviour

- Understanding that all behaviour is communication
- Looking into why behaviour is happening as opposed to trying to tackle the behaviour itself
- Understanding and knowing the child is key
- Ensure all adults are consistent
- Ensure there is a clear structure to the day
- Use positive behaviour strategies

Graduated Approach for children with SEND in the early years

Universal Support

Meeting the child's additional speech, language and communication needs through:

- Reinforcing key vocabulary
- Expanding children's key words and speech
- Provide a quiet, distraction free area to encourage language
- Implement visuals around the environment and throughout teaching
- Implement a social communication group
- Keeping language and instructions clear and simple
- Give children time to process and respond
- Use the Early Learning Guidelines to monitor progress
- Seek unreserved advice from the Duty Desk (0116 305 7136) Monday to Friday 9am-12pm or the SEND Drop In Events

Targeted SEN Support

Before applying for Inclusion Funding, or beginning the EIPF process, the expectation is that the SENDCO and/or practitioners would carry out the following:

- Individual or small group support for a series of 'chunks' throughout the day
 - Use of specific objects of reference
 - Seek training to develop staff knowledge, understanding and skills
 - Run an assessment and implement a targeted plan
 - Refer to SALT for advice and next steps
 - Implement specific individual interventions from SALT or other professionals
 - Support families with DLA applications if appropriate
 - Review and monitor progress
 - Seek advice from Area SENDCO
 - Apply to the Early Years Referral Panel for additional support from the Early Years SEND Inclusion Team
- <https://resources.leicestershire.gov.uk/education-and-children/early-years-sen-inclusion-service/early-years-settings/extra-help-for-pre-school-children>



Duty desk/ advice line

Available daily 9am-12pm 0116 3057136

Children and Family Services

Graduated Approach

SEND Drop-ins

These sessions give you the chance to discuss children who may be presenting with some difficulties within the setting. They are attended by a range of professionals.

Date	Time	Venue
1.10.19	1.00 - 4.00pm	Charnwood Arms
3.10.19	1.00 - 4.00pm	Gorse Covert, Loughborough
7.10.19	1.00 - 4.00pm	Harborough Innovation Centre
8.10.19	1.00 - 4.00pm	Hinckley Golf Club
10.10.19	1.00 - 4.00pm	Salvation Army, Wigston

Graduated Approach

Area SENCO

The Early Years Improvement Advisors are now also Area SENCOs. Each setting will have a named Area SENCO and have 4 visits throughout the year.

Caseload
children

When children require more specialist, individualised support, then a referral can be made to the Early Years SEND panel. The new panel form and panel dates for the year are on the website.

Graduated Approach Document

This document should be used to:

- demonstrate best practice in relation to High Quality Teaching
- support early identification and the Graduated Approach to meeting children's needs.
- support consistency within settings, and expectations within this
- support conversations with parents and families
- support the application of Inclusion Funding
- support the writing of targeted SEN plans, support plans and EHCPs

Graduated Approach Document

The document is split into the following sections:

- Speech Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)
- Social Emotional and Mental Health (SEMH)
- Learning Disability (LD)
- Physical Disability (Phy)
- Hearing Impairment (HI)
- Vision Impairment (VI)
- Medical Need
- Sensory Need

Social Emotional and Mental Health (SEMH)

SEMH

When a child presents with Social, Emotional and Mental Health Needs, these could include, but are not limited to:

- Children who find it difficult to regulate their behaviours and emotions
- May be withdrawn, overactive and/or poor concentration
- May have 'triggers' that they respond to
- May present spikey, inconsistent developmental profiles
- May present extreme emotions
- Children who may present with eating or sleeping difficulties
- May find following instructions difficult
- May seek or reject reassurance from an adult
- May partake in self-harm activities
- May struggle to make and maintain friendships

Inclusive Practice for Children with SEND in the Early Years – Quality First Teaching

Language

- Adjusting language to suit all children's needs
- Giving children time to process information and respond
- Wherever possible, use visual aids and cues, signing, signs and symbols, objects of reference, Makaton etc
- Create a language rich environment which promotes language development
- A Multi-sensory approach to language is best practice

Environment

- Use visuals within the environment to make every area accessible
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- To have a good knowledge of child development so that the assess, plan, do, review model can be followed
- Encourage inclusion in all aspects of the day
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- To plan for reasonable adjustments so children can access the learning and environment
- Be prepared to be flexible

Supporting Behaviour

- Understanding that all behaviour is communication
- Looking into why behaviour is happening as opposed to trying to tackle the behaviour itself
- Understanding and knowing the child is key
- Ensure all adults are consistent
- Ensure there is a clear structure to the day
- Use positive behaviour strategies

Universal Support

Meeting the child's additional SEMH needs through:

- Devising a targeted plan
- Creating appropriate social stories
- Group activities labelling emotions
- Starting a behaviour diary/observations to keep logs
- Social communication groups
- Implementing visual choices and resources
- Implementing reward schemes
- Set up a communication book to pass between setting and home
- Positive behaviour strategies and calming language
- Use the Early Learning Guidelines to monitor progress
- Seek unnamed advice from the Duty Desk (0116 305 7136) Monday to Friday 9am- 12pm or the SEND Drop In Events

Targeted SEN Support

Before applying for Inclusion Funding, or beginning the EHCP process, the expectation is that the SENCO and/or practitioners would carry out the following:

- Seek training to develop staff knowledge, understanding and skills
- Adapt daily routines and environments to meet specific needs
- Individual or small group support for a series of 'chunks' throughout the day.
- Undertake and review Strengths and Difficulties Questionnaire (SDQ's) and Boxall profile for the individual
- Support families with DLA applications if appropriate
- Review and monitor progress
- Seek advice from Area SENCO
- Apply to the Early Years Referral Panel for additional support from the Early Years SEND Inclusion Team



Useful Weblinks

Early Years Inclusion and Childcare

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare>

ECAT

<https://resources.leicestershire.gov.uk/ecat>

Prevent

<https://www.elearning.prevent.homeoffice.gov.uk/la2/screen1.html>

SEND support

<https://resources.leicestershire.gov.uk/education-and-children/early-years-sen-inclusion-service>

Early Years Training

<https://resources.leicestershire.gov.uk/elc-cpd>

Early Years Jobs

<https://resources.leicestershire.gov.uk/jobs-in-childcare>