

# **Improving the way Ofsted inspects education**



# 1. What is your main role in early years and childcare?

**Are you a:**

- Registered childminder
- Registered childminding assistant
- Childcare on Domestic Premises staff/manager
- Nursery staff/manager
- Registered nanny
- Pre-school staff/manager
- Other

## 2. What do you think about the proposed evaluation areas?

### **In the current EIF, inspectors make judgements in these areas:**

- overall effectiveness
- the quality of education
- behaviour and attitudes
- personal development
- leadership and management

### **Proposed evaluation areas for registered early years providers Ofsted inspect:**

- leadership and governance
- curriculum
- developing teaching
- achievement
- behaviour, attitudes and establishing routines
- children's welfare and well-being
- inclusion
- safeguarding

### 3. To what extent do you agree that the proposed 5-point scale for reporting inspection findings is a better approach than the current overall effectiveness grading?

**In the current EIF, inspectors use a 4-point grading scale;**

1. Outstanding, 2. Good, 3. Requires improvement, 4. Inadequate.

The scale Ofsted is proposing is:

**Exemplary (highest quality provision)** – a provider where all evaluation areas are graded as at least secure and, within an evaluation area that is consistently strong, there is a feature of practice that could be considered as exemplary.

**Strong** – practice is consistently secure across different aspects of learning. Leaders are working above and beyond the legal and professional standards expected of them.

**Secure** – the provider is offering a secure standard of education. This includes meeting the legal requirements and the expectations set out in non-statutory guidance, as well as the professional standards required of the particular type of provision, where applicable.

**Attention needed** – some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements, the expectations set out in non-statutory guidance, or the professional standards required, where applicable. However, inspectors have determined that leaders have the capacity and means to make the necessary improvements.

**Causing concern (lowest quality provision)** – needs urgent action to provide a suitable standard of education and/or care for children and learners.

## 4. Is it clear how you would earn exemplary practice?

**Exemplary (highest quality provision)** – a provider where all evaluation areas are graded as at least secure and, within an evaluation area that is consistently strong, there is a feature of practice that could be considered as exemplary.

## **5. Do you have any other comments on the proposed evaluation scale including the approach to exemplary practice?**

As the report cards are mainly for parents and carers, Ofsted want to make it easy for them to be able to compare different providers. This means they should grade all the different types of education providers they inspect using the same scale.

As they move away from using an overall effectiveness grade, they are determined to design a new approach that gives parents and carers more information but also reduces the pressure of the overall grade on professionals.

They want an evaluation scale that allows inspectors to:

- validate and celebrate success where leaders have made significant improvements
- give reassurance where leaders and staff have taken the right actions and are seeing the first signs of improvement, even where they have not achieved all they intended
- identify where leaders' attention needs to turn next to avoid practice and/or outcomes declining

## **6. Thinking about the inspection toolkit, to what extent do you agree with these statements...**

- The proposed toolkit is suitable for childminders**
- The proposed toolkit is easily digestible and understandable**
- I am likely to use the toolkit to prepare for my inspection**

The aims of the toolkits are to:

- build on the strengths of the EIF, keeping the elements that are working well, such as our focus on the curriculum
- consider the provider's context and establish a level playing field for those working in challenging circumstances, while maintaining high expectations
- introduce a spotlight on areas where we need to be a more effective lever for change – such as our focus on behaviour, attendance and inclusion (including shining a spotlight on those who are disadvantaged and those who have SEND)
- strengthen the balance between curriculum intent, implementation and impact – ensuring a focus on how well leaders develop teaching, particularly for those who are disadvantaged or have SEND, through high-quality professional development
- be a useful tool for both the sector and inspectors, to support continuous improvement

## **7. What resources could PACEY provide that might help you prepare for an inspection using the proposed toolkit?**

For example:

- Self-evaluation form
- An audit tool
- Checklist against the criteria
- Video explainers
- Workshops



## 8. To what extent do you agree with Ofsted's working definition of inclusion?

Ofsted's working definition of inclusion is:

Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.

Leaders set a clear and ambitious vision for inclusion at the provider. They communicate this to children, learners, staff, and parents and carers. They create a culture in which every child and learner belongs, and feels safe, welcomed and valued. They make sure that all children and learners access a high-quality education, taught by experts with high ambition who strive to develop every child and learner's potential.

Leaders work in a close and effective partnership with parents and carers and other agencies to secure the best possible outcomes for every child and learner, regardless of their starting points. Inclusive providers are relentless in identifying and removing barriers to participation and learning, so that all children and learners can achieve and thrive.

## **9. To what extent do you agree that the proposed inspection methodology is flexible and adaptable for different types of settings**

The Big Listen feedback told Ofsted to adapt their inspection practices to be bespoke and proportionate to the size of settings and the number of hours they care for children. The early years toolkit builds on their existing strong principles while aiming to be more flexible and adaptable to various settings, including childminders and out-of-school providers.

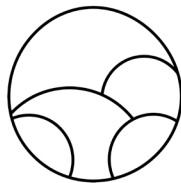
**10. Please tell us what challenges you face during an inspection and what more could Ofsted do to help reduce or manage these challenges.**

# 11. Is there anything else about the proposed changes to inspection that you would like to tell us?

In summary, the reforms mean Ofsted will make the following changes to the EIF:

- replace the section 'grading scale used for inspection judgements' with the 5-point scale and remove the 'overall effectiveness' section
- replace the section 'key judgements' with the new evaluation areas for each education remit
- replace the section 'what inspectors will consider when making judgements' with information about our new methodology and links to the relevant toolkit
- explain the purpose and intended impact of our education inspections

The proposals in this consultation aim to improve the experience of inspections for professionals and practitioners in our sectors.



**Thank you**

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[www.pacey.org.uk/webinar-improving-the-way-ofsted-inspects-education/](http://www.pacey.org.uk/webinar-improving-the-way-ofsted-inspects-education/)

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