



The Common Inspection Framework (CIF) for Out of School Settings (Committee and Private Managed) September 2015





The Common Inspection Framework

- From September 1st2015 there is one Common Inspection Framework. This sets out how Ofsted inspects maintained schools and academies, independent schools, further education and skills provision and registered early years settings (including out of school settings) in England, supported by separate handbooks for each remit.
- The CIF handbooks are consistent where possible, but recognise differences between sectors.
- Out of school settings that provide Early years care will follow the Early Years inspection handbook.



Ofsted Documentation

- [The Common Inspection Framework](#)
- [Early years inspection handbook](#)
- [Inspecting safeguarding in early years, education and skills settings](#)

- <https://www.gov.uk/government/publications>



Inspectors will make the following judgements:

- Overall effectiveness
- Leadership and Management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare



Leadership and management


Inspectors will make a judgement on the effectiveness of leadership and management:

- particular focus on the curriculum/activities that are appropriate for all ages of children
- ambitious vision – the impact of the culture of a setting
- safeguarding – is it effective or not?
- emphasis on British Values
- use and impact of Pupil Premium



Quality of teaching, learning and assessment in Out of School Provision

- A wide range of interesting resources
- There is the opportunity for children to use their imagination
- Resources are easily accessible and children choose their activities
- Good communication with other agencies (school, SEN support, Local Authority)
- Parents – strong focus on parents as sources of information and partners in children’s learning.
- Learning – characteristics of effective learning (children form attitudes about learning that last a lifetime, they can be creative, 'have a go' adventurous learners.



Playwork staff- Teaching in the Out of School setting

Inspectors will be looking at interactions of staff 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,
- setting challenges



Inspecting playwork and teaching in Out of School settings

Inspectors will take account of :

- the equipment adults provide
- the physical environment
- the structure and routines of the day that establish expectations.

Integral to supporting children in their learning is how practitioners:

- assess what the children know
- take account of their interests and dispositions to learn (characteristics of effective learning)
- use this information to build on children's experiences and learning



Personal development, behaviour and welfare

Key points:

- keeping safe - children are supervised at all times
- self-awareness and understanding of how to be a successful leader – staff know how to create an effective learning environment for children, good role models
- social and emotional elements – children feel secure in their play
- attendance – is recorded and good signing in and out records are kept. Ofsted will be looking at how the managers and staff promote prompt and regular attendance for all children in their setting.
- behaviour – children are aware of boundaries
- keeping healthy – healthy snacks, drinks and washing of hands
- personal development – age appropriate expectations



Safeguarding

During the inspection inspectors will have regard for how well children are helped and protected so that they are kept safe.

Inspectors will always make a written judgement in leadership and management about whether or not the arrangements for safeguarding children and learners are effective.

(e.g committee show rigorous recruitment guidelines that help ensure all staff are suitable to work with children, in order to safeguard children)





Main changes to new inspection framework

- notification for all providers (except priority inspections)
- Early Years Pupil Premium
- attendance
- British Values
- Prevent Duty



Pupil Premium (PP)

- PP has been introduced to narrow the gap between disadvantaged pupils and other pupils.
- All childcare providers have a responsibility for narrowing the gap in young children's outcomes,
- In Oxfordshire the gap is narrowing too slowly. Practitioners need to show how the funding is being spent for all those children who are in receipt of pupil premium.
- Practitioners need to show the impact of the interventions/ funding is having on all children who are in receipt of pupil premium.
- Out of school settings can support schools and other settings by providing an effective learning environment and meeting the needs of all children that attend your setting.

[Pupil Premium in Out of school provision](#)



British Values

Inspectors will observe how well leaders and managers actively promote British values (leadership and management).

How well personal development is promoted , so that children are well prepared to respect others and contribute to wider society and life in Britain (personal development, behaviour and welfare).



What are British values?

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

NB Where personal and social development is strong - British values is not new it is already happening.

Background reading on British values –

<http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/>



Prevent Duty

Ofsted will inspect how childcare providers fulfil their duty. It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.

- Protecting children from radicalisation should be seen as part of the providers wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, neglect abuse).
- [Prevent Duty for Out of school providers](#)



Guidance on Prevent duty

From Prevent Duty guidance document paragraph 61 -

“Early years providers already focus on children’s personal, social and emotional development The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other’s views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.”



Launching the new arrangements



Available now on the Ofsted website:

- The common inspection framework
- The new Section 5 handbook and Section 8 handbook
- New safeguarding guidance
- Key messages from Ofsted Directors
- Materials from these launch events
- Short films of school leaders who took part in pilots summarising their experience of the CIF and short inspections.

Also, coming soon...

- 'Achieving Success': a collection of films featuring schools that have made the journey to good or outstanding, or sustained these grades.



Notification of inspection and telephone call

Out of school settings will now have half a day's notice of a routine cycle inspection.

There will be **no notification** of inspection for:

- inadequate providers
- priority inspections

The inspector will call the provider as close to mid-day on the day before the inspection.

The phone call should last approximately 10- 15 minutes and it should focus on practical issues.



The purpose of the telephone call is to:

- inform the setting of the inspection
- confirm the settings registration status
- 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 the manager to participate in joint observations
- make arrangements for discussions with key staff, including the manager or the 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 (list on page 10 para 35 of EY inspection handbook)
- provide an opportunity for the setting to ask questions about the inspection
- establish the age 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 pupil premium funding
- find out about any additional support/arrangements for children with special educational needs or care needs.



Requests for deferral

If a setting requests a deferral of its inspection, the inspector will immediately make Ofsted aware. Ofsted will decide whether the request should be granted in line with its deferral policy. The absence of the provider/ manager or having no children on roll are not normally valid reasons for deferral. A decision will be made case by case.



The inspection

When inspecting:

- After School club provision (sessional) the inspector will normally be present for the whole session.
- Holiday playscheme provision open for a full day, the inspector will normally be on site for at least six hours.



The inspector will

- Meet with the provider at the beginning of the inspection
- Gather and record evidence about teaching and learning by:
 - observing children at play
 - talk to the children and practitioners about the activities provided
 - observing the interactions between practitioners and children
 - gauging children's level of understanding and their engagement in learning
 - talking to practitioners about their assessment of children's knowledge, skills and abilities and how they are extending them
 - observing care routines and how they are used to support children's personal development
 - evaluating the practitioner's knowledge of the early years curriculum.



Joint observations

The inspector will invite the provider or a senior member of staff , such as the manager or the early years professional, to participate in a joint observation of an activity. The provider is at liberty to choose whether or not to accept such opportunity.

Joint observations enable the inspector to:

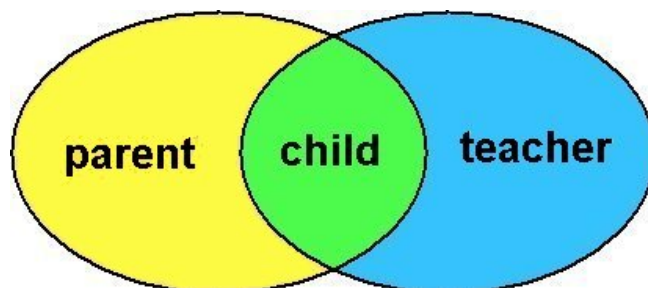
- gain an insight into the effectiveness of the provisions professional development programme for practitioners
- assess the quality of the providers monitoring and evaluation of staffs practice
- check the providers view of staff's interaction with children
- assess how effectively the manager supports staff to promote the learning and development of all children.



Meet with parents

The inspector will seek the views of parents.

This will contribute to judgements about how well the provision works in partnership with parents to support children's learning and development needs.





SEF - self evaluation

Leaders and managers of settings should have an accurate view of the quality of their provision and they should know what to improve.

This view should be summarised in their SEF.

Inspectors will evaluate how well a setting knows its strengths and weaknesses and how it can improve.

[Online Self evaluation form](#)



Policies and procedures

Childcare providers are required to have written policies and procedures as set out in the Statutory Framework for the Early Years Foundation Stage.

Inspectors will not check all the settings policies and procedures and documentation but must check all DBS records and paediatric first aid certificates.





In addition inspectors will consider:

- a sample of planning for individual children
- a sample of induction, training and professional development records
- the provision's self evaluation
- recruitment records
- staff qualifications and deployment
- staff training for safeguarding practice and procedures
- records of complaints.



Legislation

As well as meeting the Early Years Foundation Stage requirements, providers must comply with other legislation:

- safeguarding
- employment
- anti-discrimination
- health and safety
- data collection



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

Inspectors will use all their evidence to evaluate what it is like to be a child in the provision.

Inspectors will consider whether the standard of education and care is good or whether it exceeds good and is therefore outstanding.

If it is not good inspectors will consider whether it requires improvement or is inadequate.



Inadequate

The settings overall effectiveness is likely to be inadequate if:

- any one of the three key judgements is inadequate
- safeguarding is ineffective
- breaches of the statutory requirements have a significant impact on the safety and well being and/ or learning and development of children
- it is an out of school provision that has been judged as *requires improvement* at two consecutive inspections and is still not judged to be good at its third inspection.



Feedback

At the end of the inspection there will be a feedback meeting that should include the provider or their representative or the manager.

The inspector will share the main finding of the inspection and any actions and or recommendations for improvement.

Although the findings will be confidential and restricted to the relevant personnel and senior management team, if the provision is judged to be Inadequate the provider must inform the local authority after the inspection.





Top Tips from recent inspections

Effectiveness of Leadership and management

- Children are involved in planning and reflect their interests
- Arrangement for safeguarding is effective, regular staff supervision, monitoring of staff performance
- Good signing in and out of the club system
- Thorough risk assessments
- All staff safeguarding trained and staff are confident how to follow up a safeguarding concern
- Highly effective self-evaluation
- Significant improvement since last inspection
- Rigorous recruitment guidelines
- Staff development – staff can build on their strengths
- Highly qualified staff and key person system



Top Tips from recent inspections

Quality of teaching, learning and assessment

- Wide range of interesting resources offered to support independent play
- Creative art and craft activities available
- There is an opportunity for all aspects of creativity and imagination
- Children are able to do what they want to do, indoors or outside
- Resources are accessible to children
- Children become aware of their own identity and different cultures through planned activities – festivals
- Children have a good understanding of how to keep safe



Top Tips from recent inspections

Personal development, behaviour and welfare

- Staff are deployed well, children have the opportunity to move freely between indoor and outdoors
- Children are provided with age appropriate expectations and, consequently, they behave well.
- Staff and children have close relationships and children understand the routine of the day well
- Children with special education needs and/or disabilities are very well provided for. Close communication with other agencies ensure children receive cohesive support
- Staff give good caring attention to the children.
- A good nutritious healthy snack is provided, children wash their hands before eating
- Children make choices to develop good independence skills



Important documents

Early Years Register

- [Statutory Framework for the Early Years Foundation Stage](#)
- [Guide to registration on the Early Years Register](#)
- [How to prepare for your registration visit](#)
- [Early Years self-evaluation form \(SEF\)](#)
- [Common inspection framework for education, skills and early years from September 2015](#)
- [Early Years inspection handbook from September 2015](#)
- [Inspecting safeguarding in early years, education and skills settings from September 2015](#)



Important documents continued

- **Childcare Register**
- [Childcare Register requirements for childcare providers on domestic or non-domestic settings](#)
- [Guide to registration on the Childcare Register](#)
- [Conducting Childcare Register inspections](#)
- [Framework for the regulation of provision on the Childcare Register](#)
- **All settings**
- [Registration not required](#)
- [Prevent duty guidance](#)
- [Applying to waive disqualification](#)



Final message

Don't prepare for an Ofsted Inspection – be ready.

Contact the Early Years team with further questions

email: early.years@oxfordshire.gov.uk
call: 0845 604 2346 (usual rates apply)