


Ofsted Inspection Readiness

Quality of Education -
What to expect for Early Years

A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

How to use this presentation...

- The slides provide a summary of the expectations in order to achieve a Good or Outstanding judgement in the Quality of Education section of the Ofsted inspection, as stated within the [School Inspection Handbook](#) (2021).
- The slides contain questions for Headteachers and leaders to reflect upon. All questions relate to the Good and Outstanding grade descriptors.
- If you have any queries or would like to discuss any points in more depth after reflecting upon the questions posed, please contact your Early Years Consultant:
 - [Kay Summers](#) (Haydon Bridge, Hexham, Ponteland and Prudhoe Partnerships)
 - [Claire Johnson](#) (Morpeth, Bedlington, Cramlington, Blyth and Seaton Valley Partnerships)
 - [Rosy Dickinson](#) (Ashington, Coquet, Alnwick and Berwick Partnerships)

COVID-19 Discussion in Relation to EYFS

- Leaders will be asked to explain how the curriculum was implemented remotely and whether any elements of remote learning remain in place.
- Leaders will need to explain which sections of the EYFS were disapplied, i.e:
 - Did the Two Year Old Progress Check continue?
 - Were learning and development requirements adapted?
 - Were staff ratios and qualification levels compromised?
 - Were staff able to maintain their paediatric first aid certificate?
- How have leaders adapted and prioritised the curriculum since September 2020?
 - How have teachers identified gaps in learning?
 - How have teachers identified new starting points?
 - How has the curriculum been adapted to respond to the points above?

Outstanding Schools

"All formerly exempt schools must receive an initial inspection under section 5 or section 8 before 1 August 2026. Those schools that were last inspected under section 5 before September 2015 will receive an initial section 5 inspection. Those last inspected under section 5 after this date will receive an initial section 8 inspection. If an initial section 8 inspection indicates that outstanding performance may not have been maintained, we will normally carry out a section 5 inspection within the next academic year or as soon as possible thereafter and, in any event, before 1 August 2027."

Ofsted, 2021, paragraph 48

How is Early Years Inspected?

Early Years will be judged as part of the deep dive into subject areas. Therefore, it is important for subject leaders to know what their subject looks like in Early Years and how this is reflected in the curriculum intent and implementation. Early Years has its own set of grade descriptors within the School Inspection Handbook.

Early Years will be given its own judgement. This could be the same, higher or lower than the whole school judgement given.

Quality of Education

What does the curriculum look like in Early Years?

Do staff know how the EYFS educational programmes link to the National Curriculum subjects?

"Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject."
School Inspection Handbook, 2021, paragraph 195.

Does your Early Years curriculum feed into the Year 1 curriculum?

How have staff decided what the children in your school need to know?

Do middle leaders know where different National Curriculum subjects link to the Areas of Learning? Can they talk about this?

[Click here](#) for support with this.

Quality for Education continued...

What knowledge and skills do you expect children to learn in Early Years? At which points in time do you expect these skills to be gained?

Is your Early Years curriculum intent progressively sequenced and meaningful, preparing children for the next phase of education?

"Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this 'intent'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact')."

School Inspection Handbook, 2021, paragraph 196.

How do you use formative assessment in Early Years to inform future planning and next steps?

How and when are summative assessments completed? (there should be no more than **2 or 3** summative data submissions per year)

What can Early Years children do now as a result of your curriculum offer? How/where is this evidenced?

How do you know that your curriculum is ambitious for your children? Does it give ALL children the cultural capital needed to succeed in life?

Is your Early Years curriculum well sequenced and progressive? Will children leave Reception ready for Year 1? How do you know?

How do you design or adapt your curriculum to meet the needs of children with SEND?

Is your Early Years curriculum broad and well balanced – allowing children to develop across the 7 areas of learning?

What concepts will children learn across the Early Years and in what order will they be introduced?

How are children's starting points identified?

Do Early Years staff have a strong pedagogy which is demonstrated in their practice, environment and intent? What does this look like?

How is communication, language and literacy prioritised? Is key vocabulary for children to use and apply stated in the curriculum intent?

How does the environment support the curriculum intent?

Intent

How well is your curriculum embedded?

How does the environment enable children to develop the Characteristics of Effective Teaching and Learning?

How are routines organised to support children's learning and personal, social and emotional development?

Do all Early Years staff and subject leaders know what the intended learning outcomes are for Early Years children, and the actions they will take to ensure these outcomes are achieved?

Is the environment designed to be conducive with how young children learn? What does this look like?

Where staff have gaps in subject knowledge, what actions are being taken to close those gaps and increase staff confidence across the curriculum?

How will children build on new concepts to ensure learning is memorable and can be applied by children with increasing independence?

How do you know that Early Years teachers have a good knowledge of the subjects they teach? Are they supported by subject leads to build their knowledge when needed?

How do Early Years staff present new ideas and concepts to children clearly and provide opportunities for children to discuss, apply and embed their new knowledge through playful experiences? Are misconceptions addressed?

How does the intended curriculum build on children's current knowledge – can they apply previous knowledge to new concepts? What do children know, and remember about previously learning?

How does documentation of children's learning show that there are high expectations in terms of the quality of work produced?

How is emotional security promoted and ensured?

How is communication and language prioritised and developed throughout the Early Years?

How well do lessons/Early Years sessions contribute to the achievement of the curriculum intent?

Implementation

How is physical health and activity promoted?

How are parents involved in learning/updated on progress?

How are all children, including those with SEND, supported to achieve highly?

How are formative and summative assessment used by teachers? How do you decide when summative assessments are required?

Are children's reading books matched to their phonic knowledge and language attainment?

How does evidence of learning over time show that learning is progressively planned and sequenced and the curriculum intent has been met?

How is the Early Years environment resourced to ensure the curriculum intention are met?

How are gaps in children's communication, language and literacy identified? What actions are taken in response to the identification of gaps?

How is reading prioritised to develop children's love of reading from an early age? How do teachers support children to develop their early reading skills?

How do teachers introduce new vocabulary using stories, songs and rhymes?

How does children's work and teacher observations demonstrate that children understand and can apply the knowledge and skills stated in your aspirational curriculum intent?

Is your EYFS Profile data in line with the Northumberland or national average? If no, what actions are you taking to close this gap? (consider the data for key groups as well as overall cohort data)

Are children ready for the next phase? I.e. Two year olds ready for Nursery provision, Nursery children ready for Reception, Reception ready for Year 1? What does this readiness look like?

Have children with low starting points achieved well by the end of Reception? What has enabled this to happen?

Have children achieve a Good Level of Development?

How do children display the Characteristics of Effective Teaching and Learning consistently and with increasing independence?

Impact

How do you know that children with SEND have the knowledge and skills needed to best prepare them for the next phase?

How are children actively engaged in their learning, demonstrating curiosity and interest?

How do children demonstrate resilience in a range of situations?

How do you know children can manage their behaviour increasingly well, showing an understanding of right and wrong? Can they manage some personal conflicts by the end of Reception?

Are children able to apply the maths concepts taught and understand different ways to solve mathematical problems? What does this look like?

Do children have the phonics skills you expect by the end of Reception? Are they beginning to read with increased speed, fluency and comprehension?

Can children apply the knowledge and skills taught during child-led play?

How do children use and apply the vocabulary taught across the curriculum?

How do children show they have good comprehension and listening skills when engaged in stories, songs and rhymes?

What next...

Reflecting on the questions posed should provide you with a clear picture of what the curriculum intent, implementation and impact looks like in your school.

The answers to these questions should be known by all Early Years staff, subject leaders and senior leaders in your school. Any gaps or queries can therefore be further investigated as a staff team.

If you would like any support to delve into any of these questions further, please contact your Early Years Consultant as stated on slide 3.

Thank you.